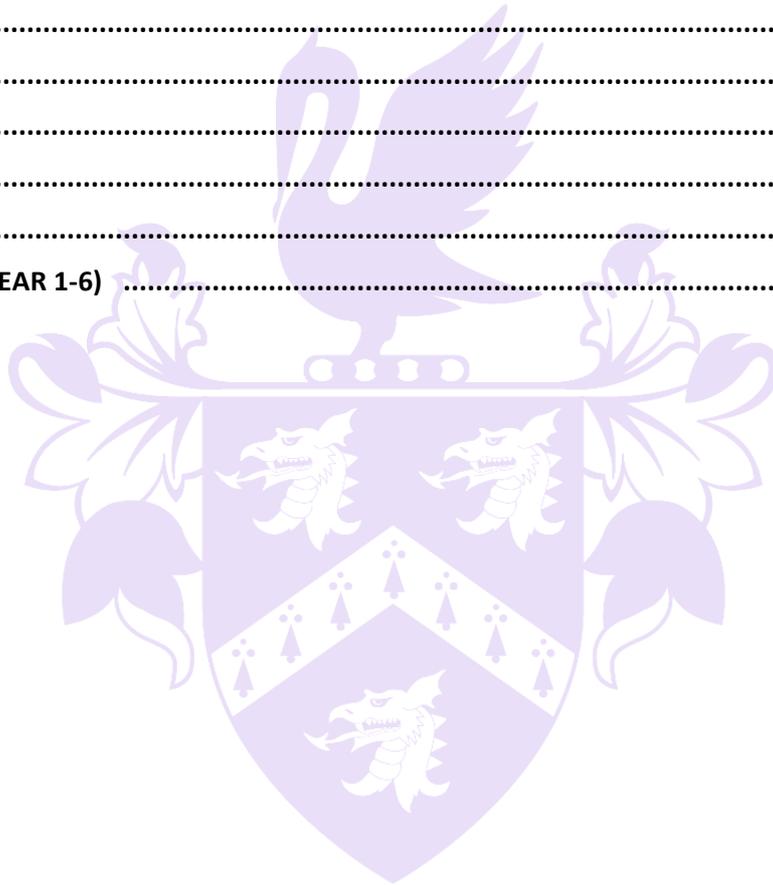


Year 7 Curriculum Overview

Term 1a

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MATHEMATICS

This term pupils will explore some key topics in Numeracy and Geometry. There will also be a focus on Number Bonds as this will help pupils in their arithmetic calculations as they progress in the subject.

Content

- Whole numbers to 20
- Number bonds
- Addition and Subtraction within 20
- Naming Positions
- 2D and 3D shapes

IMAGE

Skills

- **Numeracy:** Pupils will be able to recite numbers in order, both forwards and back, from 0 to 20. They will recognise numbers to 20 in both numerical and word form, and count objects within 20. They will also recognise number bonds and use them.
- **Numerical Calculation:** Pupils will perform addition and subtraction within 20. They will also use the equal, addition and subtraction sign to write addition and subtraction statements pertaining to number bonds.
- **Geometry:** Pupils will be able to recognise and name basic 2D and 3D shapes. They will also recognise the difference between 2D and 3D shapes.

Indicative Outcome

Furthermore, the use of punctuation in this speech suggests someone unable to think clearly.

Vocabulary

Count	Read	Write	Add	Subtract	Equal	Shape
Forward	Back	Order	Sum	Total	Minus	Position

How can I support my child at home? Most pupils will find pre-teaching of content helpful; some will require additional repetitions to secure understanding; some will get a lot from exploring the wider topic.

- Reinforce frequent arithmetic practice and number bonds review – ensure your child can correctly work out number bonds of numbers within 20 as well as read and write numbers from 0 to 20. They should also be able to count in order both forwards and back.
- Have your child point out basic 2D and 3D shapes that he/she can identify wherever he/she goes.
- Emphasise positioning vocabulary with your child. For example, “first from the right”, “third from the left”.



