

Year 7 Curriculum Guide

Curriculum Intent

Our year 7 curriculum aims to achieve a smooth transition between Key Stage 2 and Key Stage 3. It revisits key content from Key Stage 2 and continues the breadth of the curriculum, whilst continuing to foster reading. We also teach key skills (disciplinary knowledge) that provide a sound foundation for each subject.

Curriculum Model

Subject	No. of Lessons
English	6
Maths	7
Science	6
French	4
Second Language	4
Geography	3
History	3
RE	2
Design Technology	3
Art	1
Music	1
Drama	2
IT	1
PE	4
PSHE	1

Term 1

Subject	Knowledge	Skills	Assessment
English	Gothic World Students develop an understanding of key literary methods including plot, character, mood, tone and atmosphere through the genre of gothic fiction. Students encounter classic texts such as Frankenstein and Dracula up to more modern gothic tales such as The Monsters of Rookhaven.	Close reading, inference, evidence gathering, analysis, planning, crafting and drafting own writing.	Reading comprehension test on an extract of Gothic fiction.

Maths	Mathematical operations Powers and roots; order of operations Negative numbers All four operations, including applying powers, with negative numbers. Introduction to algebraic manipulation Writing expressions Simplifying expressions and collecting like terms Expanding brackets Substitution	Using a scientific calculator	Baseline assessments to help inform setting
Science	The Skills of Science – Introduction We introduce use of the laboratory and stages in science investigation. The Solar System The components of the solar system Comparison of the planets Gravity Meteorites	Planning and Obtaining are the focus for this introduction to Science at KLB. Analysing data	
Chinese	Term 1 The carousel of Chinese, Japanese and Spanish before students choose their second language. An introduction to Chinese and Chinese culture.	Speaking, listening and reading of pinyin, Chinese culture awareness	
French	Introductions: Self and Family Greetings and introductions; using the verb AVOIR to describe one's age and pets. Understanding numbers. Adjective word order and singular adjective agreement.	Learning vocabulary A combination of listening, speaking, reading and writing	Common Vocabulary Test (greetings) Listening assessment • Comprehension • Spellings • Translation from English to French
Japanese	Term 1 The carousel of Chinese, Japanese and Spanish before students choose their second language. An introduction to Japanese and Japanese culture.		N/A
Spanish	Term 1 The carousel of Chinese, Japanese and Spanish before students choose their second language. An introduction to Spanish and Spanish culture.	Learning vocabulary. A combination of listening, reading and writing. Spanish culture awareness.	N/A

Geography	UK Geography Pupils develop locational knowledge of the United Kingdom, including its composition of four nations: England, Scotland, Wales and Northern Ireland. They identify key physical features, including relief, rivers and climate, and understand how these influence patterns of population distribution. Pupils also locate major cities and regions, developing an understanding of how physical and human geographical features are interrelated.	• Use of maps and atlases to locate countries, cities and physical features • Interpretation of topographical and thematic maps (e.g. population distribution) • Understanding and application of key geographical terminology (e.g. relief, climate, distribution) • Ability to describe and explain patterns in human and physical geography • Identification of relationships between physical and human features • Introduction of key map skills such as direction, grid-referencing scale, OS maps.	30 minute assessment: Section 1: Knowledge recall Section 2: Skills (Map and or numeracy skills) Section 3: Extended writing 6-mark question
History	Introduction to History. Iron Age Wotton History of our island and the beginnings of an ordered system of government. Knowing that the Romans invaded the Island of Britain and that we have strong connections to other European nations	Chronology Primary and secondary sources	Historical skills tests on chronological order, centuries, primary and secondary sources and evaluating sources
RE	Unit 1: The Island An introduction to studying RE. The three types of knowledge: substantive knowledge (the key beliefs and facts about religions), ways of knowing (how we go about studying aspect of RE) and personal knowledge (how this new learning impacts upon me as an individual).	Worldview lens: how individuals view the world around them, may be shaped by beliefs, values, feelings, and relationships.	
Art	Exploring Art (Terms 1-3) We teach layout/composition, visual language, fonts/shape, use of line, tonal range, light and shade, shadows, highlights, blending, colour wheel, tints and shades, primary, secondary, contrasting, harmonising, planning, purpose.	Students learn to: Observe carefully and draw from direct observation Understand proportion and scale	Observational tonal drawing of a leaf.

