

Reading skills foci: Please support your child to develop these crucial skills as part of their extended learning at home.

Grammar and punctuation foci: Please support your child to develop these crucial skills as part of their extended learning at home.

New History NC content

**Springsboard curriculum; Year 7**

**2015/2016**

TOPICS	YEAR CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME, EG. BOOKS, WEBSITES, FAMILY LEARNING THROUGH VISITS.
<p><b>Transition Topic</b>  <b>Who am I?</b>            A transition topic (getting to know you/ setting out the expectations of learning)</p> <p><b>Reading skills: Retrieval</b>  <b>Summarising</b>  <b>Grammar and punctuation: Full stops, capital letters for sentence openings and proper nouns, exclamation mark, question marks</b></p>	<p>Being11- Me</p> <p>Being 11- Sometime Else</p> <p>Being 11- Someplace Else (A developing country as a case study)</p> <p><b>A mongrel nation: To explore who were the first Britons</b></p>	<p>1. Mill Girl fiction book (as a key text)            2. Researching the family tree            3. Timelines of your life so far            4. Discussions around aspirations            5. Interviewing family members who remember their childhoods</p> <p><b>Websites:</b>            Zanzibar official tourism            Victorian lives</p>
<p><b>Sheffield it's surrounding countryside:</b>            A continuation of a topic begun in primary school (a bridging project between primary and secondary)</p> <p><b>Reading skills:</b>  <b>Recap on summary and retrieval</b>  <b>Language analysis</b>  <b>Theme, context, character</b>  <b>Grammar and punctuation: Sentence</b></p>	<p>Sheffield: Where am I?            Sheffield: Its landscape            Sheffield: Then and now <b>SHEFFIELD: OUR HISTORY</b>            Sheffield: Natural disasters            Sheffield: During Blitz (1940)  <b>Sheffield: The Industrial revolution</b>            Tourism in Sheffield and in the region            Sustainable Sheffield</p>	<p>Maps            Old photographs            Museums at Kelham Island            Visit Bradfield            Interview survivors of the Blitz</p> <p><b>Websites:</b>            Research Bedzed housing</p>

accuracy	The future of Sheffield <i>Celebration of work in a 'Time to shine event'</i>	
<b>Brazil</b> (A country focus: Geography NC) <b>Reading skills:</b> <b>Language analysis</b> <b>Theme, context, character</b> <b>Structural analysis</b> <b>Grammar and punctuation: sentence variety</b>	The history of Brazil and its colonisation by the Portuguese What are the different landscapes of Brazil? What is Brazilian culture and identity? How does the population of Brazil compare to other countries globally? Why does Brazil have envied resources? How does the experience of people vary in Rio de Janeiro? How has Brazil been portrayed by the Media? What foods come from Brazil? A tasting experience What sporting events are due to be hosted by Brazil and at what cost?	Brazilian carnival Importance of religion to Brazil Brazilian meal Watch the Olympics and World cup Research the destruction of the Amazon
<b>R.E.S.P.E.C.T</b> (PSHE/ICT focus)  <b>Reading skills:</b> <b>Context, character</b> <b>Grammar and punctuation: Listing commas, commas for parenthesis, proof reading, drafting and redrafting</b>	Cultures and religions Etiquette and traditions Bullying Leaders in History who have inspired (Mandela, Martin Luther King) etc	E-safety poster Anti-bullying poster Watch the news/ read broadsheet newspapers
<b>Our World</b> <b>Reading skills:</b> <b>Recap on language analysis, comparison</b> <b>Grammar and punctuation: sentence accuracy – complex sentences.</b>	Current conflicts Hazards-natural and human Colonisation and the impact on today The wonders of the world Millenium development goals and development related issues	Watch the news/ read broadsheet newspapers Research the Asian tsunami of 2004 Research the Haiti earthquake
<b>FAME and FORTUNE</b> <b>Reading skills:</b>	<u>Focus on attributes and learning lessons from:</u> Explorers (Bear Grylls, Christopher Columbus, Michael Palin) Discoverers (Isambard Kingdom Brunel, Alexander Fleming,	BBC history website

<p>Self- guided  <b>Reciprocal reading</b>  Grammar and punctuation: Structure (topic sentences, reasons for changing paragraphs, introductions and conclusions). Proof-reading, drafting and redrafting.</p>	<p>Louis Pasteur)  The problems associated with fame and fortune  The benefits of fame</p>	
---	--	--

**Mapping SMSC**  
**Spiritual, Moral, Social, Cultural**

---

**Springsboard curriculum**

*Sexual relationships*  
*Drugs and alcohol*  
*Bullying and relationships*  
*Cultures and traditions*  
*Responsibility*  
Health issues  
Inequality  
Media

**Sheffield: The city and it's surrounding countryside**  
*What makes Sheffield unique?*  
**Pressures of being a young person in Sheffield**  
*Communities that are not in harmony*  
*Sustainable Sheffield*  
How to promote a more teenage friendly city

**SPRINGSBOARD 2014-15 MAPPING SMSC**

**Brazil**  
The Portuguese invasion of Brazil- slave trade  
*The life of a street child in Brazil -*  
What is Brazilian identity and culture? How does it compare to the UK?  
*Amazon rainforest – global issues; Who is to blame?*  
The portrayal of Brazil via a Simpsons episode

**Our world**  
**Haves and Have nots**  
Natural disasters and human tolerance  
*Millenium development goals – persuasive campaigns*  
Diseases (AIDs)

**Who am I?**  
Significant events in your life  
Comparing a life in the UK to a life in a poverty stricken region  
Portraying life of a Victorian child  
*What makes me a good citizen?*

**RESPECT**  
**Legal ages**  
**Peer pressure**  
*Cyber-bullying*  
*Internet safety*  
*Being a good citizen*  
Arranged v's Forced marriages  
Human rights  
Prejudice and discrimination  
Show racism the red card  
*Homophobia*  
Eating disorders  
Child exploitation – Nike case study

**Fame and Fortune**  
**(Focused throughout on attributes)**  
What makes someone famous?  
How does the life of a famous person compare to the life of a non famous person?  
What are the perils of being famous?  
*Suffragettes movement*  
*Malala shooting*  
Famous explorers and discoverers and their legacies