

Curriculum and Skills Mapping

Subject: Quest Key Stage: 3 Year: 7

Rotation	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Quest 1 I'm leaving	History	<ul style="list-style-type: none"> - To identify challenges when exploring uncharted territories, using the example of Antarctica - To analyse what makes a good explorer, using the example of Shackleton - To discuss societal challenges for female explorers in history 	plan, design and present a showcase - self, peer and teacher assessed	<ul style="list-style-type: none"> - Subject-specific vocabulary - Analysis and interpretation of primary sources - Research skills - ICT skills - Critical thinking 	<ul style="list-style-type: none"> - Group work - Resilience - Time management - Presentation skills - Planning - Reflection - Giving feedback
	RE	<ul style="list-style-type: none"> - To identify reasons to go on pilgrimage - To examine different forms of pilgrimage across cultures and religions 		<ul style="list-style-type: none"> - Critical thinking - Research skills 	
	Geography	<ul style="list-style-type: none"> - To understand why people migrate - To examine how climate change can affect human habitats - To evaluate how tourism can affect local populations 		<ul style="list-style-type: none"> - Research skills - Subject-specific vocabulary - Understanding cause & effects 	
	Science	<ul style="list-style-type: none"> - To understand how forces work - To analyse distance – time graphs 		<ul style="list-style-type: none"> - Subject-specific vocabulary - gathering, recording, 	

		<ul style="list-style-type: none"> - To understand terminal velocity of various items and how to calculate it - To test a thesis and analyse test results 		classifying and presenting data	
	Textiles	<ul style="list-style-type: none"> - To understand what fast fashion is - To analyse where and under what circumstances our clothes are produced 		<ul style="list-style-type: none"> - Planning - Analysis - Foundational subject-specific skills 	
	ICT	<ul style="list-style-type: none"> - To examine how technology can help improve our daily lives - To understand what wearable technology means - To analyse the advantages and disadvantages of E-smart fabrics and trackers in school uniform 		<ul style="list-style-type: none"> - Subject-specific skills and vocabulary - Digital literacy 	
Quest 2 I've got the power	Science	<ul style="list-style-type: none"> - to examine energy sources and energy transfers - to analyse renewable and non-renewable energy - to evaluate the importance of international climate conferences, using the example of COP26 	plan, design and present a showcase - self, peer and teacher assessed	<ul style="list-style-type: none"> - Developing scientific attitude with special focus on objectivity, accuracy, precision - Experimental skills and investigations - Analysis 	<ul style="list-style-type: none"> - Moral development - Group work - Resilience - Time management - Presentation skills - Planning skills - Reflection - Giving feedback
	History	<ul style="list-style-type: none"> - To understand the events that led to the need for a new king in 1066 - To analyse the 4 claimants to the throne 		<ul style="list-style-type: none"> - Chronological knowledge - Understanding of continuity and change 	

		<ul style="list-style-type: none"> - To understand the events at the Battle of Stamford Bridge and Battle of Hastings - To assess what factors helped William win the Battle of Hastings 			
	ICT	<ul style="list-style-type: none"> - To describe different ways to keep data safe - To understand processor power - To apply building logic, using Scratch programming 		<ul style="list-style-type: none"> - Analytical skills - Problem-solving skills - Understanding how changes in technology affect safety - Using programming languages - Digital literacy 	
	RE	<ul style="list-style-type: none"> - To understand our feelings - To identify values and morals - To understand symbols and lucky charms - To evaluate the power of peer pressure 		<ul style="list-style-type: none"> - Subject-specific knowledge - Discussion skills - Questioning skills 	
	PE	<ul style="list-style-type: none"> - To identify and explain components of fitness - To understand how you apply force and what the effects may be 		<ul style="list-style-type: none"> - Analysing and evaluating data - Drawing conclusions 	
Quest 3 Dirty Old Town	History	<ul style="list-style-type: none"> - To identify key elements of time periods 	plan, design	<ul style="list-style-type: none"> - Subject-specific vocabulary 	<ul style="list-style-type: none"> - Group work