		Use shade and tone to create depth and three-dimensional form Develop control of pencil techniques and mark-making Understand how light affects shape and form This unit establishes the technical skills needed throughout Key Stage 3 and beyond. Students develop confidence in looking closely, making informed visual decisions and understanding how drawings can communicate realism.	
Design Technology	Throughout the year each class completes a series of units on a carousel. This ensures that every student experiences the full range of our excellent new Design Technology facilities. Students will complete units on Food Technology, Textiles, Resistant Materials (in the workshop), and Graphic Design and CAD/CAM. We teach the key stages of the design and production process with plenty of practical opportunity. Each carousel is detailed at the bottom of this document.	Students are introduced to a wide range of technical skills.	
Drama	'Introduction to Drama' unit where students begin to learn the key skills needed to be a successful drama student. We also introduce students to some of the basic drama techniques used within performance such as improvisation, physical theatre and mime.	They begin to develop their confidence, team building and communication skills.	
Music	African Music (Term 1 and 2) Elements of music: pitch, duration, dynamics, tempo, timbre, texture, structure. Pitch and rhythm notation.	Listen to West-African music and identify key features. Sing African songs. Play a simple right-hand melody on the keyboard. Perform as an ensemble using Djembe drums. Compose using rhythm.	Keyboard assessment: simple melody using one hand.

Term 2

Subject	Knowledge	Skills	Assessment
English	Writing Unit – The Hero's Journey A focus on a selection of fiction from Other Worlds, including The Hobbit and The Odyssey. Students build an understanding that stories have shapes, narrative, characters and sequence (including foreshadowing).	Students are taught to use analytical paragraphs with clear structure. They also build on creative writing skills from Key Stage 2.	Creative writing – pupils write the threshold moment of their own Hero's Journey fiction.
Maths	Proportional reasoning Using double number lines and ratio tables to solve a range of problems involving direct proportion. Factors, multiples and primes Including Highest Common Factor and Lowest Common Multiple Calculations Four operations including use of a calculator	Use of a scientific calculator. Extensive work on problem-solving and word problems.	Assessment on: Mathematical operations Negative numbers Algebraic manipulation Proportional reasoning Factors, multiples and primes
Science	Cells The introduction to Biology – the building blocks of all life. Characteristics of animal and plant cells Electricity Introduction to Circuits Series Circuits Current measurement, use of ammeter Resistance	Scientific Literature and drawing The microscope Planning Collecting data and presenting in tables	
Chinese	Completion of the Term 1 carousel and the choice of the second language. Numbers through characters and pinyin. Asking someone's age and answering. learn the structures and evolution of Chinese characters.	Speaking and Listening – basic conversation. Pinyin learning: tones, initials, finals and mixture of combination of initials and finals Brush strokes in character formation	Assessment 1: Listening and reading assessment