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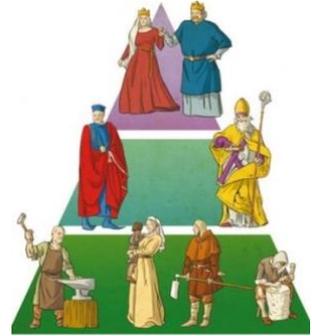
ENGLISH

Fire, Bed, and Bone by Henrietta Branford

This term pupils will explore the origins of the 14th century Peasant's Revolt in History lessons and complement this contextual understanding with a personal account taken from this period in English history of the struggle between freedom and domesticity in the life of a dog and her owner.

Skills

- To consider the impact of grammatical structures
- To independently innovate on found sentence and narrative structures
- To understand the contrasting register of informal and formal writing
- To identify the subjunctive mood
- To demonstrate an understanding of ambiguity and metaphor
- To construct arguments drawing on text-based inferences
- To appreciate how historical context can affect meaning
- To begin to consider meaning in the light of certain critical lenses

**Indicative sentence outcome:**

The Feudal system means that Rufus' beliefs would have been seen as rebellious.

Vocabulary

plague	peasant	domestication	rebellious	revolt	Wat Tyler	focalisation
perspective	Historical fiction	usurp	heretical	John Ball	foreground	emphasis

How can I support my child at home?

Additional Resources: there is no expectation that pupils complete additional work beyond the remit of homework, however if they are interested the following resources may be helpful:

- For more information on The Peasant's Revolt see History work of Term 1, or [BBC Bitesize](#)
- **Reading:** Other notable historical fiction *Ahimsa* by Selkar; *Sun Horse, Moon Horse* by Sutcliff; *Gleitzman's Once, Then, Now series*
- Discussions about persuasion: where do we encounter persuasive writing? Is this effectively persuasive?
- Model use of the key vocabulary above.
- Spelling-frame logins are available for pupils to access independently and outside of school



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CHINESE LANGUAGE (Standard)

This term, pupils will learn to use key vocabulary and standard sentence structures to describe i.e. outdoor activities, camps, ways of maintaining good eyesight and tell of their own experiences. Through the two units “到户外去” and “身体会说话/运动与健身”, pupils will also learn to read, analyse and write different text forms such as emails and schedules, as well as events with clear indication of changes in times and venues. They will also include targeted vocabulary and/or idioms used to describe emotions and opinions in their writing exercises.

**Language Skills**

Listening and Speaking	<ul style="list-style-type: none"> - Understand different terms and vocabulary used to describe outdoor activities, camps, eyesight, healthy lifestyle - Explain advantages and/or disadvantages of outdoor activities, exercises (sports) using a standard sentence structure i.e. 'I think that the advantages/disadvantages of... ' (我认为好处/坏处是...) - Use key vocabulary and conjunctions to explain opinions i.e. 'in my opinion' (我认为/我的看法是...), 'not only...but...' (不但...而且...)
Reading and Writing	<ul style="list-style-type: none"> - Read and comprehend key information presented on healthy lifestyle, activities schedules - Letter and email writing using correct format, elaborating on the importance of maintaining good eyesight - Write a short paragraph to introduce an outdoor activity or activities during a camp - Write an event/incident based on the pictures provided, indicating changes in time and places

Indicative sentence outcomes: ‘我认为……的利/弊分别有……’ / ‘为了预防近视，我们应该……’

Vocabulary

到户外去	身体会说话/运动与健身
露营、探险、防止、单独、禁止、贵重、绑、狼吞虎咽、黄昏、椰树、骨、集合、清单、安排、配合、齐心协力、轮到、顿	预防、近视、昏暗、连续、测试、好吗、填写、距离、户外、而且、诊所、模糊、瞎、下降、视力、保持、放松

Additional Resources: there is no expectation that pupils complete additional work beyond the remit of homework, however if they are interested the following resources may be helpful:

- [Channel 8 News -Importance of outdoor learning](#) – watch the news and listen out for the phrases used to describe outdoor learning
- [Camping](#) – learn the vocabulary for the items used during camping
- [Ways to maintain good eyesight](#) – listen to the targeted phrases and practise saying them in full sentences
- [Ways to maintain good eyesight 2](#) – listen to the targeted phrases and practise saying them
- [Conjunction 不但.....而且](#) – listen to the examples and form your own sentences

How can I support my child at home?

