



English

CURRICULUM

Year 7 Spring 1

Introduction to poetry



Skills and knowledge:

1. Students gain an appreciation of poetry through studying a variety of poems from 1700's to modern day
2. Students can confidently identify the following poetic features and techniques – stanza, line, metaphor, simile, imagery, alliteration, onomatopoeia, repetition syllable, masculine end, rhymes, sibilance
3. Students develop their critical skills by reading and responding to a variety of poems and by writing their own poems
4. Students begin to develop annotating skills when studying poems

Links to prior learning:

- Drawing on understanding of effects of language and poetic techniques from KS2
- Building on study of Heaney's Beowulf in Y7 AUT 1&2

Links to future learning:

- Understanding of poetry to be developed through conflict poetry in year 8, poetry of identity and belonging in year 9 and relationships poetry in year 10

Introduction to poetry



Links to whole school vision: 'Every Child a scholar'



- Inclusion of writers from diverse backgrounds and cultures to reflect our school community and values
- Developing cultural capital through studying writers from English Literary Heritage and across the world



Maths

CURRICULUM

Year 7

Spring 1- Application of numbers



Skills and knowledge:

- Properties of addition and subtraction
- Mental strategies for addition and subtraction
- Use formal methods for addition of integers
- Use formal methods for addition of decimals
- Use formal methods for subtraction of integers
- Use formal methods for subtraction of decimals
- Choose the most appropriate method: mental strategies, formal written or calculator
- Solve problems in the context of perimeter
- Solve financial maths problems
- Solve problems involving tables and timetables
- Solve problems with frequency trees
- Solve problems with bar charts and line charts
- Add and subtract numbers given in standard form
- Properties of multiplication and division
- Understand and use factors
- Understand and use multiples
- Multiply and divide integers and decimals by powers of 10
- Multiply by 0.1 and 0.01
- Convert metric units
- Use formal methods to multiply integers
- Use formal methods to multiply decimals
- Use formal methods to divide integers
- Use formal methods to divide decimals
- Understand and use order of operations
- Solve problems using the area of rectangles and parallelograms
- Solve problems using the area of triangles
- Solve problems using the area of trapezia
- Solve problems using the mean
- Explore multiplication and division in algebraic expressions
- Find a fraction of a given amount
- Use a given fraction to find the whole and/or other fractions
- Find a percentage of a given amount using mental methods
- Find a percentage of a given amount using a calculator
- Solve problems with fractions greater than 1 and percentages greater than 100%

Links to prior learning:

- Using operations
- Calculator skills
- Drawing graphs
- Place value

Links to future learning:

- Averages
- LCM & HCF
- FDP conversion
- Percentage increase/decrease



Links to whole school vision and ethos: 'Every Child a Scholar'

Students develop their numeracy skills, as it forms the very basis of all other areas in mathematics. Building their confidence of these concepts allows them to aspire in many areas of Maths.





Science

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Science Year 7 Spring 1

Atoms, elements & compounds - Chemistry
Sound - Physics

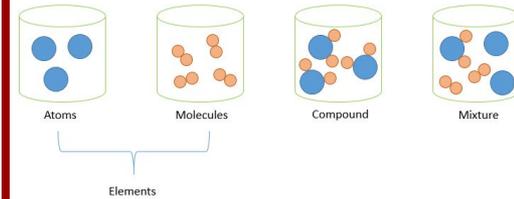


Skills and knowledge:

- Describe the structure of an atom
- Use particle diagrams to compare elements, mixtures and compounds, using everyday examples
- Write the chemical formula for named elements and compounds.
- Differentiate elements, mixtures and compounds when given names, chemical formulae and/or and properties.
- Describe the difference between longitudinal and transverse waves, giving an example of each
- Calculate and compare the time taken for sound and light to travel the same distance.
- Describe the link between amplitude and volume, pitch and frequency.
- Compare the range of human hearing to that of other animals and suggest how animals hear the same sounds differently
- Name the parts of the ear and
- Explain how hearing can be damaged
- Compare the ear and the microphone.
- Explain how ultrasound can be used and analysed

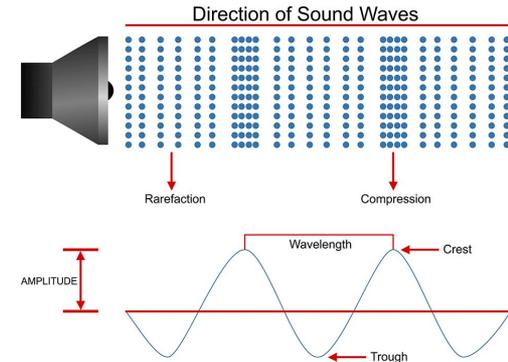
Links to prior learning:

In Year 4, students study how sound is generated and that it is a direct result of vibrations. Pupils also need to understand that sound waves need a medium to travel in - which is why there is no sound in the vacuum of space.