French	Introductions: Self and Family (continued) Family members Describing other people's appearance, age and pets. Using the verb AVOIR . Avoir in the present and imperfect tenses, different verb forms.	Learning vocabulary A combination of listening, speaking (including accents and pronunciation), reading and writing	Speaking assessment - Describing myself - Pronunciation and intonation - Describing others
Japanese	Completion of the Term 1 carousel and the choice of the second language. Introduction to greetings, numbers, likes and dislikes. The use of Hiragana in Japanese writing.	Key learning strategies for vocabulary acquisition	Regular Hiragana tests
Spanish	Completion of the Term 1 carousel and the choice of the second language. Introducing self, greetings, numbers, age and birthday. Use of TENER, HAY + noun The term ends with Christmas in Spain	Accents and pronunciation Conjugation of verbs in I form Cultural understanding of Christmas festivities in Spain	Vocabulary test
Geography	The Challenges Facing Planet Earth Pupils develop knowledge of Earth's key physical systems, including the atmosphere, biosphere, hydrosphere and lithosphere, and understand how these interact to shape the planet. They learn how natural resources are formed and distributed, and understand how human activity depends on and affects these systems, including impacts on the environment and climate.	- Use of diagrams and models to explain complex interactions - Application of key terminology (atmosphere, biosphere, hydrosphere, lithosphere) - Ability to explain cause and effect within natural systems - Interpretation of data and visual information related to environmental change	30 minute assessment: Section 1: Knowledge recall Section 2: Skills (Map and or numeracy skills) Section 3: Extended writing 6-mark question
History	1066 and the Norman conquest A study of the events leading to and including The Battle of Hastings. The impact of William's victory. The ties between England and Europe e.g. Viking connections through Canute, Godwinson and Normandy. links and connections between English/British Christmas traditions and Medieval Christmas traditions.	Extended writing - moving beyond describing and forming balanced arguments. Source analysis	Causation – why did William win at the Battle of Hastings?

RE	Unit 1: The Island (continued) Exploring issues of identity and belonging – worldviews, multi-disciplinary lenses, values Exploring the value of sacred texts, commitment, rites of passage, laws and punishments and places of worship	Questions with different answers, debate and presentations. Interpreting religious text in divergent ways, ranking of qualities and expressing own ideas Trip to Clifton Cathedral and Hindu Mandir	Worldview Assessment
Art	Exploring Art (Term 1-3) We teach layout/composition, visual language, fonts/shape, use of line, tonal range, light and shade, Shadows, highlights, Blending, colour wheel, tints and shades, primary, secondary, contrasting, harmonising, planning, purpose. Look at Picasso and develop a response.	Observe carefully and draw from direct observation incorporating colour. Understand colour blends and complimentary pairing Use shade and tone to create depth and three-dimensional form Develop control of pencil techniques and mark-making	Compo using their own observational recording to create a Picasso style expressionist piece.
Design Technology	Throughout the year each class completes a series of units on a carousel. This ensures that every student experiences the full range of our excellent new Design Technology facilities. Students will complete units on Food Technology, Textiles, Resistant Materials (in the workshop), and Graphic Design and CAD/CAM. We teach the key stages of the design and production process with plenty of practical opportunity.	Range of practical skills for each carousel	
Drama	Pantomime Naturalistic and exaggerated performance Facial expressions and body language Voice projection		
Music	African Music (Term 1 and 2) Elements of music: pitch, duration, dynamics, tempo, timbre, texture, structure. Pitch and rhythm notation.	Listen to West-African music and identify key features. Sing African songs. Play a simple right-hand melody on the keyboard. Perform as an ensemble using Djembe drums. Compose using rhythm.	Appraising assessment: Listening and knowledge of African music.

Term 3

Subject	Knowledge	Skills	Assessment
English	Poetry from other Worlds An introduction to the study of poetry. Students are taught key poetic techniques such as rhyme and rhythm, verse, simile, metaphor, structure, imagery, repetition and personification. Students will study a range of poems that explore different worlds and cultures including: Island Man by Grace Nichols; Blessing by Imtiaz Dharker; Sound Collector by Roger McGough; and The Song of the Ungirt Runner by Charles Hamilton Sorley.	Speaking and Listening – students learn and recite and poems by heart. Reading to compare and find evidence of different techniques. Writing to analyse a poem.	Pupils will: - perform a poem learnt by heart - Identify poetic methods and comment on their effects in an unseen poem
Maths	Properties of shapes Geometric notation Properties of 2D shapes, including properties of triangles and quadrilaterals Reflective and rotational symmetry Properties of 3D shapes Plans and elevations Converting fractions, decimals and percentages		
Science	Reproduction Understanding human and plant reproduction. Reproductive organs Fertilisation IVF	Cell drawing	