- Practice key vocabulary with your child.
- Pupils can access their LanguageNut subscription from home.
- Watch the links provided above with your child and listen to Chinese audiobooks.
- Allow your child to watch some Chinese shows and listen to songs and/or rhymes.
- Ensure that your child learns the characters from the spelling list.
- Encourage your child to speak to you in the sentences that he/she has learned.

CHINESE LANGUAGE (Foreign)

This term, pupils will give information about the class such as numbers of girls and boys in class as well as introducing their classmates and their nationalities. They will also use colours and quantifier to explain the position of an object with preposition. Some of the sentences that the pupil will be learning are ‘他是英国人。他上八年级三班。’ (He is from England. He is in Year 8 and is in Class 3.) ; ‘桌子上有三个红苹果。’ (There are three red apple on the table) .



Language Skills

Listening and Speaking:	<ul style="list-style-type: none"> - Identify vocabulary 同学, 上, 班, 年级 and various common items and names of countries, matching them with corresponding visuals/items. - Understand and answer questions, i.e. ‘Who is he/she?’ /”Which class is she/she in?”, ”Where are the apples?” - Understand information (audio and verbal replies) presented on the topic learned - Learning and introducing classmates
Reading and Writing:	<ul style="list-style-type: none"> - Read and write key characters/ vocabulary from the topics above - Read sentences and fill in the blanks with the correct vocabulary/ match them to the correct visual cues - Write short phrases with a combination of pinyin and key characters

Indicative sentence outcomes: 他是谁? / 三个红苹果在哪里? / 你的铅笔在哪儿?

Vocabulary

我的同学 (My Classmate)	你的铅笔呢? (Where is Your Pencil?)	书包里有两本书 (There are Two Books in the Bag)
同学、中国人、英国、美国、日本、班	铅笔、的、呢、里面	名字、只、红、绿、黄、黑、白、书、颜色

Additional Resources: There is no expectation that pupils complete additional work beyond the remit of homework, however, if they are interested the following resources may be helpful:

- [Quizlet: Key phrases and sentences](#) - To practice key phrases and vocabulary
- [I love my school 我爱我的学校](#) - To mute and practice reading through audiobook
- [Where is your pencil? 你的铅笔呢?](#) -To practice and revise sentences
- [What is in the bag? 书包里有什么?](#) -To mute and practice reading through audiobook
- [Song: The colours of rainbow](#)-To revise colours through songs
- [Location and Preposition](#)-To practice and revise preposition

How can I support my child at home?

- Practice key vocabulary with your child.
- Pupils can access their LanguageNut subscription from home.
- Watch the links provided above with your child and listen to Chinese audiobooks.
- Allow your child to watch some Chinese shows and listen to songs and/or rhymes.
- Ensure that your child learns the characters from the spelling list.
- Encourage your child to speak to you the sentences that he/she has learned.



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SCIENCE

This term the pupils will be learning about **Cells, Classifying Life and Environment and Ecosystems**. Pupils will be actively engaged in independent as well as collaborative work that will equip them with a better understanding of the science concepts taught. Classroom discussion, tactile activities and hands-on science practical will provide opportunities and guidance for pupils to develop scientific process skills and draw relevant connections between conceptual knowledge and phenomena in the natural and physical world.

