



**Oasis Academy Don Valley – Curriculum Map 2018-19**

Year Group 7	Half Term 1 10/9/18-26/10/17 7 weeks	Half Term 2 5/11/18-21/12/18 7 weeks	Half Term 3 8/1/19-15/2/19 6 weeks	Half Term 4 25/2/19-30/3/19 5 weeks	Half Term 5 15/4/19-24/5/19 6 weeks	Half Term 6 4/6/19-24/7/19 7 weeks 2 days
	Secondary opening  INSPIRE WEEK			World Book Day 7 <sup>th</sup> March  (curriculum week 4-8 <sup>th</sup> March)  British science week 11- 15 <sup>th</sup> March	(3 full weeks)	
Whole phase concept	Multiculturalism Modern Britain		Inventions		Conflict and resolution Love and Hate	
Whole Academy Literacy Strategy	<b>Correct use of apostrophes</b> Understanding of Standard English spelling – plurals, common spelling rules, mnemonics, prefixes/suffixes	<b>Correct use of commas</b> Correct use of different word classes	<b>Understanding tense agreement</b> Understanding of homophones	<b>Understanding of sentence types/ forms/ structures</b> Correct use of paragraphing and paragraph links	<b>Correct use of speech in writing (direct, indirect, reported)</b> Understanding of different text types including understanding the appropriate literacy, language and stylistic devices of each	<b>Using dictionaries and thesauruses effectively as well as understanding glossaries, index and content pages</b> Effective planning/ drafting/ proof readings/ editing and re-drafting
Subject	RS	Geography	RS	Geography	RS	Geography
Topic	<b><u>Philosophy of Religion</u></b>	<b><u>UK and Key Skills</u></b>	<b><u>Bible: Big Story</u></b>	<b><u>Weather and Climate</u></b>	<b><u>Evolution of Islam</u></b>	<b><u>Development</u></b>
'Hook' – first-hand experience	University of Sheffield outreach: Philosophy in the city Debate – Which is the strongest argument for the existence of God? Faith and revelation or Design Theory?	Capturing the local geography of Attercliffe and Darnall Students will upload photographs to <a href="http://www.geograph.org.uk/geography">http://www.geograph.org.uk/geography</a> website of the local area	Visit: Sheffield Cathedral and NATRE Spirited Arts competition	Fieldwork: Investigating weather and climate around the school site	Sharing of personal experiences of beliefs – SACRE visitor talk about a theme from the evolution of Islam	Oasis Global - Students contact Oasis Global and  City of Sanctuary - Volunteers to come in and speak to students. Students explore how