	Cell division and foetal development Birth Puberty and menstruation Particles Solids, liquids and gases Change of state Expansion and contraction	Developing use of hypotheses	
Chinese	Emotions Response to how are you? The Writing System Identifying radicals and their components in writing and oral Chinese.	Continued building of speaking, pinyin and writing skills.	Assessment 2: Vocab and translation
French	School Using high frequency OPINION verbs (I like / love / dislike / hate) to express preferences on school subjects. Expressing and justifying reasons with 'because'. Revisit noun/adjective agreement with I WEAR (regular -er verb). Introduction of negative verb form. Telling the time. Using time to describe my timetable	Learning vocabulary Increased confidence with word order A combination of listening, speaking, reading and writing	Common Vocabulary test (school subjects, opinions and reasons)
Japanese	Hiragana Characters Greetings, numbers, Zodiac animals, Japanese Lunar New Year	Speaking and listening Short sentences introduced	Regular Hiragana tests
Spanish	Describing Self Family, pets and physical description. Comparisons. HF verbs, nouns, masculine and feminine words, adjective agreements. Use of MAS and MENOS.	Improved confidence with forming sounds (e.g. ll = y) Conjugating verbs in 1st, 2nd and 3rd person forms Understanding adjectival agreement	Common Vocabulary Test Speaking assessment (Talking about yourself)
Geography	The UK Economy and Global Trade Pupils develop an understanding of different types of economic activity, including primary, secondary and tertiary sectors, with particular reference to farming, manufacturing, services and tourism within the UK.	- Classification and understanding of economic sectors - Interpretation of trade data, graphs and flow maps	30 minute assessment: Section 1: Knowledge recall Section 2: Skills (Map and or numeracy skills) Section 3: Extended writing 6-mark question

	They examine the importance of global trade to the UK, including the processes of globalisation and containerisation, and how goods are produced, transported and consumed across the world. Pupils also study the geography of a specific commodity, such as the chocolate trade, to understand production, supply chains and the connections between producers and consumers at a global scale.	• Ability to explain global connections and supply chains • Use of case study evidence to support explanations • Development of written explanations of processes such as globalisation	
History	The Silk Road and Mongol Empire In the meanwhile, elsewhere exploration, students are introduced to Central Asia and the influence of the Mongol Empire westwards into Europe. Life in Medieval England To gain an understanding about medieval realms 1066-1500, including key turning points, monarchs, the role of the church, and the Black Death (linked with the work on the Silk Roads). The role of apprenticeships and the works of guilds. Medicine through time and the control of modern infectious diseases.	Primary sources and making inferences. Analyse the importance of Gengis Khan. Students consider context of England at this point.	Life in Medieval England and beyond assessment including an investigation into what the coroner's reports can tell us about Medieval life
RE	Unit 1: The Island (continued) Exploring issues of identity and belonging – worldviews, multi-disciplinary lenses, values Exploring the value of sacred texts, commitment, rites of passage, laws and sins and places of worship	Questions with different answers, debate and presentations. Interpreting religious text in divergent ways, ranking of qualities and expressing own ideas Local area study – students visit St Mary's Church, Kingwood.	Island Assessment
Art	Exploring Art (Term 1-3) Students are taught layout/composition, visual language, fonts/shape, use of line, tonal range, light and shade, Shadows, highlights, Blending, colour wheel, tints and shades, primary, secondary, contrasting, harmonising, planning, purpose.	Using students own photography they will begin to merge their newly learnt or developed skills in tonal application with representing everyday objects of their choice in an expressionist/cubist way.	Final Piece created from 1st hand primary sources to create an abstract piece in a cubist way.
Design Technology	Throughout the year each class completes a series of units on a carousel. This ensures that every student experiences the full range of our excellent new Design Technology facilities. Students will complete units on Food Technology, Textiles, Resistant	Range of practical skills for each carousel	

