

Co-op Academy North Manchester Curriculum Overview Year 7

Jump to: [Art](#) [Citizenship](#) [Computing](#) [Design Technology](#) [English](#) [History](#) [Geography](#) [Maths](#) [Music](#) [PE](#) [Religious Studies](#) [Science](#)

Art	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Kandinsky	Brushes and Painting	Monsters	Clay Construction	African Masks	Textile Project
Knowledge (What is in the lessons)	Formal Elements (shape, line, tone, texture) Colour Theory - Harmonious and Complementary colours Composition Blending /Layering	Design Making Exploration of designs Experimentation using materials Painting skills	Research Descriptive Writing Creating expressions Monoprinting	Design Ideas / Creativity Coil pots / Slip Construction of Pots Glazing and use of kiln	Cultural research: Masks Shape Pattern Colour Construction: card Painting	Skill development: Batik Tye dye Embroidery Collage Construction: textile
Understanding: Concepts / Disciplinary Knowledge (What we assess / (progress ladders / skills)	Colour Theory and its application Personal response to creating own artwork Collage construction	Exploration of techniques and experimentation Outcome with equipment	Design and experimentation using creativity of ideas and drawing from imagination Descriptive Writing / Written Analysis Use of materials to create personal outcome	Clay and its construction using the coil and slip method Glazing	Developing ideas based on research. Personal response to creating own artwork	Exploring processes, skills and materials. Personal response to creating own artwork
Homework	Kandinsky Reflection Oil Pastel Blending	Mandala Research Warm and Cool Colour	Pre - Reading Textured monster	Functional and Decorative Pottery Reading	Mood boards: Masks Shape	Textile art research

Co-op Academy North Manchester Curriculum Overview Year 7

		Animal	experiment	Mood board of African Culture	Pattern Colour	
Assessment	Body of Work - Kandinsky inspired piece, evaluation and animal personal response	Body of Work - Animal Face and experimentation with brushes	Body of Work - Design process for monster pot, experimentation of materials	Body of Work - Research, Monster Pot response in clay	Body of work - research, development and card relief response	Body of work - research, development and textile response
CEAIG	Theatre Design Illustrator Abstract Artist	Wildlife Artist Caricaturist	Children's Story Creator Plot Generator	Potter Ceramicist	3-D Designer Model Maker	Fashion Designer Tailor
How to help at home	Encourage your child to practice skills at home Visit an art gallery to look at different artist work	Encourage your child to practice skills at home Look at composition and have a go at arranging things at home	Encourage your child to practice skills at home Google different types of Monsters and make a mood board ready for the unit	Encourage your child to practice design skills at home Watch pottery videos on you tube	Encourage your child to practice skills at home Help researching images online with keywords	Encourage your child to practice skills at home
Wider Reading	Mark Making: Inspired by the Masters to find Artistic Voice Blog	Composition in Art by Matt Fussell	Mateo Dineen - I was born with a pencil in my hand	https://youtu.be/LWzrPQyRsaM https://youtu.be/disyn_sNyGc	britannica.com/art/African-art	artsy.net/article/artsy-editorial-10-textile-artists-who-are-pushing-the-medium-forward

Co-op Academy North Manchester Curriculum Overview Year 7

Citizenship	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Growing Up	Online relationships	Making the right choice	Should we have responsibilities if we want to keep our human rights?	Do laws support our human rights?	Who has the most power to protect our rights?
Knowledge (What is in the lessons)	Bullying Puberty Peer on peer abuse	Relationships Consent Online safety	Smoking Alcohol Drugs	Community Identity Human rights	Why do we need laws? Hate crimes	Living in a democracy Advocacy Pressure groups
Understanding: Concepts / Disciplinary Knowledge (What we assess / (progress ladders / skills)	Relationships Mental health Physical health	Online safety Laws Mental health	Physical health Health prevention Online safety	Impacts: Equality Diversity	Critical assessment: Equality Diversity Law Justice	Advocacy: Equality Diversity Democracy and power Influencing change
Homework	Bullying, Puberty or Peer on Peer abuse leaflet, poster or presentation suitable for Year 6 students.	Online data research task	Infographic about smoking, drugs or alcohol	Our community project - project to celebrate diversity and equality in Co-op Academy North Manchester	Anti-racism writing, poster or creative piece	Advocacy speech
Assessment	Writing to Evaluate	Writing to inform	Writing to evaluate	Writing to analyse/persuade	Written evaluation	Written evaluation/debate
CEAIG	Counselling	Researcher, data analyst	Health care professionals	Policy makers	Police	Civil servants

Co-op Academy North Manchester Curriculum Overview Year 7

How to help at home	Watch: Puberty https://www.youtube.com/watch?v=aVaB8_WHyWw	Watch: CEOP https://www.youtube.com/watch?v=Gqw2c3_DtZc	Visit: www.talktofrank.com	Watch: The Story of Human Rights: https://www.youtube.com/watch?v=BMxLABobXVc	Watch: The School That Tried to End Racism https://www.youtube.com/watch?v=1I3wJ7pJUjg	Watch: Advocacy https://www.youtube.com/watch?v=nlo31mMB4P8
Wider Reading	Face - Benjamin Zephaniah	https://www.theguardian.com/technology/2022/oct/01/poisonous-how-whatsapp-is-exposing-uk-school-children-to-bullying-and-harmful-content	https://www.theguardian.com/society/2022/jul/23/child-vaping-epidemic-risks-becoming-public-health-catastrophe-in-uk-experts-warn	The Art of Being Normal by Lisa Williamson	Max - Sarah Cohen-Scali	Lies We Tell Ourselves by Robin Talley