		<ul style="list-style-type: none"> - To analyse how towns have changed over time - To assess how inventions have improved towns - To create a pop-up book showing significant elements of two chosen time periods 	and present a showcase - self, peer and teacher assessed	<ul style="list-style-type: none"> - Literacy - ICT skills - Chronological knowledge - Understanding continuity and change - Developing historical perspective 	<ul style="list-style-type: none"> - Resilience - Time management - Presentation skills - Planning - Reflection - Giving feedback - Remembering
	ICT	<ul style="list-style-type: none"> - To identify technologies that make cities smarter - To understand smart clothing and how smart clothing can help save lives - To evaluate how technologies can be used to improve living conditions in cities 		<ul style="list-style-type: none"> - Understanding - Analysis - Subject-specific skills 	
	Geography	<ul style="list-style-type: none"> - To identify coastal features - To understand changing coastlines, landscapes and boundaries 		<ul style="list-style-type: none"> - Subject-specific vocabulary - Understanding cause and effects - Locational knowledge 	
	Maths	<ul style="list-style-type: none"> - To investigate renewable energy sources - To design a model, using scale factors - To draw a scale model 		<ul style="list-style-type: none"> - Subject-specific skills 	
	Science	<ul style="list-style-type: none"> - To explore elements, compounds and mixtures 		<ul style="list-style-type: none"> - Developing scientific vocabulary 	

		<ul style="list-style-type: none"> - To work with a Bunsen burner - To understand combustion - To understand neutralisation 		<ul style="list-style-type: none"> - Developing a good scientific attitude with special focus on objectivity, accuracy, precision - Experimental skills and investigations 	
<p>Quest 4 What a Wonderful World</p>	Drama	<ul style="list-style-type: none"> - To describe the influence of puppetry to portray animals - To investigate how sign language can be used to express emotions - To explore the 7 Wonders of the World 	<p>plan, design and present a showcase - self, peer and teacher assessed</p>	<ul style="list-style-type: none"> - Subject-specific vocabulary 	<ul style="list-style-type: none"> - Group work - Resilience - Time management - Presentation skills - Planning - Reflection - Giving feedback
	Science	<ul style="list-style-type: none"> - To investigate living conditions in Antarctica - To investigate food requirements and supply chains - To apply new knowledge to plan a nutritious diet plan for explorers 		<ul style="list-style-type: none"> - Subject-specific vocabulary 	
	Art	<ul style="list-style-type: none"> - To investigate different artists and techniques - To replicate existing patterns - To create a final piece, applying the newly learnt techniques and styles 		<ul style="list-style-type: none"> - Subject-specific skills - Developing techniques 	

	Life skills	<ul style="list-style-type: none"> - To understand the rule of 3 of survival - To know how to build a water filter - To understand the importance of adaptations in extreme environments - To learn outdoor first aid 		<ul style="list-style-type: none"> - Questioning skills - Literacy - Building general knowledge 	
Quest 5 Stayin' alive	History	<ul style="list-style-type: none"> - To describe medical discoveries throughout time - To analyse how life was affected by diseases - To examine how people have tried to combat diseases and illnesses - To discuss the social impact of the Black Death 	plan, design and present a showcase - self, peer and teacher assessed	<ul style="list-style-type: none"> - Subject-specific vocabulary - Chronological knowledge - Analysis and interpretation of primary sources - Research skills - ICT skills - Understanding continuity and change 	<ul style="list-style-type: none"> - group work - Resilience - Time management - Presentation skills - Planning - Reflection - Giving feedback - Applying first aid - Knowing how to react in cases of emergency
	Science	<ul style="list-style-type: none"> - To understand how to use a microscope safely - To describe plant and animal cells - To investigate specialised cells - To understand photosynthesis and adaptations of plants to their environment 		<ul style="list-style-type: none"> - Subject-specific vocabulary - Developing scientific attitude with special focus on objectivity, accuracy, precision 	