	Materials (in the workshop), and Graphic Design. We teach the key stages of the design and production process with plenty of practical opportunity.		
Drama	Poems, Radio Plays and Voice-Overs Performance of various items using the voice, from tongue twisters to poems		
Music	Songwriting Students explore the key aspects of songwriting. Key ideas taught include bassline, ensemble, fluency, accuracy, chord, triad (C major, G major, A minor, F major).	Listen to Pop music and identify key features. Play a simple right-hand melody and left-hand chords simultaneously on keyboard. Play a range of chords on ukulele.	Keyboard assessment: simple melody with chordal accompaniment (hands together).

Term 4

Subject	Knowledge	Skills	Assessment
English	King of Shadows Students experience reading a full novel. The story introduces Shakespeare, preparing students for the study of A Midsummer Night's Dream in the final part of the year. Narrative, character and plot are returned to, with explicit teaching of Elizabethan Age context.	Reading techniques are the focus of the unit, with students taught to identify the effects of language and devices, evidencing these with quotes. Analytical paragraphs are returned to with focus on clear demarcation of sentences and vocabulary.	Reading comprehension test on an extract from the novel.
Maths	Solving equations Solving multi-step linear equations where the unknown appears once, including equations with fractions and brackets. Calculating with fractions Calculating percentages Percentage of amounts Increasing/decreasing percentages Reverse percentages		Assessment on: Calculating Properties of shapes Converting fractions, decimals and percentages Solving equations Calculating with fractions
Science	Magnetism		

	Investigating how magnetism works and its uses Strength of magnets investigation Chemical Reactions Fuel and combustion Chemical change: dissolving, melting, solidifying, evaporating Acids and alkalis indicators	Planning an investigation Hypotheses use Calculating mean average Revision techniques	
Chinese	Family Radicals showing male and female family members. Describing own family, and appreciation of the Chinese concept of family. Animals Know the names and characters for key animals. Understanding of the Chinese zodiac and story telling associated with it.	Character recognition Beginning of writing short sentences	Assessment 3: Vocab 2 and translation
French	School continued. Describing my school day (-ER verbs) Understanding differences between French and British school systems Using the 'on' verb form. Weather and Free Time Describing the weather Saying what sports I play (-ER verb) Positive and negative verb forms.	Using ER verbs A combination of listening, speaking, reading and writing Revision skills	Common Vocabulary test (-ER verbs, time, weather)
Japanese	Family Learning how to describe the family. Likes and dislikes Hiragana small tsu/ya/yu/yo	Recognition of characters and short translation skills developed.	Regular Hiragana tests Reading and Translation Assessment
Spanish	Describing Self (continued) Family, pets and physical description. Comparisons. HF verbs, nouns, masculine and feminine words, adjective agreements. Use of MAS and MENOS.	Making comparisons between people. Further work on adjectival agreement Increased confidence with verb conjugation	Reading & Writing assessment (Describing self and others)
Geography	Weather and Climate Pupils develop an understanding of weather and climate, including the key elements that can be measured, such as temperature, precipitation, wind and cloud cover.	Collection and interpretation of weather data (temperature, rainfall, wind)	30 minute assessment: Section 1: Knowledge recall Section 2: Skills (Map and or numeracy skills)