Computing	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Introduction to Computing	Desktop Publishing	Hardware and Software	Introduction to Spreadsheets	Flowol (Flowcharts and Algorithms)	Programming Language 1
Knowledge	What makes a strong password How to keep data / files save and secure How to keep safe in the computing room Respectful online communication Google	Texts and Images Documents and Templates Adding Content/Layouts	What is a computer? What is inside a computer? How it all works The CPU Software	Getting to know a spreadsheet Quick Calculations Collecting Data Functions Advanced Functions	Define algorithms Procedures Flowchart Symbols Solving Problems Creating algorithms Understand and use flowcharts effectively	Sequence Selection Iteration Creating initial algorithms

Co-op Academy North Manchester Curriculum Overview Year 7

	Classroom/Class Charts				Understanding sequencing	
<p>Understanding: Concepts / Disciplinary Knowledge (What we assess / (progress ladders / skills)</p>	<p>Create a memorable and secure password for an account on the school network</p> <p>Health and Safety in the computing room</p> <p>To locate documents and common apps on the network</p> <p>How to recognise and construct a respectful email and describe how to communicate with peers online</p> <p>To locate and use google classroom and classcharts</p>	<p>Explain the difference and identify the advantages and disadvantages between text and images and how they are used to communicate clearly</p> <p>Change font style, size, and colour for a given purpose and edit text.</p> <p>Explain what 'page orientation' means, identify placeholders and state why they are important.</p> <p>Identify the best locations for content, paste text and images to create a specified task</p> <p>Know how different layouts can suit different purposes, identify different layouts and match a layout to a purpose</p>	<p>Understand what a computer is, their various forms, and how they process and output information</p> <p>Understand that a computer is made up of a range of components</p> <p>Understand the role of ROM and RAM</p> <p>Understand what the CPU is, how it works and how its performance is measured</p> <p>Understand the difference between applications software, operating system software and utilities software and identify different software names which would appear in each group</p>	<p>Identify columns, rows, cells, and cell references in spreadsheet software</p> <p>Use basic formulas with cell references to perform calculations in a spreadsheet (+, -, *, /)</p> <p>Demonstrate the use of the autofill tool to replicate cell data</p> <p>Explain the difference between data and information and be able to collect data.</p> <p>Explain the difference between primary and secondary sources of data</p> <p>Create appropriate charts in a spreadsheet using the functions SUM, COUNTA, MAX, and MIN in a spreadsheet</p> <p>Use a spreadsheet to</p>	<p>Know basic flowchart shapes and introduce Flowol</p> <p>Demonstrate and produce a simple flow chart</p> <p>Create a flowchart with multiple procedures</p> <p>Understand the concept of pseudocode and create flowcharts from it</p>	<p>Compare how humans and computers understand and carry out instructions</p> <p>Recognise that computers follow the control flow of input/process/output</p> <p>Define a sequence as instructions performed in order, with each executed in turn</p> <p>Predict and modify the outcome of a simple sequence</p> <p>Detect and correct errors in a program (debugging)</p> <p>Independently use programming constructs to solve a problem (subroutine, selection, count-controlled</p>

Co-op Academy North Manchester Curriculum Overview Year 7

		Know the benefits of desktop publishing		sort and filter data using the functions AVERAGE, COUNTIF, and IF in a spreadsheet Demonstrate the use of conditional formatting in a spreadsheet		iteration, operators, and variables)
Homework	Sending a respectful email to your teacher Moving up to secondary school booklet Revision (knowledge organiser)	Words and images - how are they used and why? Where can you find desktop publishing in the real world?	Interactive homework - input, output and storage Interactive homework - Random Access Memory Interactive homework - Hardware and Software Revision - knowledge organiser	Create a flag using spreadsheet software Plastic Cleanup Report	Online Quizzes	Online Quizzes
Assessment	Exam using the range of skills from this half term	Creation of a specified task	Exam using the range of skills from this half term	Creation of a specified task	Creation of a specified task	Creation of a specified task
CEAIG	Vlogger	Web Designer	IT Service Engineer	Data Entry Clerk	Software Developer	Computer Games Tester
How to help at home	BBC Futures - How safe is your password?	If students have access to a laptop/computer please allow them to	What's going on inside your computer?	If students have access to a laptop/computer please allow them to	Students can create their own flowcharts using this free	What is debugging? <u>What is debugging</u>

Co-op Academy North Manchester Curriculum Overview Year 7

	How Safe is your password?	explore the Google apps in their Google subscription	Click here for the video	explore the Google Slides in their Google subscription	software: Draw.io Free Software	article?
Wider Reading	User accounts and passwords - BBC Bitesize - User accounts and Passwords	What does it take to become a website designer? Click here for the national careers homepage	Book - How Super Cool Tech Works by DK	How Spreadsheets Work - Click here for BBC Bitesize Revision	Book - Problem Solving with Flowcharts & a little flavour of Programming with Python by Various	Book - 100 Things to Know About Numbers, Computers & Coding by Various

