

Year Seven Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>SPaG intervention</p> <p>Pupils will be taught to consolidate and build on their knowledge of grammar and vocabulary through extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.</p>	<p>Holes</p> <p>Pupils will develop an appreciation and love of reading, and read increasingly challenging material independently through reading the novel Holes They will learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries, students will Plan, draft, edit and proof-read through amending the vocabulary, grammar, and structure of their writing to improve its coherence and</p>	<p>Billionaire boy</p> <p>Pupils will develop an appreciation, love of reading, and read increasingly challenging material independently through re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.</p> <p>Pupils will understand inferences and refer to evidence in the text, knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Plan, draft, edit and proof-read through: ☐ considering how their writing reflects the audiences and purposes for which it was intended.</p>	<p>Wolfbrother</p> <p>Pupils will develop an appreciation, love of reading, and read increasingly challenging material independently through choosing and reading books independently for challenge, interest, and enjoyment. Pupils will learn to write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including stories, scripts, poetry, and other imaginative writing.</p>	<p>My Big Mouth</p> <p>Pupils will develop an appreciation, love of reading, reading and read increasingly challenging material independently through choosing and reading books independently for challenge, interest and enjoyment Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations.</p>	<p>Running on empty Creative writing</p> <p>Pupils should be taught to write accurately, fluently, effectively and at length for pleasure applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form, drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>

		overall effectiveness.				
Maths	<p>Number:</p> <p>This term is about reading and writing numbers as well as place value. We will also be looking at the terminology used as descriptors for the four operations.</p>	<p>Number:</p> <p>It's time to start looking at number properties. What is an odd and even number as well as out 2,3 and 5 times tables. We will also be looking at rounding numbers to the nearest 10 and 100.</p>	<p>Number:</p> <p>Now we will be working with numbers up to 1000. Adding, subtracting and rounding. We will also introduce multiples and factors for 2, 3, 4, 5, 8, 10, 50 and 100</p>	<p>The 4 operations</p> <p>We will start with simple addition and subtraction then progress onto more difficult sums to reinforce the carrying and borrowing rules.</p>	<p>The 4 operations</p> <p>This term is mostly focused on mastering the times tables, then we will use this knowledge to solve real life problems before introducing the bus stop method for division.</p>	<p>The 4 operations</p> <p>This final term is about mastery of the 4 operations. +_ multiply and divide. We will highlight common mistakes and focus on solving longer written questions.</p>
Science	<p>Biology - cells and organisation</p> <p>Cells. Types of cells. Function of cells. Structure of cells. Functions of parts of the cells</p>	<p>Physics – energy changes and transfers</p> <p>Energy. Units of measurement of energy. Different types of energy. Electricity, power sources, fossil fuels and renewable energy.</p>	<p>Chemistry – Atoms and the Periodic Table</p> <p>Basic chemistry terminology. Periodic table and structure of atom. Atomic model. Groups and periods of periodic table.</p>	<p>Biology – Reproduction</p> <p>Reproduction as a process of passing genetic information. Reproduction on cellular level. Reproduction in plants. Reproduction in animals.</p>	<p>Physics – Forces</p> <p>Forces. Units of measurement of forces. Contact and non-contact forces. Real world examples of different forces in action.</p>	<p>Chemistry – Separating mixtures. Atoms and the Periodic Table</p> <p>Mixtures. Methods of separation of the mixtures. Paper chromatography. Groups of periodic table.</p>
PE	<p>Circuits and fitness</p> <p>Pupils will develop their knowledge of the components of fitness</p>	<p>Athletics</p> <p>Pupils will have the opportunity to achieve their</p>	<p>Basketball</p> <p>Pupils will develop the basic skills of basketball including passing dribbling</p>	<p>Badminton</p> <p>Pupils will develop the basic skills of badminton. Including grip (steady</p>	<p>Table Tennis</p> <p>Pupils will develop the basic skills of table tennis including serving,</p>	<p>Football</p> <p>Pupils will develop the basic skills of football including passing</p>