Unit 1: Cells

- Microorganisms
- Plant cells
- Animal cells
- Organelles
- Microscopes
- Specialised cells
- Level of organisation

Scientific Process Skills

This unit introduces cells as the basic unit of all living organisms and microorganisms are considered as examples of single-celled organisms. Pupils identify and describe the functions of some cell structures; they learn how the structures of some specialised cells are related to their function. Pupils then study the similarities and differences between the structures of plant and animal cells and learn that cells can be grouped together to form tissues, organs and organ systems. Pupils will have opportunities to select equipment, plan how to make slides of plant and animal cells safely and use microscopes. Pupils will also evaluate models of cells, make measurements of cells and interpret the data.

Vocabulary

organism	nutrition	movement	respiration	sensitivity
growth	reproduction	Excretion	microscope	magnification
cell	nucleus	cell wall	cytoplasm	chloroplast
vacuole	tissue	organ	system	disease

How can I support my child at home?

There is no expectation that pupils complete additional work beyond the remit of homework. However, if they are interested then the following resources may be helpful:

- [Cells – KS3 Biology article](#)
- [Kingdoms – KS3 Biology](#)
- [Cells quizzes](#)
- [KS3 Classification and organisation](#)
- Encourage your child to observe the surroundings and make connections between everyday experiences and the science concepts taught in school.
- Practise science vocabulary with your child.
- Utilise the additional resources to support learning.
- Encourage your child to read books relevant to the science topics to extend learning and develop interest.



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GEOGRAPHY

Migration

Before the onset of Covid-19, there was a rise in migration figure globally. Pupils will discover that there are many factors involved in migration. Pupils will discover the benefits and drawbacks of migration. The different attitudes from various countries to migration and the reasons for these attitudes. Pupils will use real life immigration policies, combined with attitudes, to create their own policy for immigration. This will be a journey into the behaviours and driving forces of human activity.

Topics first half term

- *Our migration stories.*
- *The types of migration.*
- *Reasons for migration.*
- *Examples of forced migrations.*
- *Trends and predictions in immigration data.*

Second half term

- Refugees and asylum seekers.
- Benefits to host country due to immigration.
- Problems caused by migration.
- Singapore immigration policies.
- Types of immigration policy.



Geographical Skills

- **Knowledge and understanding:** Pupils will learn the various reasons behind migration and be able to discuss these and consider the merits of each reason. Pupils will be able to compare and contrast attitudes towards immigration and suggest why countries may have these attitudes.
- **Skills and Analysis:** Using immigration data streams, pupils will be able to compare figures from tables and graphs and determine trends and anomalies. Pupils will use maps to locate migration hotspots and suggest why they are so popular.
- **Judgement and decision making:** Pupils will be given various types of graphs which will all show migration figures. Pupils will decide which of them is the best based on a set criteria: ease of use, clarity of information and ability to replicate using other data streams.

Vocabulary

Immigration	Emigration	Push factors	Pull factors	Risk	Opportunity	Challenge
Voluntary migration	Forced migration	Origin	Destination	International	Internal	Refugee

Additional Resources: there is no expectation that pupils complete additional work beyond the remit of homework, however if they are interested the following resources may be helpful:

- <https://quizlet.com/218681356/ks3-geography-migration-flash-cards/>
- <https://www.bbc.co.uk/bitesize/topics/zg7nvcw>
- Age appropriate atlases

How can I support my child at home?

- Discussions about what has been learned so far.
- Interviewing relatives and friends to find their migration stories.
- Practice key vocabulary.



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HISTORY

Medieval Europe, Kings, crusades and castles

This term pupils will explore medieval Europe. From approximately 410CE to 1509CE was known as the medieval period or as the dark ages. Life was hard for the commoners and Lords alike. It was a time of religious zealotry and war, many wars! The notions of heroes and villains were blurred as everybody thought they were fighting for a just and holy cause. Pupils will learn about one of the darkest periods in European history.