	They study the UK's weather patterns and understand the processes that influence them, including different types of rainfall and their distribution. Through this, pupils further develop their knowledge of the UK's geography, recognising how physical processes shape the environment.	• Use of graphs and charts to present climate data • Understanding of patterns and processes influencing weather • Ability to explain physical processes (e.g. rainfall types) • Use of maps to identify spatial patterns • Fieldwork skills	Section 3: Extended writing 6-mark question
History	Who Rules? Medieval England To understand how the signing of the Magna Carta fits in to the evolution of democracy in Britain. To understand how the Peasants' revolt impacted national and local politics e.g. the foundation of KLB. The role of Tyler Wat.	Using sources to test a statement is correct	Medieval Realms knowledge test
RE	Unit 2: The Big Story A focus on Christianity and the story of Jesus in the Bible. Creation, sin and the concept of People of God. The life of Jesus and how Jesus is reflected in art.	Reading of key passages used in the Bible	
Art	Self-Expression (Terms 3 and 4) Understand techniques and ways to produce portraiture, explore portraiture within art history and investigate why artists produce self-portraits. Pupils are encouraged to include their own identity and personality within their artwork.	Students build upon their observational drawing skills by moving into portraiture and studies of the human form. They investigate facial proportion and structure whilst developing more complex use of tone and detail. Alongside technical development, students begin exploring how artwork can communicate ideas, emotions and identity.	Students create an initial self portrait: • Draw facial features proportionally • Apply tonal techniques to create realistic portraits • Explore self-expression through imagery

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Drama	Poems, Radio Plays and Voice-Overs Performance of various items using the voice, from tongue twisters to poems		
Music	Songwriting Chord patterns and song structure. How to compose a song, including melodic steps and leaps, repetition, range, lyrics.	Listen to Pop music and identify key features. Sing in a small group. Compose a song in a group.	

Term 5

Subject	Knowledge	Skills	Assessment
English	King of Shadows Students continue their reading of a full novel. The story introduces Shakespeare, preparing students for the study of A Midsummer Night's Dream in the final part of the year. Narrative, character and plot are returned to, with explicit teaching of Elizabethan Age context.	Reading techniques are the focus of the unit, with students taught to identify the effects of language and devices, evidencing these with quotes. Key skills including inference, finding supporting evidence within a text, evaluation and analysis are developed.	Reading comprehension test on an extract from the novel.
Maths	Converting units of measure		

	Calculating space Know and use formulae in order to calculate the perimeter and area of a range of 2D shapes. Work with compound areas, parts of shapes and shaded areas.		
Science	Forces Friction Force diagrams Floating and sinking Distance time graphs	Calculating speed Mean averages Anomalies	
Chinese	Hobbies Students are taught to recognise nouns and verbs in isolation, building into compound sentences.	Conversation and character development	Assessment 4: Speaking Regular vocab test
French	Weather and Free Time continued -ER verb forms Connecting sentences with QUAND; Conjugating ER verbs in PRESENT tense; Introducing ADVERBS and word order; Understanding IRREGULAR verbs (FAIRE). The difference between JOUER and FAIRE for sports. Where I live Revisit family members Adjectives to describe my town/village + intensifiers Giving and justifying opinions.	Using different verbs in conversation. Learning vocabulary A combination of listening, speaking, reading and writing	Grammar assessment • Comprehension • Recognising -ER verb endings • Translation from English to French
Japanese	Adjectives – expressing opinions and reasons Continuing the family and home short paragraphs are developed using Hiragana.	Reading sentences and short paragraphs Writing short sentences from memory in Hiragana	Regular Hiragana tests
Spanish	School Estudiar, school subject nouns, telling the time. Regular ar/er/ir verbs	Article and noun agreement, word order Telling the time Conjugation of regular verbs	Writing assessment (Describing school with opinions)
Geography	Rivers		30 minute assessment: Section 1: Knowledge recall