	<p>and be able to link these to sporting examples. They will participate in the different fitness tests and record the data for these to compare with national averages. Students will then spend time completing various circuits of exercise and will repeat the fitness tests towards the end of the half term to measure improvement. This allows students to self-reflect and see their own improvements. Theory focus is components of fitness this links to BTEC Sport.</p>	<p>best. Pupils will participate in various athletic events such as 100m sprint, 1500m, foam javelin, tennis ball throw, long jump, triple jump etc. Pupils will learn the various techniques for each event. Results will be recorded. Theory focus will be biomechanics such as angle of release. This links to Physics.</p>	<p>and shooting. After learning and practicing the techniques students will have the opportunity to work together as a team which will help improve their social skills. They will gain knowledge of various basketball rules so that they can identify a foul, travel and double dribble. Theory focus is the correct names for the bones and this links to Biology.</p>	<p>position), underarm clear, overhead clear, drop shot, underarm serve and outwitting opponents. After learning and practicing the techniques, the students will have the opportunity to work in pairs against the rest of the class which will improve their communication and social skills. Alongside the above, pupils will learn and understand the rules of Badminton. Theory focus is to recap and consolidate knowledge from the year.</p>	<p>forehand and backhand shots. They will gain knowledge of various rules so that they can identify a foul and keep track of the scores. Pupils will have the opportunity to both compete against their peers and to be on a team with their peers. Theory focus is how we muscles and bones work together for movement and this links to Biology</p>	<p>dribbling and shooting. After learning and practicing the techniques students will have the opportunity to work together as a team which will help improve their social skills. Alongside the above, they will learn and understand the laws of the game. Theory focus is the correct names for muscle groups this links to Biology.</p>
Humanities	<p><u>What is a Historian?</u></p> <p>Students will learn the basic skills of being an historian.</p> <p>They will look at chronology, what different sources are and what bias may be. This will build up a core set of skills to move forwards with.</p>	<p><u>Ancient Egypt</u></p> <p>Using any prior knowledge as well as demonstrating their ability to apply the skills practiced in the previous 3 units students will compare Ancient Egypt with the Roman Empire.</p>	<p><u>World War II</u></p> <p>This unit of work will teach the class about World War II. Students will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food</p>	<p><u>Trading and Economics</u></p> <p>In this unit, the children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the</p>	<p><u>The Tudors</u></p> <p>The students will examine key aspects of Tudor society from its inception to the end.</p> <p>Events such as The Field of the Cloth of Gold, Henry VIII's wives and religious changes and</p>	<p><u>Recycling and renewing</u></p> <p>In Enough for Everyone, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resources such as power and food come from, and look at ways in which natural resources can be</p>