Topics first half of term

- *Where and when?*
- *The feudal system.*
- *Plebeians, peasants and Lords.*
- *Harold Godwinson, Harald Hadrada or William of Orange, who should be King?*
- *The battle of Hastings 1066.*

Second half of term

- Defending the realm, how castles evolved.
- The Crusades 1095 – 1291
- Baldwin IV, Richard the Lionheart and Saladin.
- The peasant revolts and changing ideas.



Historical Skills

- **Knowledge and understanding of events, people, and changes in the past:** pupils will identify and describe reasons for, and results of, religious zealotry and holy wars. Pupils will learn and understand how societies can change through conflict.
- **Historical interpretation:** pupils will recognise that the past is represented and interpreted in different ways and will be able to give reasons for this. In term 1, pupils will be introduced to primary and secondary sources and begin to explore the value of each.
- **Historical enquiry:** pupils will independently research events and people from an appropriate range of sources. In term 1, pupils will learn effective methods of using reasoning to justify their thoughts and opinions.
- **Organisation and communication:** pupils use debating skills to determine who should have ruled England without having to go to war. Pupils will justify their reasoning.

Vocabulary

Crusades	Plebeians	Knight	Baron	Lord	Peasant	Motte and bailey
Zealotry	Keep	Moat	Siege	Heraldry	Revolt	Long bow

Additional Resources: there is no expectation that pupils complete additional work beyond the remit of homework, however if they are interested the following resources may be helpful:

- <https://www.bbc.co.uk/bitesize/search?q=medieval+period&page=1>
- There are many great books about this time period. The following website has some examples: <https://www.amazon.co.uk/History-Medieval-Britain-410-1509-Knowing/dp/0008195234>

How can I support my child at home?

- Discussions about what has been learned so far.
- As the medieval period is extensive, we will not cover it all. If pupils wish to know about other events during this period, parents can help them to find and understand relevant information.
- Practice key vocabulary.



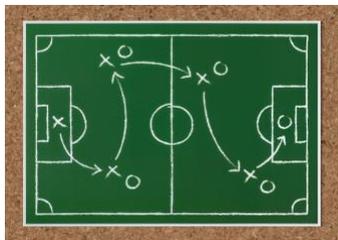
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PE

Object control skills in competitive contexts:

Learners practise, refine and work towards consolidating their object control skills. They focus on refining the skills of foot or hand dribbling, catching and throwing. They consider body parts, joints and muscles used, as well as fitness components, in movement skills-based activities.

**Programme of study/topic:**

- Learners will perform and be able to link together a wider variety of movement skills in short sequences.
- Apply movement competence with confidence in a variety of self-selected and more structured physical activities, showing the ability to respond and adapt to changing contexts and to others' movements, responses and roles.
- Display movement skills that demonstrate increasing control, fluency and variety.

PE Skills

- They will learn dribbling with the inside and outside of the feet
- Moving the ball from one foot to the other (being able to dribble with either foot ensures versatility and increases attacking possibilities as defenders can be more easily wrong-footed).
- They will learn dribbling with either hand (ensures versatility of the skill and increases attacking skills).

Vocabulary

Anaerobic	Recovery	Strength	Cycling	Skipping	Sprinting	Health
Heart rate	Aerobic	Nutrients	Jogging	Running	Stamina	Control

Additional Resources: there is no expectation that pupils complete additional work, however, if they are interested the following resources may be helpful:

- Sports recovery: <https://www.youtube.com/watch?v=FH7MwueSRVE>

How can I support my child at home?

Making sure your child naturally incorporates exercise into their life is a mixture of several things: leading by example, doing sports together, keeping it fun and encouraging instead of forcing sports. It's important to combine these different examples for your child because kids learn through your actions, so simply stating that physical health is important is not enough to foster their love for team sports. Demonstrating how sports can positively impact them in multiple ways will provide even more motivation for them to incorporate sports into their own lives as they age.