Links to future learning:

At a GCSE level, pupils cover waves in more depth. Both the topics of light and sound waves are elaborated upon along with being able to complete an annotated diagram of a wave, using the wave equation and in triple science, also cover s and p waves generated by earthquakes, ultrasound and infrasound.



Links to whole school vision and ethos: 'Every Child a Scholar'

Reflection: Students apply science for life in being able to understand how sound is generated and transmitted along with being able to know what everything around us is made up of





Art

Year 7

Borrow -

2D & 3D landscape project



Skills and knowledge:

- Identifying and using key Formal Elements: Line/ Tone/ Colour/ Shape/ Pattern
- Exploring different uses of visual language, including figurative and abstract
- Drawing from observation
- Learning about the way artist borrow ideas and challenge conventions
- Interpreting and expressing own opinions about artists work through talking and writing
- Exploring artists work to influence own practical ideas
- Making cut paper collage and ink resist landscapes

Key Questions:

- Why might artist chose to rebel against existing artistic conventions?
- Do we still expect artists to be able to make naturalistic representations of 3D objects on a 2D surface?
- What is the role of skill in Art in the age of the www & computer technologies?

Links to prior learning:

Continuing to develop students

- Use of drawing for different purposes
- Ability to handle and manipulate range of different media
- Understanding of the role of the artist and the way this changes overtime

Links to future learning:

- Practical explorations this term will inform the development of a 3D relief landscape next term



Links to whole school vision and ethos: 'Every Child a Scholar'

- Inclusion of artists and art practices from diverse backgrounds and cultures to reflect our school community and values
- Building increasing confidence in working with a range of different sources, materials, techniques and processes
- Reflecting on own and others work to share constructive feedback, recognising strengths and areas for development





Computer Science

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Year 7

Skills and knowledge:



1. Students will expand on their problem solving skills in a scenario based environment.
2. Students will be communicating with a user interface in a block based environment.
3. Students will learn how to analyse and visualise data effectively.
4. Students will get an insight into how to automate tasks while using the Microbit.
5. Students will learn basic principles in programming that can be transferred to other avenues.

Links to prior learning:

Students would have had prior programming experience this includes using Scratch.

Links to future learning:

Programming is a large part of the Computer Science curriculum and the skills learnt will be beneficial for the learning to come.



Links to whole school vision and ethos: 'Every Child a Scholar'

- Arts Mark - Design and Creation
- Analysing concepts
- Data Visualisation and analysis





Dance

Year 7

Street Dance



Skills and knowledge:

1. Developing knowledge and skills required for safe dance practice, importance of warming up, cooling down and safety when performing movement.
2. Development of vocabulary for performance skills.
3. Development of dance vocabulary for choreography.
4. Introduction to street dance terminology and the different forms of street dance.
5. Underpinning of historical context to understand the origins of style.
6. Performance: how to perform a movement using physical, technical and expressive skills
7. Choreography: How to create movement using action, space, dynamics, relationships and choreographic devices.
8. Performing movement using style
9. How to evaluate and critically appreciate performances.

Links to prior learning:

Prior learning from previous Year 7 schemes of work as physical, technical, expressive and choreographic skills will overlap.

Links to future learning:

Understanding of performance and choreographic concepts to be developed in Year 8, street dance, Year 9, Fosse, and street dance, Year 10, choreography and performance in a duo/trio.



Links to whole school vision: 'Every Child a scholar'

- Building cultural capital through studying a new dance style.
- Developing understanding of dance concepts and key terminology
- Confidence - Developing student confidence through the use and articulation of dance vocabulary in lesson as well as developing confidence when performing in front of an audience.
- Aspiration - Students are encouraged to improve on their own performance throughout SOW to achieve or exceed their level.
- Reflection - through dance appreciation of performances watched in lessons helps students to understand and reflect on what aspects of performance and choreography create and aesthetically pleasing performance.
- Respect - The study of dance teaches students the importance of respect through during collaboration through group work and respecting dance cultures/genres through dancer appreciation.





Drama

Year 7

Evacuees and

Goodnight Mr Tom



Skills and knowledge:

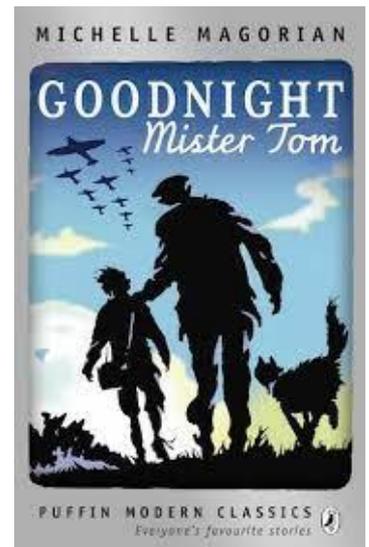
- Narration
- Duologue acting
- Group scene acting
- Memory
- Cultural Capital
- Vocal Skills
- Physical Skills
- Literacy
- Listening
- Confidence
- Use of props
- Use of set

Links to prior learning:

- Exploration of vocal and physical skills to perform small script.