Design Technology	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Product Design Animal Habitats and modelling	Product Design Product development/ Desk tidy	Food Healthy eating	Food Healthy eating	Textiles Biomimicry	Textiles CAD design development
Knowledge (What is in the lessons)	<p>What is a habitat and how can one be recreated?</p> <p>Which materials can be used? Which can't? Why?</p> <p>How to produce a range of design ideas, understanding how to sketch and add annotation</p>	<p>How to develop design ideas and link to further product developments.</p> <p>How to use design morphing to produce designs developed and refined for manufacture</p> <p>How to mark, cut and finish a range of materials to a high</p>	<p>How to identify hazards in a kitchen</p> <p>Environmental issues in an eating establishment (industrial settings)</p> <p>Identify and use basic kitchen tools and equipment safely whilst reinforcing safe and hygienic procedures.</p>	<p>Cross contamination and the risks</p> <p>Identify and explain how to use and read weighing and measuring equipment</p> <p>Mise en place in the catering industry</p> <p>Selecting and investigating ingredients</p>	<p>How to analyse a design brief</p> <p>What is biomimicry?</p> <p>Hunting and gathering (collating information/inspiration from outdoors)</p> <p>Art and Design inspired by nature</p> <p>Exam question,</p>	<p>How to write a design specification</p> <p>How to use the grid method when designing</p> <p>What are smart and technical materials?</p> <p>Innovation challenge (group work)</p> <p>Design range and final</p>

Co-op Academy North Manchester Curriculum Overview Year 7

	<p>How to select and draw a chosen idea in orthographic projection. How to add dimensions and work to scale</p> <p>How to use a 3D CAD package (to produce a 1:1 scale drawing of the sides of the enclosure. (fence or screen depending on chosen animal) This floor plan may be printed out or laser cut or etched depending on the design.</p> <p>How to work safely in a workshop with a range of tools and equipment.</p> <p>How to access and fully complete the NOMA workshop safety passport.</p> <p>How to use their working drawing and final design idea to produce a scaled model of a habitat for their chosen idea.</p>	<p>standard using hand tools and appropriate machinery.</p> <p>.</p> <p>How to use their knowledge of workshop safety to keep themselves and others safe during practical sessions.</p> <p>How to evaluate a final product by comparing to their specification. Record their work through photographs and annotate to demonstrate their learning.</p>	<p>What are the 4 C's? How can they prevent Food poisoning?</p> <p>Practical sessions including:</p> <ul style="list-style-type: none"> ● Knife skills ● Fruit crumble ● Chicken nuggets 	<p>To understand what a balanced diet is and be able to identify the five key nutrients.</p> <p>How to design and develop healthy foods.</p> <p>Nutritional Analysis with healthy Easter cakes</p> <p>Practical sessions including:</p> <ul style="list-style-type: none"> ● Healthy oaty Apple and orange squares ● Designing healthy burgers ● Easter carrot cake 	<p>design inspired by nature.</p> <p>What is a product analysis? How to complete one</p> <p>Developing research/ inspiration using ICT</p>	<p>design with multi views, annotation and colour.</p> <p>What is CAD? The importance of CAD in industry?</p> <p>Creating designs using CAD, Adding colour, texture and design features.</p> <p>Creating different views and close ups of areas of interest and annotation of final design outcomes.</p> <p>.</p>
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Co-op Academy North Manchester Curriculum Overview Year 7

Understanding: Concepts / Disciplinary Knowledge (What we assess / (progress ladders / skills)	Utilising Maths and Science in manufacturing of functional products in the form of habitats	Utilising Maths and Science in manufacturing of functional products in the form of habitats	How to make informed decisions about a healthy lifestyle and produce meals that aid this	How to make informed decisions about a healthy lifestyle and produce meals that aid this	How design is often inspired by nature to create innovative design developments	Smart materials and the innovative developments and inventions in health, science and safety.
Homework	Ks3 differentiated – option homework	Ks3 differentiated – option homework	Sensory analysis/ feedback from practical session	Sensory analysis/ feedback from practical session	Ks3 differentiated – option homework	Ks3 differentiated – option homework
Assessment	Cumulative assessment against the assessment criteria grid	Cumulative assessment against the assessment criteria grid	Cumulative assessment against the assessment criteria grid	Cumulative assessment against the assessment criteria grid	Cumulative assessment against the assessment criteria grid	Cumulative assessment against the assessment criteria grid
CEAIG	Architecture	Design visualisation	Food Inspector	Nutritionist	Nature inspired innovation	Smart materials scientist
How to help at home	Watch: Animal habitations https://www.youtube.com/watch?v=ZrSWYE37MJs	Watch: woodwork, amazing techniques https://www.youtube.com/watch?v=eWwWeP8DFRo	Watch: Sugar Rush. MasterChef Junior.	Watch: The Great British Bake off Top Chef Junior	Watch: Designed by Nature https://www.bbc.co.uk/programmes/b0520bv9	Watch: Learning from nature https://www.imdb.com/title/tt11301218/
Wider Reading	Architecture: For Kids by Pamela Pease	Learn To Draw: 3D Isometric Stuff: by Herbert Publishing	Complete Children's Cookbook: Delicious recipes for young chefs - by Dk	Are You What You Eat? by DK	3D Printing and Maker Lab for Kids: Create Amazing Projects with CAD Design	You Can Change the World: The Kids' Guide to a Better Planet : by Lucy Bell