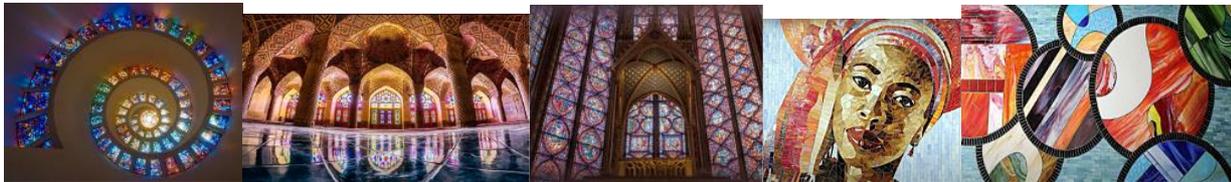


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ART

At The Perse we endeavor to inspire, engage, and build confident artists. We focus on the creative process to gain a rich learning experience that fosters curiosity, whilst developing an understanding of skills and concepts. We are not driven by outcomes; we take the time to expose students to skills and inspire them with artists and designers from many eras and cultures. Students are encouraged to take risks using techniques learnt and combine them with their own ideas to create unique works of art.



Stain glass window design and mosaic shapes.

This term pupils will explore the Medieval art of stained glass windows and how these were important for communities to experience inside cathedrals. We will look at the mosaic shapes and the artist Gerald Davidson. The designs have developed over the centuries but still incorporate a frame, image and colour. Pupils will extend the use of these elements and arrange in their own compositions.

Art Skills

Experiencing and making: Pupils will experience how light, colour and shape combine to express a personal image. Pupils will make portraits and arrange smaller shapes to create a larger image. Each small piece is a miniature art piece and together they create a larger expression through a sequential process.

Reflecting

Celebrate artistic experiences and learning.

Pupils will Record the process every week in their sketchbooks and discuss with groups about how to develop ideas, approaches, influences and images. Then pupils will present to each other.

Analyse, critique and connect own and others' work as part of the artistic process.

Pupils will carry out self-assessments of their own work and give peer assessments throughout the assignment. Learning art specific vocabulary to aid them to do this in a structured and purposeful way.

Embrace challenges and opportunities, working with growing independence. Review and refine own work.

Vocabulary and Elements of Art

Medieval	Translucent light	Romanesque	Notre dame	Stained glassed
Gerald Davidson	Renaissance period	Gothic art	Mosaic art	

How can I support my child at home?

- Celebrate your child’s artwork when they return home.
- Ask what they would wish to create next and embark on a joint project together.
- Discuss with your child what part of the process they enjoyed the most and ask questions about it.



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MUSIC

The power of the voice and exploring a catchy chorus

In term 1a pupils will focus on singing and how to use the voice as a powerful medium of expression. Music making will include singing in rounds and singing in two parts, with opportunities to experiment with sounds that can be created with the voice and any instruments that are available. Pupils will apply their understanding of the links between sound and symbol to develop their ability to notate rhythms.

Topic

The power of the voice



Music Skills

- **Knowledge and understanding:** Pupils will research and study on vocal health as well as the usage of good vocal techniques.
- **Musicianship skills:** Pupils will perform with their voice in a variety of given and chosen styles, being responsive to others including communicating a good level of musical effectiveness to audiences.
- **Music enquiry:** Pupils will contribute to coherent and successful compositions and improvisations, drawing on internalised sounds from a wide variety of sources.
- **Organisation and communication:** Pupils will rehearse, perform, and make musical choices within a broad range of vocal material, beginning to make choices about repertoire.
- **Indicative sentence outcome:** We could improve the composition through the change of melodic pattern of rising pitches to falling 3rds.