<p><u>What is a Geographer?</u></p> <p>To understand how our knowledge of the world has progressed overtime. Students will study locational knowledge of the world. How we can locate places, uses of OS maps and investigating places. Using textbooks and day trips to have a practical experience to reflect back on.</p>	<p>This unit will allow the students to demonstrate their progress across all 4 History assessment objectives.</p> <p><u>Our changing world</u></p> <p>In this unit, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how</p>	<p>rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of the USSR. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today. The unit pack contains six lesson plans with their own lesson presentations and all the necessary resources. There are also two home learning tasks, challenge cards and fact cards designed to support and encourage independent learning.</p> <p><u>Raging Rivers</u></p> <p>In this unit, the children will find out more about</p>	<p>UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market</p> <p><u>Leisure and Entertainment</u></p> <p>In this unit about leisure and entertainment, children will develop their knowledge of modern British history and understanding of changes over time. Throughout the unit, they will be encouraged to think about the impact of leisure and entertainment on society and people's everyday lives. They will learn about how changes to working hours and pay gave people more capacity to afford holidays, more time to play sport and follow their musical interests. Children will also come to understand how changes over time in technology improved access to music, movies, television and gaming in the 20th century. When</p>	<p>town planning will be used as case studies.</p> <p>The students will practice the skills of forming their own opinions, justifying them with a combination of primary and secondary source materials.</p> <p><u>To understand the weather and climate</u></p> <p>This unit will study the weather and climate. Students will understand how the weather affects the world around us and the different measuring instruments for understanding how the weather affects human beings. We will explore rainfall, heatwaves and air pressure and look at the instruments used to measure these factors and where these can be used. Students will understand different climate zones across the world and interpret data from graphs they will create during research.</p>	<p>conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</p> <p><u>The stone and Iron ages</u></p> <p>In this unit about the Stone Age to the Iron Age, children will learn that prehistory is the time before written records began and that we know about this time from the sources of evidence left behind that have been studied by archaeologists. They will learn that prehistoric times went through a series of ages, during which early Britons made huge technological advances for the time and left a lasting mark on the British landscape. Children will also explore key</p>
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		landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes.	why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world.	learning about holidays, children will explore primary and secondary sources to understand people's experiences at the seaside, at holiday camps and on holidays abroad. Children will then develop their chronological knowledge while learning about how professional sport became more accessible to many in the 20th century and how television meant that people could watch sport more easily. When learning about music in the 20th century, children will gain an understanding of how music technology developed before going on to research trends in music during different decades.		substantive concepts such as settlement, migration, tribe and technology.
PD <i>This will be updated in September 2024 to reflect the use of Jigsaw</i>	Personal Development 1 In this unit of planning, students will learn about how to manage relationships. This will involve identifying healthy and unhealthy relationships within their own families and	Personal Development 2 This unit will explore Aiming high in life and money being something that matters in life. Two important topics for supporting	Personal Development 3 In this unit we will look at online safety and the dangers of social media and GDPR leaks. Students will become more informed on decision making regarding their use of IT and know where to seek support and unravel the dangers so when faced with a challenge online	Personal Development 4 In this unit we will study Easter as part of the Christianity religion. Students will learn the story of Jesus and how members of society support a religion to support with wellbeing and lifestyle choices. Students will look at the celebrations around the world regarding Easter and	Personal Development 5 In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our	Personal Development 6 In this unit of work, students will learn about the Zones of Regulation framework. This will involve learning about emotional awareness and the four zones. The

