Sutton Coldfield Grammar School for Girls Year 7 Curriculum Map: Summer Term 2019

The purpose of this "curriculum map" is to give you a general outline of what your daughter is learning in school during this term. We are hoping that this will allow you to support your daughter more effectively in her studies and further enable you to have an open dialogue about learning with your daughter. Each department has made suggestions as to activities that will further support learning in their subject "outside the curriculum".

Subject	What we learn	Outside the Curriculum
Art	'**Colour Theory'** – The term is focused on Colour theory which will be explored through the critique of Henri Rousseau's work. Students will continue to develop their observational drawing skills and further cement their understanding of composition and the formal elements.	Visit as many Art galleries as you can: Birmingham has several excellent galleries all within walking distance (BMAG, IKON, ARTLOUNGE). Walsall is also well worth a visit to admire a range of Still Life Art work which will excite and inspire. Visit the Pitt Rivers Museum in Oxford or the Natural History Museum. www.prm.ox.ac.uk. BMAG also exhibit art from other cultures.
Design & Technology	In Resistant Materials: Through analysis of a range of existing products they will design and manufacture a wind chime. Students will be introduced to a range of hand tools, machine tools and materials from the three main material areas: Woods, Metals and Polymers (Plastics). In **Food & Nutrition** students will be learning about Food Safety and Healthy Eating whilst developing their practical skills. They will investigate the 5 a day campaign and will apply this to the products they will make by adapting recipes. Students studying **Textiles** this term will learn how to use a sewing machine in order to manufacture a product. They will consider how culture and their own hobbies and interests can influence design, pattern and the use of colour.	Take a trip to the Ironbridge Gorge Museum and see the application of a frame structure. Or visit a garden centre to look at a range of manufactured wind chimes. Students can collect information about 5 a day. Look at labels of the foods they eat. Discuss as a family what small adaptions could be made to the meals that you eat to make them healthier. Help with food preparation and cooking of family meals. Wider research to include a variety of sources for example books; films and magazines will enable them to gain a greater understanding of how textiles manufacture has progressed over the centuries.
English including Drama	In English students will be completing their study of poetry, culminating in a comparison of two different poems and commenting on the ways writers use language to achieve effects. Our final unit this year explores Shakespeare's *A Midsummer Night's Dream*. There is an emphasis on performance and watching the play being performed in order to help students understand how Shakespeare creates humour. We will also be exploring some of the more technical aspects of Shakespeare's writing, including his use of metre as well as imagery and characterisation. In Drama students will explore a range of scripts and explore the role of performers, directors and designers. Students will bring extracts to life, making key decisions about their choice of staging and the dramatic intention of their scene. Students will continue to learn the technical language of Theatre.	Students should try to read a wide variety of fiction, making good use of the school library and their own local community libraries. There is a poetry competition open to students interested, run by Foyles: http://poetrysociety.org.uk/competitions/foyle-young-poets-of-the-year-award/ If possible, look for opportunities to explore your child to Shakespeare in performance, particularly any comedies. The RSC in Stratford runs holiday clubs with activity days and workshops, and there are also a number of film versions of Shakespeare's comedies. *Be aware of the risqué nature of some of these; you may wish to check the content and rating first to be sure that it is age appropriate for your daughter.*
French	**Expo 1 Module 5:** Talking about what you do in the morning using reflexive verbs; talking about your school subjects using the pronoun *nous*; giving opinions and reasons; using intensifiers and connectives; talking about your timetable; understanding and composing a longer text; talking about what you do after school using the verb *faire.* **Expo 1 Module 6:** Talking about sports and games using *jouer + à*; talking about musical instruments using *jouer + de*; saying what you like to do using *aimer* + the infinitive; saying what you can do at the leisure centre using *on peut* + the infinitive; talking about going on holiday using *aller* + the infinitive (the near future).	Use online website such as www.linguascope.com to revise and extend key vocabulary. Correspond with French pen friends. Use the French readers available in the school library for further reading.
Geography	In the first half term students will focus on the physical processes of rivers, investigating how they change from source to mouth. This will include studying how a river erodes, transports and deposits material, and the features created through these processes such as waterfalls and meanders. In the second half term students will study the causes, effects and management of river flooding. Students will apply their previous knowledge and understanding of the rivers unit to find out how these natural forces can impact	Students could research flooding events in the British Isles in the last 10 years. They must also watch out for relevant news articles about flooding; its causes, effects and its management. They can also discuss with friends and family if anyone has been a victim of river flooding. Students could watch the news and locate places of interest on a map of the British

