



Baston House School – Key Stage 3 Curriculum Map

Year 7 – Formal Curriculum

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|--|----------|--|----------|---|----------|
| Art | Introduction to the formal elements of art and design: line, shape, 3D form, tone, colour theory, pattern, texture. Each element is explored individually using a variety of media, processes and activities. | | Looking closely at the natural environment- Spring Flowers. Students build on their emerging understanding of colour theory. They learn how to mix a variety of colours from a limited palette. Inspired by the work of artists, they develop large scale painted compositions. | | Extension mini project Me, Myself and I A mini project in the summer term. Students are introduced to portrait proportion and explore micrography and collage techniques as a vehicle for self-expression. | |
| Careers | Enterprise Ideas Generation Market Research Designs Our 'Pop-Up' Shop Design Total Costs and Selling Price Advertising | | All About Me Introductions My Favourite Things Skills and Qualities Personal Skills Personal Qualities | | What is a job? What is a Job? Skills for Work Dream Job Communicating Job Ideas Job Research | |
| Design Technology | Mechanical Toy Wood joints Mechanisms CAMS Mechanical movements Hand tools Testing | | Buggy Project Creating wood joints (butt) Creating electronic circuits Using a glue gun safely Testing circuits Teamwork Racing buggies Theory on motors and friction Following instructions | | Pewter cast keyring Understand how to manufacture a quality product Quality Control to improve design. Creating nets Casting techniques Metals – ferrous and non-ferrous Creating a mould Accurate use of hand tools Accurate use of measuring and marking tools | |

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| English | Non-fiction reading/writing – People Like Us | Non Fiction (Writing) Alien Abduction | Shocking Shakespeare (Reading) | 'Freak the Mighty' Rodman Philbrick | Fiction (Writing) Super English | The Iron Man' Ted Hughes/The Ocean at the End of the Lane – Neil Gaiman |
| Food Technology | | Health & safety and Food Hygiene | | Nutrients | | Food provenance |
| Humanities | History History Introduction | History Roman Britain | History Anglo-Saxons and Vikings | RE Hinduism | History Norman Conquest | History Crime and Punishment |
| | Geography Geography Introduction | Geography Geography of the UK | RE What Matters the Most | Geography Rainforests | Geography Rivers | Geography Natural Resources |
| ICT/Computing | Using computers Keeping safe using technology Safely, effectively and responsibly E-safety Social Media Online privacy 2 factor authentication | Games Design Programming in Scratch Sequencing Game design Understanding variables Sequence | Programming using a block programming software Use variables to improve programs Creating sequences User input Formulas | The Internet Internet security Using search engines Website structures Features of a webpage | Introduction to spreadsheets Basic spreadsheet tools Create pixel art images using Excel | Presenting Data Planning a project Collecting data Word Processing Desk top publishing Presentation Software Graphics software |
| Independent Living | Problem solving Teamwork Develop students' problem-solving skills and promote working together as part of a group. | Healthy Lifestyles Expand students' concept of a healthy diet and a healthy lifestyle - exercise. | Using technology Create awareness of the influence of technology and promote safe use. | Choices and decisions Equip students with decision making skills and make informed choices. | Dealing with problems in Daily life Develop problem solving skills in managing daily challenges. | Making the most of Leisure time Improve students' personal development through leisure activities. |
| Mathematics | Algebraic thinking Sequences Understand and use algebraic notation, Equality and equivalence | Place Value and Proportion Place value ordering integers and decimals Fraction, decimal and & percentage equivalence | Application of number Solving Problems Solving problems with multiplication and division Fractions and percentages | Directed number Operations and equations with directed number Fractional Thinking Addition and subtraction of fractions | Lines and Angles Constructing and measuring using geometric notation Developing geometric notation | Reasoning with Number Developing number sense Sets and probability Prime numbers and proof |

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| Music | MUSIC PRODUCTION Intro to Music Production Using Garageband. How to sample with the Garageband sequencer | MUSIC PRODUCTION Intro to Music Production Using Garageband. How to sample with the Garageband sequencer | LEARN TO PLAY Whole-class music making opportunities scaffolded for popular classroom instruments including ukulele, guitar, keyboard, vocals, recorder and untuned percussion | LEARN TO PLAY Whole-class music making opportunities scaffolded for popular classroom instruments including ukulele, guitar, keyboard, vocals, recorder and untuned percussion | | MUSIC PERFORMANCE SKILLS |
| Outdoor Learning | Autumn allotment tasks and seasonal activities based around the main features of the British autumn season | Bulb planting, Investigating winter habitats for birds, mammals and insects, and seasonal celebration themed outdoor learning activities | Preparing for the new growing season, and observing and encouraging our native wildlife | Sowing seeds in the polytunnel to grow and nurture ready for planting in our outdoor spaces and seasonal celebration themed outdoor learning activities. | Investigating pollinators and beneficial animals and insects. Maintaining and propagating plants, and planting seasonal salad crops and summer bedding | Watering, maintaining and harvesting the fruits of our labour |
| Performing Arts | Fundamentals Understanding the importance of the key three: Body Language, Facial Expression and speech. Students will use their understanding of these core principles and apply them to a variety of texts both in groups and independently. | Performance Styles Students will explore the various performance styles focusing on developing specific aspects of their abilities related to the core principles. Students will explore and develop talents in Narration, improv, abstract, spoken word and silent film. | Character Development Character development and understanding the process' and importance of embedding characteristics and personality traits; creating and developing a set of characters; analysing characters from films and movies to identify their back story and personality. | Script Writing Script writing, establishing a narrative, back story/lore, Characters and locations. Students will be tasked with writing out a scene for multiple characters with one or more impactful moment. Students will work with their groups to rehearse and bring their scripts to life using the characters they developed | Monologues Students will be given a selection of monologues which they will be expected to perform at the end of the half term. Students will need to learn their lines and perform without the use of their scripts, establish their body language, tone of voice and facial expressions. Students will need to source and costume or props if applicable. | Ensemble Performance Students will work in groups and given a selection of scripts that will contain one or more scenes for the students to rehearse and perform. Students will need to learn their lines and perform without the use of their scripts, establish their body language, tone of voice and facial. |