Co-op Academy North Manchester Curriculum Overview Year 7

English	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Introduction to Gothic Literature	The modern novel - A Monster Calls	Using Rhetoric	People and Places	Introduction to poetry	The modern novel - When Life Gives You Mangoes
Knowledge	Conventions of the gothic Figurative Language Structuring a narrative	Narrative styles Perspective Theme	Aristotelian triad - ethos, pathos, logos Rhetorical devices	Figurative language features Structural features Textual conventions	Poetic methods Different poetic forms Conventions of poetry	Narrative styles Perspective Theme
Understanding: Concepts / Disciplinary Knowledge	Inference Deduction Technical accuracy in writing	Inference and meaning Character development Purpose of narration	Writing for purpose and effect Technical accuracy in writing Re-drafting and crafting	Responding to an unseen text Critically evaluating content Writing for purpose and effect Technical accuracy in writing	Inference and meaning Historical context of poetry	Inference and meaning Character development Different styles of narration
Homework	Weekly Google quizzes consolidating learning in class	Weekly Google quizzes consolidating learning in class	Weekly Google quizzes consolidating learning in class	Weekly Google quizzes consolidating learning in class	Weekly Google quizzes consolidating learning in class	Weekly Google quizzes consolidating learning in class
Assessment	Analysis of an	Mini essay analysing	Analysis of language	Response to an	Poetry response -	Mini critical

Co-op Academy North Manchester Curriculum Overview Year 7

	extract from Bram Stoker's 'Dracula'. Narrative writing in the gothic style	the development of Conon's character Descriptive writing based on stimulus from the novel	and effect Planning, writing and delivering a speech	unseen text Narrative writing based on stimulus of text	language and form Creating own poetry	evaluation on success of novel Description of the island
CEAIG	Writer	Careers as a novelist	Careers in public speaking and media	Careers in travel and writing	Education	Careers as a novelist
How to help at home						
Wider Reading						

History	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Roman Britain	Anglo Saxon and Viking Migrations	Norman Invasion	Thematic study: Power over time	End of Year Exam	The Crusades
Knowledge (What is in the lessons)	Roman invasion Boudicca's Rebellion Construction of Hadrian's Wall Introduction of Christianity to Britain Romanisation How the Roman invasion affected life	After the Romans Anglo Saxon Britain Who were the vikings Viking beliefs & Religion Interpretations of vikings Comparison of Viking and Anglo saxons	1066 - A Year of Crisis Contenders to the Throne William's Preparations Stamford Bridge Battle of Hastings Why did William Win?	King vs Church in Medieval Life Henry and Becket Murder in the Cathedral King John Magna Carta The Shift of Power	Revision - Vikings Revision - Norman Conquest EOY Exam	What can we learn from the sources of the time?

Co-op Academy North Manchester Curriculum Overview Year 7

	for the people of Britain	Did the Vikings deserve their reputation		Henry VIII Reformation		
Understanding: Concepts / Disciplinary Knowledge (What we assess / (progress ladders / skills)	Change and Continuity: Pace, rate and extent of change Empire: Impact on people	Interpretations as a viewpoint from the past and the author's intention. Religion and Power	Cause and consequences and the relationship between them. Warfare	Change and continuity and power	Causation Interpretations Key Concepts	Historical evidence [sources] Religion and warfare
Homework	Boudicca Memorial Eruption of Vesuvius and Pompeii Ivory Bangle Lady	Research task Viking longboat Pre Reading of newspaper article on Jomsvikings.	Homework: Hadrada https://docs.google.com/forms/d/e/1FAIpQLSeVmNbPAS_ZwFrajTEF4F8pN_VsnVe1HMwFoWe5AIIMD8qSAQ/viewform?usp=sf_link Google Classroom Quiz Revision for assessment	Meanwhile, Elsewhere Al-Jazara finished the Book of Knowledge Google form Meanwhile, Elsewhere Phillip the Second of France Google Form Complete revision for written assessment	Revision https://docs.google.com/forms/d/1XVoSC5OKzcW95Mwb9J5Yvd_tDz58Fvewm76q-aiOwT4/edit https://docs.google.com/forms/d/1-BaxwUUiMZsjH_SqBe5qEmNLDs0Do9RB7Um0YfVrU8c/edit	Legacy of the Crusades Google classroom quiz
Assessment	Extended Written answer	Interpretation analysis and evaluation	Extended writing answer	Change and Continuity	Multiple choice questions Interpretations Extended writing	Source analysis