	Pupils develop an understanding of rivers as key physical features and identify the landforms created along a river's course, including valleys, waterfalls, meanders and deltas. They learn about the physical processes of weathering, erosion, transportation and deposition, and understand how these processes shape river landscapes over time. Pupils also examine the importance of rivers to human activity and investigate the causes and impacts of flooding in the UK.	• Interpretation of river diagrams and long profiles • Understanding of key physical processes (erosion, transportation, deposition) • Use of sequencing and explanation to describe landform formation • Analysis of cause and impact (e.g. flooding) • Application of case study examples	Section 2: Skills (Map and or numeracy skills) Section 3: Extended writing 6-mark question
History	The Tudors 1485-1603 To investigate the origins of Protestantism and the Church of England. The story of Henry VIII, including Martin Luther and Thomas Cromwell. The life of ordinary people, including Black Tudors. Students look at the work of two historians, Miranda Kaufmann and James Walvin to consider their interpretations of Tutor life.	Cause and consequence, historical interpretation.	What caused the English Reformation assessment
RE	Unit 2: The Big Story continued from Term 4 Jesus' mission, Jesus' teachings and parables, Jesus' miracles,	Exploring Biblical text, exegeses, extrapolating meaning for today as well as historical context, Christology and theological lenses	
Art	Self-Expression (Terms 4-6) Understand techniques and ways to produce portraiture, explore portraiture within art history and investigate why artists produce self-portraits. Pupils are encouraged to include their own identity and personality within their artwork.	Students study the work of Pablo Picasso to understand different approaches to portraiture and representation. Picasso introduces students to expressive and distorted portraiture.	Create an initial response to the work of Pablo Picasso.
Design Technology	Throughout the year each class completes a series of units on a carousel. This ensures that every student experiences the full range of	Range of practical skills for each carousel	

	our excellent new Design Technology facilities. Students will complete units on Food Technology, Textiles, Resistant Materials (in the workshop), and Graphic Design. We teach the key stages of the design and production process with plenty of practical opportunity.		
Drama	Page to Stage Duologues Using scripts to develop character How words translate onto the stage Direction Narration		
Music	Programme Music (Term 5 and 6) The instruments of the orchestra, and how they work together. Learning to describe music and how it can represent objects, animals, places, and people, using the elements of music. Pitch and rhythm notation, including bass clef.	Listen to programmatic music, identify key features and explain how they connect to the theme. Play a simple right hand melody and left hand accompaniment on the keyboard.	Appraising assessment: Listening and knowledge of programme music.

Term 6

Subject	Knowledge	Skills	Assessment
English	A Midsummer Night's Dream Completion of King of Shadows from term 4 leads into students' first experience of a Shakespeare play. The context of Shakespeare is taught, together with key language, plot, character and the use of humour.	This unit introduces Shakespeare in a fun and accessible way working both on reading skills – developing an awareness of character archetypes as well as creative responses to the text through creative writing.	Creative Writing – describe the magical world of the woods in A Midsummer Night's Dream.
Maths	Sequences Pattern spotting and using term-to-term rules Generating and using position-to-term rules: 'the nth term' Angle reasoning Finding missing angles using knowledge of a range of 'angle rules'. Understand how to fully give reasons for answers.	Use of mathematical equipment such as protractors and compasses Developing a mathematical argument through angle reasoning	Summative assessments on work from across Year 7.

	Use JUGAR, HACER or PRACTICAR. Verb conjugation, conjugation of irregular verbs, vocab for frequency, back to front verbs, future tense structure, general knowledge of hispanic people and sports		
Geography	The Geography of Russia Pupils develop place knowledge of Russia, including its location within Europe and Asia, and its key physical and human characteristics. They study Russia's landscapes, climate and population distribution, and understand the relationship between its physical geography and human activity. Pupils also consider Russia's global significance, including its economic and political importance.	• Use of maps to identify location and regional variation • Interpretation of climate and population data • Understanding of relationships between environment and human activity • Ability to describe and explain regional differences • Use of place-specific detail in extended answers	Work completed in lesson – no assessment
History	Completion of the Tudors To include Voyages of Discovery. Meanwhile, elsewhere considers Indian Emperors – the Mughal Movie Stars.	A focus on non-European History to finish the year.	
RE	Unit 2: The Big Story continued from Term 5 The Messiah, Lent and Holy Week and Easter. The significance of the resurrection.	Exploring Biblical text, exegeses, extrapolating meaning for today as well as historical context, Christology and theological lenses	Jesus assessment
Art	Self-Expression (Terms 4-6) Understand techniques and ways to produce portraiture, explore portraiture within art history and investigate why artists produce self-portraits. Pupils are encouraged to include their own identity and personality within their artwork.	Students study the work of Hannah Höch to understand different approaches to portraiture and representation. Höch provides opportunities to investigate abstraction through collage and manipulation of imagery.	Create a Hannah Hoch style collage portrait.

