
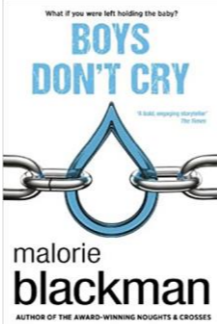







MILLGATE SCHOOL – FRIDGE CURRICULUM MAP

The Middle Chapters, Year 7: 22nd February – 30th April, 2021

<h2>The Mentor</h2>		The Mentor is able to connect and care in every Millgate Classroom. During this spring, our students will explore relationships, identity and self to ensure they are able to develop the social skills and tolerance needed to have happy lives and build the confidence they absolutely need to achieve great things.			
		CURRICULUM FOCUS	VISUAL	LEARNING GOALS	ASSESSMENT PIECES
	ENGLISH	<p>“Boys Don’t Cry” A novel by Malorie Blackman that explores a young man who has to grow up really fast!</p>		<ul style="list-style-type: none"> ✓ Begin to uncover how writers create an emotional impact with their work; ✓ Learn how to analyse a character’s thoughts and feelings; ✓ Learn how to write formal and informal piece that offer advice. 	<ul style="list-style-type: none"> ▪ Letter of advice to Dante from Adam. ▪ Write a response to the following question: Compare and contrast the characters of Dante and Adam. ▪ Oracy Assessment: Presentational Talk. Blog, public service video or poster – Offering advice and support for victims of hate crimes.
	PILLARS	<p>Pillar: Respect Relationships, intimacy and consent Relationships & conflicting beliefs within a worldwide countries’ laws and religious belief.</p>		<ul style="list-style-type: none"> ✓ To develop understanding on consent and personal space. ✓ To develop understanding of consent within relationships and explain laws regarding rape and sexual assault. ✓ To explain the difference between a healthy and unhealthy relationship. ✓ To develop understanding around gender and sexuality. ✓ To explain what stereotypes are and apply them to sports contexts. ✓ To develop understanding of different cultures and traditions. 	<ul style="list-style-type: none"> ▪ Create a short video or voice note on what consent means. ▪ Create a leaflet on consensual relationships. ▪ Create a presentation on gender/sexual discrimination in sport. ▪ Plan their own wedding. ▪ Write “Agony Aunt Letters” about sexuality and write their own response. ▪ Create an online lesson/quiz for staff to test their knowledge consent, relationships and cultures.
	THE ARTS	<p>Food: Millgate Family Favourites Building relationships and exploring peoples’ identities through food.</p> <p>Art: Bisa Butler Taking influence from festivals/carnivals students will make a waistcoat that explores self-identity and expression through textiles techniques.</p>		<ul style="list-style-type: none"> ✓ Develop a basic understanding of The Eat Well guide and its sections. ✓ Be able to identify a variety of foods and how they link to different cultures and identities. ✓ Develop an understanding of basic textiles skills and some digital techniques. ✓ Recognise and apply tone, colour theory and pattern. 	<ul style="list-style-type: none"> ▪ Create a recipe based upon your family favourites and lead the lesson for your peers to make. ▪ Create a healthy/non healthy wall display based on the Eat Well Guide for healthy dishes. ▪ Create a digital self-portrait inspired by the Artist Bisa Butler. Make a waistcoat that explores self-identity.
	SCIENCE	<p>Human Reproduction Adolescence, the reproductive system, fertilisation and menstrual cycle.</p>		<ul style="list-style-type: none"> ✓ To be able to understand the reproductive system ✓ To explain the changes that happen to our bodies during adolescence ✓ To explain the fertilisation and menstrual cycle. 	<ul style="list-style-type: none"> ▪ To be able to showcase what the changes in the body during adolescence. ▪ To communicate through an agony aunt style of peer assessment the fertilisation process and show an understanding of the menstrual cycle

	PE	<p><u>Addressing Masculinity, Femininity & Gender in Sport</u> Street Dance, Cheerleading, Haka & Capoeira.</p>		<ul style="list-style-type: none"> ✓ To assess, acknowledge and break down gender stereotypes within different sports and activities ✓ To use the mentor when replicating skills to improve performance 	<ul style="list-style-type: none"> ▪ To perform a selection of routines in a variety of different activities and martial arts. ▪ To explain the social, mental and physical benefits of taking part in a selection of activities. ▪ To use peer assessment work sheets and demonstrate how to be a good mentor
	MATHS	<p><u>Being a great maths mentor</u> We will be supporting each other and working collaboratively to master solving problems with addition and subtraction.</p>		<ul style="list-style-type: none"> ✓ To understand the different properties of addition and subtraction. ✓ To be able to use mental strategies and formal methods to complete calculations. ✓ To be able to choose the most appropriate method – mental, written or calculator. ✓ To solve financial problems. ✓ To be able to solve problems involving perimeter, tables and timetables. ✓ To be able to draw and solve problems with frequency trees. ✓ To be able to draw, label and solve problems with bar charts and line charts. 	<ul style="list-style-type: none"> ▪ To be able to share strategies and ideas with their peers. ▪ To be confident choosing appropriate methods when working with peers or independently. ▪ To complete a selection of activities to show progress and understanding, such as: <ul style="list-style-type: none"> ▪ Calculating the perimeter of a section of the school. ▪ Plan a day trip using public transport. ▪ Carry out a survey. ▪ Analyse top goal scorers. ▪ Complete assessment worksheets.