Co-op Academy North Manchester Curriculum Overview Year 7

CEAIG	Archaeology Researcher Curator Politician Administrator Museum Technician	Archaeology Researcher Curator Politician Administrator Museum Technician	Archaeology Researcher Curator Politician Administrator Museum Technician	Archaeology Researcher Curator Politician Administrator Museum Technician	Archaeology Researcher Curator Politician Administrator Museum Technician	Archaeology Researcher Curator Politician Administrator Museum Technician
How to help at home	Watch BBC History The Story of Britain clips 1-6 https://www.youtube.com/playlist?list=PLcvEcrsF_9zL7eufSRIWUYiC80khLsqZ7	BBC Bitesize revision	BBC Teach The Norman Conquest 1-6	Video on King John and Magna Carta, L4 - https://www.youtube.com/watch?v=wWKTy1NlxZE Video on Henry VIII and Reformation, L8 - https://www.youtube.com/watch?v=8TH65WnwSFs	https://www.bbc.co.uk/bitesize/subjects/zk26n39	https://www.bbc.co.uk/bitesize/guides/zjbj6sg/video https://www.youtube.com/watch?v=MillBXvpVZ4 https://www.bbc.co.uk/bitesize/guides/zjbj6sg/revision/2
Wider Reading	Romulus and Remus myth, BBC History Magazine Articles Roman Invasion my story by Jim Eldridge Boudicca Brilliant Biographies of dead people by Emma Fischel	Horrible Histories Vicious Vikings Ragnar Lothbrok's History of the Vikings	Marc Morris 1066 William I	Great Tales from English History, Robert Lacey A Short History of England, Simon Jenkins Both books have sections on each of the Kings looked at during this	Revision booklet	In search of the Dark Ages by Michael Wood Shadows On a Sword Series: Books 1-3

Co-op Academy North Manchester Curriculum Overview Year 7

Geography	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	My local area	Which is the best continent?	Which is the best continent?	Why is Haiti a riskier place to live than New Zealand?	Population growth & industry	Where is the best place to go on holiday?
Knowledge	<p>Identifying social, economic, environmental features</p> <p>Using scale, direction and grid references</p>	<p>Describe features of Antarctica</p> <p>Understand the impact of glaciers on sea level</p> <p>Describe country locations and landscape features of Asia</p> <p>Understand how river processes change landscapes</p> <p>Describe development measures in Africa</p> <p>Understand how tropical rainforest flora adapts</p>	<p>Describe landscape features of the Pacific Ocean</p> <p>Compare locations in Australia and Oceania</p> <p>Know features of and threats to coral reefs</p> <p>Understand how coral reefs can be managed</p> <p>Describe landscape features of North & South America and Europe</p> <p>Compare locations in North & South America and Europe</p> <p>Know features of tectonic plates</p> <p>Understand how parts of a destructive plate margin interact</p>	<p>Describe the structure of the earth and plate tectonics</p> <p>Compare the earthquakes effects between locations</p> <p>Assess the management strategies used</p> <p>Explaining why the effects of an earthquake were more severe</p> <p>Understand how the responses to an earthquake reduce the severity of effects</p> <p>Understand the formation of tropical storms</p> <p>Understand how a tropical storm affected</p>		

Co-op Academy North Manchester Curriculum Overview Year 7

	encourages pupils to research for future lessons and recall and review prior learning	encourages pupils to research for future lessons and recall and review prior learning	encourages pupils to research for future lessons and recall and review prior learning	encourages pupils to research for future lessons and recall and review prior learning	encourages pupils to research for future lessons and recall and review prior learning	encourages pupils to research for future lessons and recall and review prior learning
Assessment	Exam using the range of skills from the unit	Extended writing: Which continent is most extreme?	Extended writing: Which continent is best ...for economic development?	Extended writing: Why Haiti is riskier to live in than Haiti?	Exam	Decision making exercise
CEAIG	Analyst	Pilot	Naval architect	Urban planning	Recruitment consultant	Travel editor
How to help at home	Explore your local area and look at it from a geographical point of view	Speak with pupils about their work and encourage them to show you their work and talk you through what they have produced	Speak with pupils about their work and encourage them to show you their work and talk you through what they have produced	Encourage pupils to watch news broadcasts for current disasters and responses	Encourage pupils to discuss with family members how industry and jobs have changed over time	Discuss with pupils what criteria would be used when planning days out/holidays
Wider Reading	Children's History of Manchester	Horrible Geographies: Perishing Poles Freaky Peaks Raging Rivers Desperate Deserts Bloomin' Rainforests	Horrible Geographies: Cracking Coasts Violent Volcanoes Earth-shattering Earthquakes	Prisoners of Geography: Our World Explained in 12 Simple Maps - Illustrated Edition	Boy In The Tower	Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet

Maths	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Making Generalisations about the Number System 1	Making Generalisations about the Number System 2	2-D Geometry	The Cartesian Plane	Fractions	Ratio and Proportion
Knowledge	Place Value	Positive and Negative	Angles	Coordinates	Prime Factor	Ratio