<p>friendship groups. Peer pressure and bullying and discrimination in society. Students will learn about the importance of knowing how to gain support from people around them to move forwards and will look at the study of Judaism and how this religion thrives. Students will be encouraged to consider healthy lifestyles and how this will benefit themselves in the wider world and how to seek support should they need to.</p> <p>Students will be developing their understanding of relationship and communication(1) focusing on who they are in relation to others and some of the themes that come from this, such as bullying(2).</p> <p>They will also develop an understanding of</p>	<p>students with a set of skills to manage and support themselves with challenges that may arise in their lives regarding achieving high and potential money matters. Students will focus on how to implement these in their own routines and during their daily lives whilst knowing how to access support from the senior members around them and through groups and online support from the wider world regarding both.</p> <p>Students will be focusing on Keeping Safe. Zones of Regulation will be introduced for students to understand how</p>	<p>they have multiple ideas of the routes to take to avoid any problems or potential data risks.</p> <p>In this final term students will be continuing their work on Enterprise, making money. This will support them working towards producing products for the Summer Fete (1,2,3).</p> <p>Students will explore the Zones of regulation to understand how to regulate and knowing it is ok to feel the way they feel in all situations that may arise in life.</p> <p>In the final weeks of the Summer, post Summer Fete, students will be exploring addiction(4), alcohol and drugs(5) and keeping safe over the summer holidays(6).</p>	<p>a view into travelling safely, building resilience to certain situations as they may arise in their lives.</p> <p>The safety theme will continue from Spring one into Spring 2, working towards a greater understanding of online safety(1), including social media(2), gaming (3) and keeping their data safe (GDPR)(4,5).</p> <p>Review unit (6).</p>	<p>bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.</p> <p>As part of the RE curriculum, students will be focused on Paganism(1) linked with Summer Solstice(2).</p> <p>They will also be considering future aspirations(3) and managing money(4). They will navigate accounts, savings, loans and financial institutions. They also look at the rights that shoppers and consumers have(5).</p>	<p>blue, red, yellow and green zones.</p> <p>This will help students to learn the importance of emotional awareness and how to be aware of their different feelings and how to manage these appropriately in school and in wider society. Throughout the unit, students will be encouraged to consider how to 'stay green' to support their wellbeing and how to seek support with this should they need to.</p> <p>As part of the RE curriculum, students will be focused on Christianity(1,2) to feed into an understanding of Easter celebrations (2).</p> <p>They will also be working on Safety(3), focused on safer travel(4) and resilience (5).</p>
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	<p>diversity and discrimination(3) and explore the religion Judaism(4). They will be looking at the key ideas and questions of meaning in Judaism including issues relating to God, truth, the world, human life and life after death(5). This will be linked to the Autumn events of Yom Kuppur, Sukot and Rosh Hasanah(6).</p>	<p>to manage their own behaviours in a safe way. (1,2,3)</p> <p>They will also be looking at changes in the body (puberty)(4/5) and understand how to maintain a healthy lifestyle (6).</p>			<p>They will be introduced to Enterprise (6) focused on teamwork and charity.</p>	
<p>Food Technology</p>	<p>Food Safety</p> <p>Students will acquire and develop an understanding of the principles and roles of food safety and hygiene when preparing and cooking dishes. Students will be introduced to a range of small kitchen equipment like blenders, mixers and kitchen utensils and understand the importance of using them safely.</p>	<p>Culinary skills</p> <p>Students will be introduced to a variety of savory and sweet recipes. They will acquire and demonstrate a range of food skills and techniques including preparation like measuring, mixing, beating, rubbing in, knife skills, and cooking like boiling, simmering, frying, grilling, baking.</p> <p>Students will practice health, safety and hygiene skills during the preparation and cooking process.</p>	<p>Heathy eating</p> <p>Students will develop their knowledge and understanding of ingredients and healthy eating, adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes increasing in complexity</p>	<p>Function of ingredients</p> <p>Food science - Heat transfer</p> <p>Students will develop their knowledge and understanding of ingredients used and their function in cooking and baking. They will acquire and apply knowledge and understanding of basic food science.</p>	<p>Where does food come from?</p> <p>Students will develop their knowledge and understanding of where food comes from and if the ingredients used have been grown, reared or caught. Students will develop an understanding of farming and processing and the importance of seasonal food.</p>	
<p>NCFE Computing</p>	<p>Using devices and handling information</p> <p>Students will gain knowledge and skills that will enable them to sort through various forms of data handling, be able to identify</p>		<p>Creating and editing</p> <p>Students will use software to combine skills to manipulate text, images</p>	<p>Introduction to Programming</p>	<p>Independent Project</p> <p>Students will use their new skills to research</p>	

	<p>components of a computer, use various software and be able to identify various skills to research valid information online.</p>			<p>and digital media. Students will continue to build on their skills using research methods for a purpose.</p>	<p>This unit is the first programming unit of KS3. The aim of this unit and the following unit ('programming 2') is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit.</p> <p>The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration. All of the examples and activities for this unit use Scratch 3.</p>	<p>for their own projects, code and build their projects and display at possible science fair.</p>
Art	<p>Colour Theory</p> <p>Primary and secondary knowledge. Practice colour mixing.</p>	<p>Tim Burton</p> <p>Students will look at the animation work by Tim</p>	<p>Material exploration</p> <p>Homemade playdough monsters,</p>	<p>Lucy Arnold Bug studies</p> <p>Drawing studies – grid drawing.</p>	<p>Pop Art – Andy Warhol</p> <p>Students will explore a range of ways to make a piece of work that</p>	<p>Artist studies</p> <p>To know about great artists, craft makers and designers, and</p>

	<p>Cool and warm colours. What colours associate feelings with?</p>	<p>Burton focusing on the characters. They will explore Drawing, character design and making clay a head model.</p>	<p>Sensory needs. Design skills. Paper weaving Coordination skills. Colour theory. Natural printing – textiles To produce creative work, exploring their ideas and recording their experiences.</p>	<p>Students will: Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>relates to the artist whilst learning key facts about them and their work. Colour theory. Collage. Artist fact files.</p>	<p>understand the historical and cultural development of their art forms. A landscape artist. An abstract artist. A self-portrait artist. A 3D artist. A textile artist.</p>
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