		<ul style="list-style-type: none"> - To describe animal migration and adaptations 			
	Life Skills / First aid	<ul style="list-style-type: none"> - To know when and how to put someone in recovery position - To practice CPR - To know the symptoms of heart attacks and strokes - To know the symptoms of poisoning, sepsis and allergies - To be able to dress a wound, using bandages 			
	Geography	<ul style="list-style-type: none"> - To understand weather and climate zones in the Americas - To explain how latitude affects the physical features of a region - To know key characteristics of different places across the Americas 		<ul style="list-style-type: none"> - Understanding cause & effects - Drawing conclusions - Locational knowledge - Subject-specific skills 	
Quest 6 Rebel Rebel	RE	<ul style="list-style-type: none"> - To describe what makes a person a rebel - To analyse characters from the past and evaluate whether they can be seen as rebels - To evaluate whether rebellions are necessary for change 	plan, design and present a showcase - self, peer and teacher assessed	<ul style="list-style-type: none"> - Analysis - Understanding different opinions - Drawing conclusions 	<ul style="list-style-type: none"> - Group work - Resilience - Time management - Presentation skills - Planning - Reflection - Giving feedback

	ICT	<ul style="list-style-type: none"> – To explore the lives of Bletchley Park heroes – To create a document showcasing their knowledge about Bletchley Park heroes – To understand how to decipher basic codes, using the example of Bletchley Park 		<ul style="list-style-type: none"> – Analytical skills – Problem-solving – Research skills – Formatting 	
	History	<ul style="list-style-type: none"> – to discuss whether Thomas Becket was a rebel – to analyse the reasons barons rebelled against King John – to understand and analyse the causes for the peasants' revolt 		<ul style="list-style-type: none"> – Chronological knowledge – Understanding causes and effects – Analysing primary sources 	
	Geography	<ul style="list-style-type: none"> – To understand where the water comes from – To know the main UK rivers – To explore features of a river – To describe erosion and deposition – To analyse how rivers are used 		<ul style="list-style-type: none"> – Locational knowledge – Subject-specific skills, such as using graphs – Arguing for and against your own opinion – Understanding causes & effects 	
	Music	<ul style="list-style-type: none"> – To describe different genres 		<ul style="list-style-type: none"> – subject-specific skills, e.g. composing songs 	

		<ul style="list-style-type: none"> - To analyse different types of rebellious music - To compose pieces of music - To perform pieces of music 			
Quest 7 Into the Unknown	History	<ul style="list-style-type: none"> - To investigate reasons to explore new territories - To know different explorers throughout history - To understand the fascination with space - To understand the events of the Space Race 	plan, design and present a showcase - self, peer and teacher assessed	<ul style="list-style-type: none"> - Chronological knowledge - Literacy - Understanding continuity and change 	<ul style="list-style-type: none"> - Group work - Fairness - Respect - Open-mindedness - Resilience - Time management - Presentation skills - Planning - Reflection - Giving feedback
	PE	<ul style="list-style-type: none"> - To know weird and wonderful sports - To understand their rules - To test new sports 		<ul style="list-style-type: none"> - Sportsmanship 	
	World Mysteries	<ul style="list-style-type: none"> - To investigate different world mysteries - To understand the fascination of the Unknown 		<ul style="list-style-type: none"> - Critical thinking - Analysis of facts and theories - Evaluation & drawing conclusions 	
	Science	<ul style="list-style-type: none"> - To describe how knowledge about the Solar System changed throughout history - To know the planets of the Solar System - To know the different phases of the moon 		<ul style="list-style-type: none"> - Subject-specific knowledge - Research skills 	

		<ul style="list-style-type: none">- To understand why we have different seasons- To investigate life during the polar winter			
	Textiles	<ul style="list-style-type: none">- To explore abstract compositions from found objects- To transform sound into art- To explore the impact of breath on art		<ul style="list-style-type: none">- Subject-specific skills	