Design Technology	Throughout the year each class completes a series of units on a carousel. This ensures that every student experiences the full range of our excellent new Design Technology facilities. Students will complete units on Food Technology, Textiles, Resistant Materials (in the workshop), and Graphic Design. We teach the key stages of the design and production process with plenty of practical opportunity.	Range of practical skills for each carousel	
Drama	Page to Stage Duologues Using scripts to develop character How words translate onto the stage Direction Narration		
Music	Programme Music (Term 5 and 6) The instruments of the orchestra, and how they work together. Learning to describe music and how it can represent objects, animals, places, and people, using the elements of music. Pitch and rhythm notation, including bass clef.	Listen to programmatic music, identify key features and explain how they connect to the theme. Use a Digital Audio Workstation (DAW). Compose programme music using a DAW.	

Design Technology

Taught in carousels so all students experience a range of areas within the subject: Resistant Materials (workshop), CAD/CAM (Graphics), Food & Nutrition, and Textiles.

Each carousel is focused around a combination of practical and theory work.

Unit	Food	Door Hook	CAD/CAM	Textiles- Funky Hats	Pencil Box
Practical Skills	- Basic principles of hygiene - Safety in the kitchen - General practical skills - Basic knife skills - Preparation of fruit & veg - Weighing & measuring - Application of the Eatwell guide - Safe use of different areas of the cooker	- Using jigs and templates - Marking out on metal and wood as a material - Securing work - Shaping different materials - Cross filing - Draw filing - Using a pillar drill	2D Design simple shapes 2D Design Fill Tool 2D Design complex shapes 2D Design preparing for CAM - SketchUp basic shapes - SketchUp materials/shadows - SketchUp Follow me tool - Sketchup dimensions	- Measuring/use of templates/markings - Cutting accurately - Pinning and temporary tacking - Applique - Hand embroidery - Safe/accurate use of the sewing machine	- Accurate marking out using ruler - Using a try square - Using a tenon saw + bench hook - Securing work in a vice - Using jigs for accuracy and repeatability - Assembling components - Using PVA - Applying a finish

	• Use of different cooking methods • Practical awareness of heat transfer into food • Use of hob and oven • Assembling dishes	• Using the bending machine to shape metal			
Knowledge	• Principles of food hygiene • Safe practice in the food room • Cross contamination • Knowledge of 5 sections of the Eatwell guide • Hydration • Different areas & uses of the cooker • Awareness of how heat is transferred into food • Conduction • Radiation • Convection - Planning meals	• Writing a specification • Ferrous, non ferrous metals and alloys • Costing a product • Pilot hole/clearance hole • Tool names • quenching - Annealing - Pop riveting	• CAD and CAM definitions • CAD/CAM advs and disadvs • 2D Design tool names - some • 2D Design processes - some • SketchUp tool names • SkecthUp processes	• Fabric construction methods • Specifications • Properties of synthetic Polar Tec fabric • Recycling plastic to make polyester • International care labelling of textiles symbols Concepts: • Choosing fabrics for stretch/ durability/end use • Quality control • Care of textile products • Synthetic fibres • Knitted fabric construction	• Softwoods and hardwoods • Wood joints • Adhesives • Names of tools • PPE for workshop