						OADV can become a school of sanctuary
Parental engagement Exhibition of learning	Screening of filmed debates or live debates	Share link on school website Twitter: OADV and OADVHumanities	Presentation of NATRE Spirited Arts competition entries nature of heaven and hell	Home learning – build a weather measure and collect data at home e.g. half a plastic bottle to measure rainfall, windmill for weed speed, wind sock for direction	Host an Iftar for Ramadan make connections with Oasis waterloo, who are hosting one during the half term.	City of Sanctuary - Volunteers to come in and speak to parents about their experiences as refugees and asylum seekers
Key Questions	<p>What are the different stages of belief in God/gods?</p> <p>What is the nature of God in Islam and Christianity?</p> <p>Is there a best way to describe God?</p> <p>What is the design argument?</p> <p>What is the cosmological argument?</p> <p>Why is the existence of God debated?</p> <p>How do these beliefs influence individuals and communities?</p> <p>What are the arguments for and against the existence of God?</p>	<p>Where is the UK in the world?</p> <p>What are its major geographical features?</p> <p>How can you use maps?</p> <p>What different information can you learn from the different map styles?</p>	<p>What are the key stories of the Bible?</p> <p>How is the story of creation interpreted in different ways?</p> <p>What are the key ideas of atonement, sacrifice, and forgiveness?</p> <p>How does the life and teachings of Jesus influence the lives of Christians today?</p> <p>How does the Bible link to other Abrahamic faiths?</p>	<p>How do we measure weather and climate?</p> <p>What impact does weather and climate have on the environment?</p> <p>What impact does weather and climate have on people?</p>	<p>When did Islam begin (according to Muslims and according to the chronology)</p> <p>What was the belief system in Saudi Arabia prior to Islam?</p> <p>What impact did this have on the community?</p> <p>How did the impact on the work of Muhammad?</p> <p>How does Prophethood and the holy books link the Abrahamic faiths?</p> <p>What is the Sunni and Shia split?</p> <p>Why has this led to conflict?</p> <p>What are the main similarities between Sunni and Shia?</p>	<p>What is HIC. NEE and LIC?</p> <p>What is development?</p> <p>What impact has development had on the country we are studying?</p>
Description	<p><b><u>Philosophy of Religion</u></b></p> <p><b>Focus: Creation of the World and Nature of God</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Polytheism</li> <li>• Monotheism</li> <li>• Design</li> <li>• Cosmological arguments</li> <li>• Aspects of God</li> </ul>	<p><b><u>UK and Key Skills</u></b></p> <ul style="list-style-type: none"> <li>• Where is the UK in the world? Physical overview of the UK's geography (relief maps, rivers, weather).</li> <li>• Use maps of the UK to introduce and practice lines of latitude and compass directions</li> </ul>	<p><b><u>Bible: Big Story</u></b></p> <p><b>Focus: Scripture</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Creation</li> <li>• The Fall</li> <li>• Parables</li> <li>• Revelation</li> <li>• Life of Jesus</li> <li>• Moses and Abraham</li> <li>• Sacrifice</li> </ul>	<p><b><u>Weather and Climate</u></b></p> <ul style="list-style-type: none"> <li>• Compass directions and weather symbols to describe weather in the UK. Explore how weather affects people.</li> <li>• Compare weather using climate graphs</li> </ul>	<p><b><u>Evolution of Islam</u></b></p> <p><b>Focus: Denominations and history of Islam</b></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Saudi Arabia</li> <li>• Prophethood</li> <li>• Holy Books</li> <li>• Life of Muhammad</li> <li>• Sunnah and Hadith</li> <li>• Sunni and Shia Split</li> </ul>	<p><b><u>Development</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to development (HIC, NEE, LIC), development indicators</li> <li>• Demographic transition model</li> <li>• Case study: study Malawi and Singapore to explore</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>What evidence is there for the existence of God?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Human overview of the UK's geography – countries, cities, population density)</li> <li>• Use OS maps of the UK to introduce and practice scale and distance (scale line and 1:25,000)</li> <li>• Other useful skills they will need include: field sketch, contour lines,</li> <li>• Spend more than one lesson on OS maps</li> <li>• Introduce students to different types of maps: relief, population, political...etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prophecy</b></li> <li>• <b>Links to other faith</b></li> </ul>	<p>from rainforest, desert and UK</p> <ul style="list-style-type: none"> <li>• Factors that influence climate (prevailing wind, ocean currents, latitude, altitude, distance from coast)</li> <li>• Case study: causes of a tropical storm</li> <li>• Case study: effects of a tropical storm</li> <li>• What is weather? What is climate? How do we measure weather?</li> <li>• Pressure systems - what is the weather like in a high and low pressure system?</li> <li>• Extreme weather in the UK</li> <li>• Case study: responses to a tropical storm</li> <li>• Prediction and planning to reduce the risk and impact of a tropical storm</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role of men and women in Islam</b></li> <li>• <b>Jihad</b></li> </ul>	<p>how lifestyles differ in LICs and HICs.</p> <ul style="list-style-type: none"> <li>• Causes of the gap</li> <li>• Reducing the gap</li> <li>• A lesson on what is development before development indicators</li> <li>• A single lesson on Malawi</li> <li>• A single lesson on Singapore</li> <li>• End of year exam</li> </ul>
Formative assessment	<p><b>Class Debates and discussions</b>  <b>Quizzes</b>  <b>Tests</b>  Short written pieces of work that show an understanding of key concepts  Extended pieces of work that show and understanding of key concepts and theories</p>	<p><b>Using Digital maps to navigate around the UK and explain its physical features</b></p> <p><b>Practical map skills using Ordnance survey maps, maps and atlas'</b></p>	<p><b>Class Debates and discussions</b>  <b>Quizzes</b>  <b>Tests</b>  Short written pieces of work that show an understand of key concepts  Extended pieces of work that show and understanding of key concepts and theories</p>	<p><b>Learning journal of homework project</b>  <b>Class discussions</b>  <b>Quizzes</b>  <b>Tests</b>  Short written pieces of work that show an understanding of key concepts</p>	<p><b>Class Debates and discussions</b>  <b>Quizzes</b>  <b>Tests</b>  Short written pieces of work that show an understanding of key concepts  Extended pieces of work that show and understanding of key concepts and theories</p>	<p><b>Extended pieces of work that show and understanding of key concepts and theories</b></p>

