

Year 7 Arts Curriculum Map

Subject/Term	Term 1 Knowledge	Term 2 Knowledge	Term 3 Knowledge	Term 4 Knowledge	Term 5 Knowledge	Term 6 Knowledge
Drama 5 projects covered <i>Skills: 5cs</i>	6 Cs introduction: Collaboration, Creativity, Communication, Concentration, Consideration & Commitment	Snow: FGMBV (Facial expression, Gesture, Movement, Body language and Voice); Physical theatre (basic)	Scornbury Manor: Still image / Freeze Frame; Cliffhanger; Soundscape; Vocal Collage	Commedia dell' Arte: Expressive performance style; 4 characters; History of theatre	Cops 'n' robbers: Physical theatre (intermediate)	
English 3 units covered <i>Skills: Structure and coherence; Spelling, punctuation and grammar; Applying context; Using evidence; Analysing technique; Awareness of impact; Listening, discussing and presenting</i>	The Play – Dracula or Frankenstein To include: characters, plot, themes, structure, context, stagecraft and writer's methods.		The Novel – Oliver Twist or Ruby in the Sky To include: characters, plot, themes, structure, context and writer's methods.		Shakespeare – An Introduction to Shakespeare and Novel Study To include: characters, plot, themes, structure, context, stagecraft and writer's methods.	
History 3 units covered <i>Skills: Construct relevant, structured and evidentially supported written work; Use evidence and evaluating evidence; Develop own hypothesis and conclusions; Evaluate different interpretations about the past; Use historical terms and concepts.</i>	Anglo Saxon England and the Normans. Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of change and continuity and the significance of the key events of the Anglo Saxon period: how did life change for the Anglo Saxons, why did William win the battle of Hastings, significance of key events e.g. Harrying of the North.		Life in Medieval England and Mansa Musa Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of Diversity and the significance of the key events of the medieval era: differences between medieval towns and villages, key events such as Black Death, Peasants' Revolt, power of the Church, role of women Significance of Mansa Musa		War of the Roses and the Tudors Students will extend and deepen their chronological understanding of the period and use the key historical concepts of cause and consequence and the significance of key events: why did the wars of the Roses start, Battle of Bosworth, lives of key Tudor monarchs.	
RE 5 units covered <i>Skills: Knowledge and Understanding; Explanation; Use of Sources of Authority; Analysis and Interpretation;</i>	Unit 1: What does it mean for Christians to believe in God as Trinity? The concept of the Trinity. God as Father, Son and Holy Spirit.	Unit 2: The Buddha: How and why do his experiences and teachings have meaning for people today? The life of Siddhartha Gautama.	Unit 3: Should Christians be greener than everyone else? Creation accounts. Stewardship. Human responsibility for the environment.	Unit 4: What difference does it make to be non-religious in Britain today? Humanism and other non-religious perspectives. Belief, values and identity.	Unit 5: Does the world need prophets today? What a prophet is. Examples of prophets in religious traditions. Prophets as messengers and reformers.	

<i>Evaluation; Written Communication</i>	Biblical foundations of Trinity. How belief in the Trinity influences Christian life and worship. Christian beliefs about God's nature.	Enlightenment and the Buddha. Key Buddhist teachings. Dhamma and Sangha. The relevance of Buddhist teachings today.	Christian responses to environmental issues. Ethical decision-making.	Similarities and differences between religious and non-religious worldviews. Diversity in modern Britain. Respect and tolerance.	Justice, morality and social responsibility. Modern examples of people who inspire change.
Music 3 units covered <i>Skills: Performing; Composing; Listening and appraising</i>	Television Signature Tunes Recognise notes on the stave Keyboard layout Rhythm/Pitch Phrasing		The Five Food Rhythms Musical Knowledge & understanding of musical vocabulary An ability to use rhythmic and melodic notation both by hand and in Sibelius Producing a 16-bar composition plus extension		Instruments of the Orchestra Aural and visual perception and discrimination of the orchestral instruments Contextual understanding of pieces studied e.g. Henry Purcell/B Britten YPG theme, Pink Panther, When the Saints, Canon
French 4 units covered <i>Skills: listening; speaking; reading and writing</i>	About Me Numbers, colours, family, pets, personality, appearance, likes and dislikes, other people	School Subjects and opinions, time, daily routine, differences between French and English schools	Hobbies and free time Sports, free time activities	House and town Where you live, rooms and furniture, places in town, directions, where you are going to go, what you would like	
German 4 units covered <i>Skills: listening; speaking; reading and writing</i>	My world Phonics; numbers, birthday; colours; preferences; family; pets, personality, appearance	Free time Sports, hobbies	School Subjects, opinions and reasons; Time and days; timetable	A trip to Munich Places in town, activities in town, weather	
Spanish 4 units covered <i>Skills: listening; speaking; reading and writing</i>	All about me Greetings, personality adjectives, family, pets, number 1-31, age and birthday and colours.	Free time What you like to do in your free time, the weather, and activities you do, sports and reading about favourite things.	School What school subjects you study, your opinion of those subjects, describing your school, break time and listening about schools.	My family, friends and town Describing your family, describing hair and eye colour, saying what other people look like, describing where you live, ordering in a café and saying what you are going to do.	