	the human environment. Students will have the opportunity to do this through independent research and group work.	Isles. Every time they visit somewhere they could also locate it on the map and add pictures and detail.
History	The focus will continue to be on 'Medicine Through Time', from prehistoric man to the 21st century. Students will have the opportunity to focus on the key developments that have changed medicine and healthcare through the ages as well as to consider the impact of key individuals. Students will have the opportunity to work in the school library and complete a project about an aspect of medicine and health.	Why not visit the Old Operating Theatre Museum next time you are in London. It will complement our topic on surgery and anaesthetics.Address: 9a St. Thomas's St. London SE1 9RY. The museum is open every day.
Subject	**What we learn**	**Outside the Curriculum**
Computing	***Programming with Python Turtle.*** Students are building on the flowcharts and algorithms techniques taught in spring 1 and 2 and applying them to a text based language- Python graphics/turtle. Python Turtle encourages students to think procedurally and reflect on their thinking. Using Turtle graphics, it's possible for programming students to get immediate visual feedback from their programming and to explore mathematical concepts, including estimation and variability, at the same time.	https://www.python.org
Maths	In **Algebra**, we find term to term and nth term rules for sequences of numbers. We link the rules to structures such as patterns of matchsticks. We look at special sequences, including square numbers, cube numbers, triangular numbers and Fibonacci sequences. In **Geometry**, we construct two-dimensional representation of 3-D solids: nets, plans & elevations and drawings on isometric paper. We calculate the surface area of cubes, cuboids and triangular prisms and of compound shapes made from these. We convert units of volume e.g. cm^3 to m^3 and litres. In **Statistics**, we collect and analyse data through averages and range. We look at different ways to display data, including tables, bar charts and pie charts. We look at the advantages and disadvantages of different sampling methods and devise questionnaires in order to avoid biased results.	www.mymaths.co.uk has lessons on all of the topics, as well as puzzles, games and extension materials. Students have been issued the current password by their Maths teachers. All pupils are entered for the Junior Maths Challenge on Thursday 26th April.
Music	In the first half term girls will continuing to look at Music from China. They will be learning how to use the Sibelius computer program to compose a piece which uses characteristic features of Chinese music. In the second half term students will be looking at advertising in Music and how music could be used to market and sell a product. They will be looking at sonic logos, jingles and other methods in which music is used in adverts. To finish the year students will be continuing to develop performance techniques at a level appropriate to their skills. In most cases, but not exclusively, this will be based on keyboard skills.	If students do not have access to a keyboard or piano at home you may consider purchasing one (although this is not compulsory!!) The main keyboard used in school is the Yamaha YTP-220, which retails for about £90. Girls are encouraged to participate in extra-curricular music groups to develop their performance skills. I would also encourage parents to take their daughters to watch 'live' music performances in a variety of styles. Birmingham has a huge amount of live music from a wide range of cultures and styles. Listen to a wide variety of music on the radio, and try out new styles that may not be familiar to you!
PE	This term's work focusses on development courses in athletics, tennis and rounders. Students will have a PE theory examination during school exam week. Questions will be based on skills, health and safety, rules, positions, playing areas and major muscles used in the various sporting activities that have been covered. Students will also be looking at how well they can take on different roles within the physical activities that they are participating in, how well they can identify strengths in performance and areas for improvement. There is Sports Day to look forward to as well as the House Rounders and Tennis competitions.	Join one or more of the extra-curricular clubs on offer for summer sports in school. Try and increase the amount of regular exercise that you do. For example play tennis, rounders, badminton, football, handball etc. with family and friends in the park. Start walking (faster/further!), jogging, cycling, swimming, rowing etc. We have tennis and badminton coaches offering training after school, and there is an opportunity for you to participate in water rowing at Powell's Pool on a Friday. Look out for your chance to represent the school at the Sutton Schools' Athletics Championships.
Religious Studies	Students will be working in groups on an exciting project called *'Religion in Family Life'*. This will be a group project where students work together to research and make a final presentation. Each group will design a family and students will present how the family's religion affects the lives of the family members. The project contains some formal RE teaching, some independent research, some drama and hopefully lots of fun!	Speak to friends and family about how religious belief affects their lives. Look out for examples in everyday life such as food rules, festivals, family celebrations etc.
Science	In **Biology** this term students will be learning about differences. This includes the identification of differences, differences between people, growing differences and the natural and environmental factors that influence how animals grow and behave. In **Chemistry** this term students will be studying mixtures, elements and compounds. This will include looking at the physical properties of each and how they behave chemically. This will then follow onto chemical reactions including lessons on spotting a chemical reaction, reversible changes, useful chemical changes and global warming.	For **Biology**, students could complete a survey of the local environment and identify the differences between species of plants and/or animals that they see. The reasons for those differences could then be explored. For **Chemistry**, students may like to try modelling elements, mixtures and compounds using simple building blocks like Lego. The text book has some guidance on this. Students could also look for chemical and physical changes in the world around them and describe how they know it is a chemical or physical change.

	In **Physics** this term students will be learning about the effect of forces, friction, balanced and unbalanced forces, weight, calculating speed and forces at work. There is a lot of practical work involved in this topic and lessons are always very busy!	For **Physics**, students could make and test a toy parachute for a miniature figure. When it is made it should be dropped from different heights with appropriate supervision. A discussion could follow on the forces that act on the figure and how the forces change throughout the flight of the parachute.