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| PSHE | Rights, responsibilities and British Values Politics UK Politics Role of Prime Minister Monarchy and King Charles III Parliament Elections Creating a political party | Celebrating Diversity & Equality Identity Multicultural Britain Being kind Breaking down stereotypes Learning disability Prejudice and discrimination Challenging Islamophobia | Relationship and Sex Education Consent & boundaries Respect and relationships What makes a good friend? Friendships and online relationships Being positive Pressure, influence, friends What does it mean to be a man in today's society | Staying safe online and offline Avoiding gangs and criminal behaviour Staying safe online Online gaming, grooming and addiction Alcohol and risk Nicotine and smoking Energy drinks and caffeine Knife crime and safety | Health & wellbeing Puberty Personal hygiene Growing up Self-esteem Dental Health | Life Beyond School What is PSHE? Getting to know people What is community? Careers and your future Sleep and relaxation Financial education Transition points |
| Physical Education | Invasion Ball Games Basketball / Rugby/ Football (indoor / outdoor) Attempt to dribble the ball with my good hand Try to pass the ball Attempt a set shot Play in a game but still need guidance as to where I should be and what to do | Badminton Hold a racket and attempt to hit forehand and backhand shots Play a 1 or 2 shot rally with a partner Attempt a basic serve Attempt forehand 'up bounces' | Health related Fitness Skill replication in a range of fitness activities that test physical capacity. Basic understanding of the way the body responds to exercise Warm up/cool down movements Circuit movements Tests for components of fitness Simple measurements of the body – heart rate | Hockey / Rugby Knowledge Principles of attack and defence Finding and using space Different marking, covering, delaying strategies Application of modified game rules Passing/Receiving Dribbling Ball control Shooting Defending/block tackle | Athletics Understand the need to use my arms when running. Understand the commands 'Take your marks, Set, Go' Show I know track includes relay, sprint, middle and long distances. Show I know I should take off from 1 foot on land on 2 feet. Understand what is meant by 'take off board' Know the difference between long jump and triple jump. Hold the shot putt correctly and know | Rounders / Cricket Understand scoring and basic pitch positions. Demonstrate throwing and catching actions Adopt the correct batting stance with good grip. Demonstrate the correct bowling action with some consistency. Perform a 'long barrier' and throw accurately using basic underarm and overarm throws Influence the game in either batting or fielding |

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| Physical Education (continued) | | | | | why I need a high elbow Understand the shot putt is measured to where it lands Understand what makes a 'no throw' in javelin and shot putt Stand correctly to do a static throw | Anticipate and adjust my position according to the pace of the ball and successfully field the ball coming at different heights and speeds Select and apply attacking and defensive shots |
| Science | P1 Chapter 1: Forces C1 Chapter 1: Particles and their Behaviour | B1 Chapter 1: Cells P1 Chapter 2: Sound | C1 Chapter 2: Elements, atoms, and compounds B1 Chapter 2: Structure and function of body systems | P1 Chapter 3: Light C1 Chapter 3: Reactions | B1 Chapter 3: Reproduction P1 Chapter 4: Space | C1 Chapter 4: Acids and Alkalis |
| Travel Training | Understanding the world around them and basic safety. What "travel" means (walking, bus, train, car) Recognising local places (school, home, shops) | Understanding the world around them and basic safety. Develop awareness of basic road safety rules. Understanding safe vs unsafe situations Supervised local walks | Personal Safety – Road Safety Developing the key concepts - Stop–Look–Listen–Think Using crossings safely Supervised local walks | Personal Safety – Road Safety Develop students understanding of direction and following simple directions Supervised local walks | Building Confidence Spotting safe vs unsafe situations Practising short, supervised routes Reflecting on what makes a journey safe | Building Confidence Spotting safe vs unsafe situations Practising short, supervised routes Reflecting on what makes a journey safe |