Co-op Academy North Manchester Curriculum Overview Year 7

(What is in the lessons)	Properties of Arithmetic Factors and Multiplies Order of Operations	Numbers Expressions, Equations and Inequalities	Classifying 2-D Shapes Constructing Triangles and Quadrilaterals	Area of 2D Shapes Transforming 2D Figures	Decomposition Conceptualising and Comparing Fractions Manipulating and Calculating with Fractions	Percentages
Understanding: Concepts / Disciplinary Knowledge (What we assess / (progress ladders / skills)	Number	Number	Geometry	Geometry	Number	Ratio and Proportional Reasoning
Homework	Topic Based Homework	Topic Based Homework	Topic Based Homework	Topic Based Homework	Topic Based Homework	Topic Based Homework
Assessment	Topic Assessments	Topic Assessments Autumn Term Ark Assessment	Topic Assessments	Topic Assessments Spring Term Ark Assessment	Topic Assessments	Topic Assessments End of Year Ark Assessments
CEAIG	Finance	Nutritionist	Civil Engineering	Graphic Design	Pharmacy	Currency Exchange
How to help at home	Primes, Factors and Multiples - https://www.bbc.co.uk/bitesize/topics/z6j2tfr	Negative Numbers - https://www.bbc.co.uk/bitesize/topics/zp26n39 Introduction to Algebra - https://www.bbc.co.uk/bitesize/topics/z9yb4wx/articles/zkf7xfr	Angles - https://www.bbc.co.uk/bitesize/topics/zdr9wmn	Area - https://www.bbc.co.uk/bitesize/guides/z2mt yrd/revision/1 Transformations - https://www.bbc.co.uk/bitesize/topics/z3pfb9q	Prime Factor Decomposition - https://www.bbc.co.uk/bitesize/topics/z6j2tfr/articles/zrghsrd#zrw3g7h4 Fractions - https://www.bbc.co.uk/bitesize/topics/zsxhfg	Ratio - https://www.bbc.co.uk/bitesize/topics/zpq3r2p Percentages - https://www.bbc.co.uk/bitesize/topics/zf6pyrd

Co-op Academy North Manchester Curriculum Overview Year 7

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Wider Reading	'How Many Socks Make a Pair?' - Rob Eastaway	'The Indisputable Existence of Santa Claus' - Dr Hannah Fry and Dr Thomas Oleron Evans	'The Time and Space of Uncle Albert' - Russell Stannard	'Can You Solve My Problems?' Alex Bellos	'How To Cut a Cake and Other Mathematical Conundrums' - Ian Stewart	'Snowflake, Seashell, Star' - Alex Bellos

Music	TERM 1		TERM 2		TERM 3	
Topic(s)	Rhythm and Pulse		Keyboard Skills (Classical Music)		Reggae	
Knowledge (What is in the lessons)	<ul style="list-style-type: none"> ● Composing rhythm ● Djembe Drumming ● Understanding African music ● Rhythm notation ● Singing African Song 		<ul style="list-style-type: none"> ● Notes on the keyboard ● Technical Keyboard skills ● Note reading ● Solo performance skills ● Listening to Western Classical Music 		<ul style="list-style-type: none"> ● Ukulele Skills ● Ensemble skills ● Context of Reggae Music ● Understanding stylistic features of Reggae Music 	
Understanding: Concepts / Disciplinary Knowledge (What we assess / (progress ladders / skills)	Ensemble and solo performance Keeping in time - keeping at internal pulse Tempo, Dynamics, Rhythm, Metre, Structure. Composition skills		Solo Performance Skills Reading pitch notation Musicality Structure, Melody, Tempo, Harmony		Ensemble awareness Reading Chord Charts Ukulele Chord charts Notation Tempo, Rhythm, Structure, Melody & riff, Harmony	
Homework	Google Quiz	Topic Based Homework	Google Quiz	Topic Based Homework	Google Quiz	Topic Based Homework
Assessment	Mid-point video assessment - Solo Performance.	Knowledge Quiz Final performance piece video assessment	Mid-point video assessment of a chosen piece.	Knowledge Quiz Final performance piece video assessment	Mid-point video group assessment of 'Three Little Birds'	Knowledge Quiz Final video assessment - group composition of

Co-op Academy North Manchester Curriculum Overview Year 7

	<p>Rules of the game/activity</p> <p>Striking and fielding</p>	<p>Rules of the game/activity</p>	<p>Benefits of leading an active lifestyle</p> <p>How to exercise safely</p> <p>Hand-eye coordination</p> <p>Team building and</p> <p>Navigation skills</p> <p>Linking actions to create a routine</p>	<p>Rules of the game/activity</p> <p>Hand-eye coordination</p> <p>Sequencing routines</p> <p>Fluency and control</p>	<p>Rules of the game/activity</p> <p>Hand-eye coordination</p> <p>Striking and fielding</p>	<p>Rules of the game/activity</p> <p>Technique</p> <p>Striking and fielding</p>
<p>Understanding: Concepts / Disciplinary Knowledge</p>	<p>Skill development Select and apply the necessary skills to outwit an opponent</p> <p>Performing the basic skills in isolation and modified games</p> <p>Application of the rules</p>	<p>Skill development Select and apply the necessary skills to outwit an opponent</p> <p>Performing the basic skills in isolation and modified games</p> <p>Application of the rules</p>	<p>Skill development Select and apply the necessary skills to outwit an opponent</p> <p>Performing the basic skills in isolation and modified games</p> <p>Creating and performing routines</p> <p>Application of rules</p>	<p>Skill development Select and apply the necessary skills to outwit an opponent</p> <p>Performing the basic skills in isolation and modified games</p> <p>Creating and performing routines</p> <p>Application of rules</p>	<p>Skill development Select and apply the necessary skills to outwit an opponent</p> <p>Performing the basic skills in isolation and modified games</p> <p>Application of rules</p>	<p>Skill development Select and apply the necessary skills to outwit an opponent</p> <p>Performing the basic skills in isolation and modified games</p> <p>Application of rules</p> <p>Demonstrating the use of technique when running,</p>