Vocabulary

Vocal techniques	Beatboxing	Vibrato	Ascending	Movement (step/leaps)	Ensemble skills	Three-part harmony
Kick drum sound	A cappella	Articulation	Descending	In tune	Backing track	Instrumental section

Additional Resources: There is no expectation that pupils complete additional work, however if they are interested the following resources may be helpful:

- Solfege singing practice : <https://www.youtube.com/watch?v=3eT2NoTYwNA&t=1s>
- Backing track for improvisation : <https://www.youtube.com/watch?v=85ZptB9kgaM&t=318s>
- Vocal improvisation : <https://www.youtube.com/watch?v=47s0YSn6Dd4>
- Elements of music : <https://www.youtube.com/watch?v=t9Mo-bk14ko>
- Free plays : <https://www.dramanotebook.com/watch-free-plays-online/>

Plays with an asterisk () has parental rating of PG-13 and should be watched with an adult.*

- Reading – Amina’s Voice by Hena Khan, Audition & Subtraction by Amy Dominy

How can I support my child at home?

- Sing often to improve vocal stamina, paying attention to a good tone, clear lyrics and vocal projection.
- Have fun watching plays, musicals, orchestra performances, music ensembles and concerts observing the musical features, interactions between the performers, singing and performance techniques.
- Using the improvisation backing tracks, try singing, scating or clapping over the music track.
- Revise songs and music studies learned in class.



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PSHEE

At Perse PSHE is central to our pupil's wellbeing and holistic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. PSHE is also a crucial part of the school's proactive approach to pastoral care and allows us to equip pupils with the knowledge to avoid potential problems, the confidence to tackle challenges when they do occur and an awareness of where to go should they ever need to find extra help and support.

Topics

- Me, Myself, and I
- Love and relationships
- Conflict resolution
- Dangerous relationships
- Keeping our bodies healthy
- Healthy Eating
- Healthy Minds
- Looking out for others



PSHEE Skills

Sex and Relationship Education (SRE)

- Ability to understand what makes a good friend.
- Recognising different types of relationships and how to resolve any conflict in friendship groups.
- Understanding of what a dangerous relationship may look like and where to seek support.

Living in the wider world

- Understanding of how to keep healthy including what types of food to eat and what types of exercise will keep our bodies fit.
- Recognising emotions and how we can keep our minds healthy. An understanding of different types of feelings and how this can change our behaviour.
- How to best support friends and family who may need help with their mental health.

Vocabulary

self-esteem	conflict	hygiene	consent	cyberbullying
mental health	empathy	identity	conflict	bias

How can I support my child at home?

- Discuss with your child relationships they have in and out of school
- Model healthy choices



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DIGITAL LITERACY (Years 1 – 7)

Digital Literacy

The Digital Literacy curriculum is structured around three core themes: **Tools and Content Creation**, **Safety and Wellbeing** and **The Digital World**. Each core theme is divided into several different subject areas that are revisited as pupils progress from Year 1 to Year 7. These units are based on the guidance provided by the Cambridge Curriculum.

Tools and Content Creation	Safety and Wellbeing	The Digital World
<ul style="list-style-type: none"> • Interaction with onscreen items • Creation of digital documents • Management of files • Knowledge of online search techniques 	<ul style="list-style-type: none"> ▪ Good Digital Citizenship ▪ Media Balance and Wellbeing ▪ Online Privacy and Security ▪ Digital Footprint and Identity ▪ Cyberbullying 	<ul style="list-style-type: none"> ▪ Digital technologies and their impact on our lives ▪ Digital friendships ▪ Technology and Interconnectedness

Year 7	<ul style="list-style-type: none"> -Develop fluency and accuracy when typing in increasing quantity. -Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia. -Know that files can be stored remotely on other computers, networks or in the cloud. -Select and use online and offline tools that aid personal organisation and collaboration. -Use advanced search techniques to refine search results.
	<ul style="list-style-type: none"> -Know some people purposefully antagonise other online users and understand the risks of engaging with that behaviour. -Understand that they have personal responsibility for their digital activity, safety and wellbeing. -Understand that all online activity can be collated and added to a user's digital footprint, which can have positive and negative consequences.
	<ul style="list-style-type: none"> -Describe the positives and negatives of online live coverage of news and events. -Understand the benefits and risks of online communities. -Discuss and make predictions about future technologies. -Understand plagiarism, crediting, citation and fair use. -Understand that the storage capacity of a device is limited.



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