	Running Skill: evaluation		Running Skill: evaluation		Running Skill: evaluation	
Summative assessment	<b>Extended pieces of work that show and understanding of key concepts and theories</b>	Map skills exam	<b>Extended pieces of work that show and understanding of key concepts and theories</b>	Case study assessment	<b>Extended pieces of work that show and understanding of key concepts and theories</b>	End of year Y7 geography exam
PSHE  Oasis 9 habits	<b>Being me in my world</b>  <b>September – Who am I? October – Who am I becoming?</b>	<b>Celebrating difference</b>  <b>November – Being hopeful December – Being joyful</b>	<b>Dreams and goals</b>  <b>January – Being patient and preserving February – Compassionate</b>	<b>Healthy Me</b>  <b>March – Forgiving April – Considerate</b>	<b>Relationships</b>  <b>May – self control</b>	<b>Changing me</b>  <b>June – Humble/humility July Honesty</b>
Festivals and celebrations	Jeans for genes – 21/9 Sukkot 23/9 International Day of Peace – 21/9 European languages day – 26/09 Black History Month – Oct World Teachers Day 5/10 Walk to school day 10/10 World food day 16/10 Anti-slavery day 18/10 Halloween – 31/10 Birthday of Guru Nanak – 3/11	Bonfire Night – 5/11 Diwali – 7/11 Remembrance Day – 11/11 Interfaith week – 11 – 18/11 Anti-bullying week 12/11-16/11 Road safety week – 19/11-23/11 Universal children’s Day 20/11 Prophet Muhammad’s birthday –21/11 St. Andrew’s day 30/11 Hanukkah – 2/12-10/12	New Year’s Day – 1/1 Martin Luther King Day – 21/1 Burns night 25/1 Holocaust memorial day – 27/1 Chinese New Year – 5/2 Internet safety day – 5/2 Charles Darwin Day 12/2 Valentine’s Day – 14/2	Women’s history month - Mar St David’s Day – 1/3 Shrove Tuesday – 5/3 World book day 7/3 International women’s day – 8/3 St Patricks day – 17/3 Holi 20/21/3 World poetry day – 21/3 Mother’s Day – 31/3 Easter – March/April	World Health day – 7/4 Vaisakhi – 14/4 Earth Day – 22/4 Passover – 20-26/4 Queen’s birthday 21 <sup>st</sup> April Shakespeare’s birthday – 23/4 St Georges day – 23/4 Ramadan begins– 6/5-4/6 VE Day – 8/5 International day against homophobia 17/5	Eid-al-Fitr – 4/6 Father’s Day – 16/6 World environment day – 6/6 Anniversary of D-day – 6/6 World Refugees day – 20/6 Refugee Week – 20/6

		Human rights day 10/12 Christmas - December				
Whole Academy events	Parent talk Parents evening	Carrol concert Theatre visit Christmas Dinner Children in Need	Chinese new year	Mother's day tea World Book day Sports relief	St Georges day Sheffield Book awards	Sheffield Book awards continued Father's day tea Summer celebration -TBC Sport day