Co-op Academy North Manchester Curriculum Overview Year 7

						jumping and throwing.
Homework	Sport specific homework	Sport specific homework	Sport specific homework	Sport specific homework	Sport specific homework	Sport specific homework
Assessment	Will link to the skills learned throughout the unit. Performing them within isolation or within a modified game.	Will link to the skills learned throughout the unit. Performing them within isolation or within a modified game.	Will link to the skills learned throughout the unit. Performing them within isolation or within a modified game.	Will link to the skills learned throughout the unit. Performing them within isolation or within a modified game.	Will link to the skills learned throughout the unit. Performing them within isolation or within a modified game.	Will link to the skills learned throughout the unit. Performing them within isolation or within a modified game.
CEAIG	Coach	Coach	Coach	Coach	Coach	Coach
How to help at home	Join an extra curricular club or external sports specific club that will coach and develop your child in their chosen sport. Encourage your child to watch various sporting events. Practice physical literacy skills (Physical Literacy can be described as the motivation, confidence, physical	Join an extra curricular club or external sports specific club that will coach and develop your child in their chosen sport. Encourage your child to watch various sporting events. Practice physical literacy skills (Physical Literacy can be described as the motivation, confidence, physical	Join an extra curricular club or external sports specific club that will coach and develop your child in their chosen sport. Encourage your child to watch various sporting events. Practice physical literacy skills (Physical Literacy can be described as the motivation, confidence, physical	Join an extra curricular club or external sports specific club that will coach and develop your child in their chosen sport. Encourage your child to watch various sporting events. Practice physical literacy skills (Physical Literacy can be described as the motivation, confidence, physical	Join an extra curricular club or external sports specific club that will coach and develop your child in their chosen sport. Encourage your child to watch various sporting events. Practice physical literacy skills (Physical Literacy can be described as the motivation, confidence, physical	Join an extra curricular club or external sports specific club that will coach and develop your child in their chosen sport. Encourage your child to watch various sporting events. Practice physical literacy skills (Physical Literacy can be described as the motivation, confidence, physical

Co-op Academy North Manchester Curriculum Overview Year 7

	competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity). Go swimming or cycling with your child.	competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity). Go swimming or cycling with your child	competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity). Go swimming or cycling with your child	competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity). Go swimming or cycling with your child	competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity). Go swimming or cycling with your child	competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity). Go swimming or cycling with your child
Wider Reading	News articles relating to sport and exercise. Rule books Biographies	News articles relating to sport and exercise. Rule books Biographies	News articles relating to sport and exercise. Rule books Biographies	News articles relating to sport and exercise. Rule books Biographies	News articles relating to sport and exercise. Rule books Biographies	News articles relating to sport and exercise. Rule books Biographies

Religious Studies	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Who and What is God?	What does it mean to be Buddhist?	Is there only one way to worship?	Why is religion an important factor of identity?	Revision and End of Year Assessment	How do we show we have a relationship with God?
Knowledge	The Nature of God Abrahamic Religions Dharmic Religions	The 5 Precepts and 4 Noble Truths Buddhist Practices Reincarnation and The	Informal and Formal Worship in Buddhism and Christianity Prayer in Islam and Hinduism	Religious Identity and the Hijab in Islam Religious Identity and the Turban in Sikhism	Knowledge from HT1-HT4	Islam - Zakah and Hajj Judaism - Shalosh Regalim and Tzedakah

Co-op Academy North Manchester Curriculum Overview Year 7

		Afterlife				
Understanding: Concepts / Disciplinary Knowledge	Understanding and Knowing Beliefs Significance	Understanding and Knowing Beliefs and Practices Interpretations	Understanding and Knowing Practices Critical Assessment	Understanding and Knowing Practices Significance	Retrieval Application of Knowledge	Understanding and Knowing Practices Critical Assessment
Homework	Characteristics of God Worksheet Google Quiz	Life of Buddha Storyboard Google Quiz	Place of Worship Homework Google Quiz	My Identity Tree Google Quiz	Revision Google Quiz	Pilgrimage Map and Travel Guide Google Quiz
Assessment	Writing to Describe	Writing to Evaluate	Writing to Analyse	Writing to Argue	End of Year Exam	Writing to Advise
CEAIG	Equality, diversity and inclusion officer	Policy Officer	Chaplain	Solicitor	Teacher of Religious Studies	Charity Fundraiser
How to help at home	Watch: Who is God? https://www.youtube.com/watch?v=d2FI9UcJkBA and discuss similarities and differences between major world religions.	Watch: Seven Wonders of the Buddhist World https://www.youtube.com/watch?v=KiEADtRLQfs Try to summarise what you think the most important beliefs are in Buddhism.	Watch: Muslim Prayer https://www.truetube.co.uk/resource/muslim-prayer/ Try to compare this to other forms of worship you know about or can research.	Watch: Religious Dress in The Flesh https://www.youtube.com/watch?v=s-BoHqcltow Discuss how things you wear relate to your identity.	Create revision materials e.g. flashcards, quizzes, mind maps etc.	Watch: 'The Hajj: The Greatest Trip on Earth'? https://www.channel4.com/programmes/the-hajj-the-greatest-trip-on-earth?cntsrc=social_share_android_the_hajj_the_greatest_trip_on_earth Discuss what makes Hajj so important for Muslims. Have you ever made a very important journey?
Wider Reading	Are You There God?	Zen Shorts - Jon J.	https://www.britannica	Pig Heart Boy –	Top Revision Tips:	The Three Questions -

Co-op Academy North Manchester Curriculum Overview Year 7

	It's Me, Margaret – Judy Blume	Muth	.com/topic/worship	Malorie Blackman	https://www.bbc.co.uk/bitesize/articles/zw8qpbk	Jon J. Muth
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Science	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	How Science works Acids and bases	Organisms Atoms and Elements	Reproduction Energy	Magnetism Photosynthesis Ecosystems	Forces	Mixtures and separation Space
Knowledge	The pH of a solution depends on the strength of the acid: strong acids have lower pH values than weak acids. Mixing an acid and alkali produces a chemical reaction, neutralisation, forming a chemical called a salt and water.	Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas). Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry	Plants have adaptations to disperse seeds using wind, water or animals. Plants reproduce sexually to produce seeds, which are formed following fertilisation in the ovary. The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm. The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful	Magnetic materials, electromagnets and the Earth create magnetic fields which can be described by drawing field lines to show the strength and direction. The stronger the magnet, and the smaller the distance from it, the greater the force a magnetic object in the field experiences.	If the overall, resultant force on an object is non-zero, its motion changes and it slows down, speeds up or changes direction.	A pure substance consists of only one type of element or compound and has a fixed melting and boiling point. Mixtures may be separated due to differences in their physical properties. The method chosen to separate a mixture depends on which physical properties of the individual substances are different. The solar system can be modelled as planets rotating on tilted axes while orbiting the Sun,

Co-op Academy North Manchester Curriculum Overview Year 7

		<p>out life processes. There are many types of cell. Each has a different structure or feature so it can do a specific job.</p>	<p>substances.</p>			<p>moons orbiting planets and sunlight spreading out and being reflected. This explains day and year length, seasons and the visibility of objects from Earth. Our solar system is a tiny part of a galaxy, one of many billions in the Universe. Light takes minutes to reach Earth from the Sun, four years from our nearest star and billions of years from other galaxies</p>
<p>Understanding : Concepts / Disciplinary Knowledge</p>	<p>Describe acids and alkalis in terms of the pH scale</p> <p>Describe chemical reactions that produce salts</p> <p>Explain hazards, risks and precautions when working with chemicals</p>	<p>Describe and compare animal and plant cells</p> <p>Explain how some cells are structured to a special function in animals and plants..</p> <p>Explain how atoms make up all matter Identify elements from their symbols - be able compare atoms,elements and mixtures</p>	<p>Explain how new organisms are formed.</p> <p>Describe stages of pregnancy.</p> <p>Describe simple changes to energy stores</p> <p>Explain how energy is transferred between stores</p>	<p>Describe interaction between magnets.</p> <p>Explain how to plot a magnetic field.</p> <p>Know how to construct an electromagnet and describe uses of them.</p> <p>Know the reactants and products of photosynthesis</p> <p>Explain how all life relies on photosynthetic organisms.</p>	<p>Describe forces as contact/non contact</p> <p>Explain how interactions of forces can lead to changes in motion and/or deformation of objects.</p>	<p>Use the key terms solute, solvent, solution, soluble and insoluble correctly</p> <p>Describe simple separation techniques.</p> <p>Use observations from practical experiments to write conclusions.</p> <p>Explain how objects interacting in the solar system can lead</p>

Co-op Academy North Manchester Curriculum Overview Year 7

	<p>Katherine Paterson</p> <p><i>Non Fiction</i></p> <p>Greta's story: the schoolgirl who went on strike to save the planet - Valentina Camerini</p> <p>Stuff that scares your pants off - the Science Museum book of scary things - Glenn Murphy</p> <p>Hiding Edith - Kathy Kacer</p>	<p>Katherine Paterson</p> <p><i>Non Fiction</i></p> <p>Greta's story: the schoolgirl who went on strike to save the planet - Valentina Camerini</p> <p>Stuff that scares your pants off - the Science Museum book of scary things - Glenn Murphy</p> <p>Hiding Edith - Kathy Kacer</p>	<p>Katherine Paterson</p> <p><i>Non Fiction</i></p> <p>Greta's story: the schoolgirl who went on strike to save the planet - Valentina Camerini</p> <p>Stuff that scares your pants off - the Science Museum book of scary things - Glenn Murphy</p> <p>Hiding Edith - Kathy Kacer</p>	<p>Katherine Paterson</p> <p><i>Non Fiction</i></p> <p>Greta's story: the schoolgirl who went on strike to save the planet - Valentina Camerini</p> <p>Stuff that scares your pants off - the Science Museum book of scary things - Glenn Murphy</p> <p>Hiding Edith - Kathy Kacer</p>	<p>Katherine Paterson</p> <p><i>Non Fiction</i></p> <p>Greta's story: the schoolgirl who went on strike to save the planet - Valentina Camerini</p> <p>Stuff that scares your pants off - the Science Museum book of scary things - Glenn Murphy</p> <p>Hiding Edith - Kathy Kacer</p>	<p>Katherine Paterson</p> <p><i>Non Fiction</i></p> <p>Greta's story: the schoolgirl who went on strike to save the planet - Valentina Camerini</p> <p>Stuff that scares your pants off - the Science Museum book of scary things - Glenn Murphy</p> <p>Hiding Edith - Kathy Kacer</p>
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