Links to future learning:

- Exploration of performing scripts in year 8 and year 9 such as Anne Frank and Let Him Have It.



Links to whole school vision and ethos: 'Every Child a Scholar'

- Develop cultural capital through studying influential and classical plays.
- Developing understanding of impact of context (in this case, WW2) on performance.
- Developing skills through text, imagination and confidence.





Design & Technology

CURRICULUM

Year 7 Spring 1



Skills and knowledge

Developing potential through challenge

- Design literacy
- Listening skills
- Numeracy
- Developing confidence
- Mechanical devices
- Types of motion
- Working with paper and board

Delivering a curriculum accessible to all which provides a broad range of opportunities for students. We aim to develop self motivated students and confident learners. We aim to ensure that learners develop technical and practical competencies as well as a wider range of transferable skills.

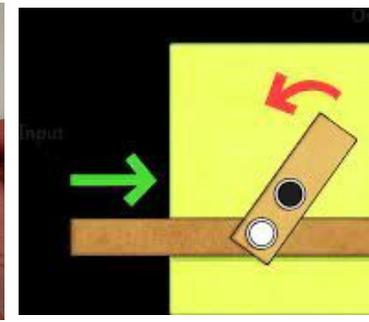
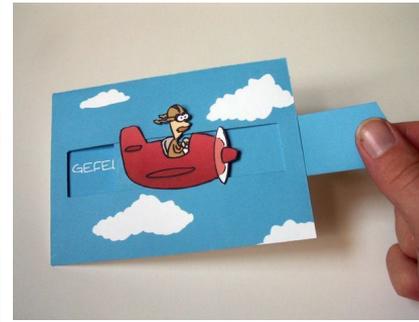
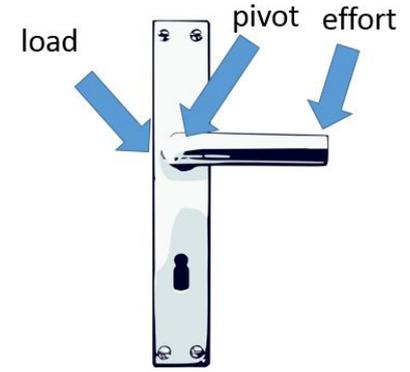
Links to prior learning:

KS2 Assessment of prior learning

Links to future learning:

KS3 work schemes content.

Links to further academic learning and employment within the creative sector.



Links to whole school vision and ethos: 'Every Child a Scholar'

Confidence: Developing confidence in taking on new challenges. Building ongoing confidence through successful practical outcomes and positive feedback.

Aspiration: Aspire to develop and improve outcomes.

Reflection: Reflecting on design iterations and planning improvements. Ongoing reflection on evaluations and outcomes.

Respect: To oneself, classmates, staff and community. 'Respect DT'





Food Technology

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Year 7 - Food Technology



Skills and knowledge: students will cover the following topics

- Pizza Making
- Making Sausage Rolls
- How to make a dough
- Pastry/types of pastries
- Alternative and specialised diets



Links to prior learning:

Building on the theory covered in Autumn half-term 1 regarding nutrition and clear kitchen rules, students will progress to practical work in the preparation of three dishes of varying complexity.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students will display self-discipline and respect for the essential rules of the kitchen that ensure safety when using cookers, sharp utensils and maintaining maximum hygiene at all times. Nutrition and the seasonality of produce will be explored in the hope that students will make good decisions when choosing a menu and demonstrate respect for themselves and others by preparing fresh and nutritious dishes.





French

CURRICULUM

Year 7 - Spring I

Studio Module I: C'est perso



Skills and knowledge:

- **Talking about likes and dislikes** (sport and freetime activity)
- **Be able to answer the questions Qu'est ce que tu as dans ton kit de survie?** (What do you have in your survival kit?) using the verb *Avoir* (To have)
- **Describing yourself** (je suis/je ne suis pas/J'ai/Je n'ai pas) + different adjective and physical description (adjectival agreement).
- **Talking about other people** (*Tu es/Il/elle est/Nous sommes/Vous êtes/Ils/elles sont*)
- Describe a famous person using **Il/ elle est**

Links to prior learning:

The aim during Spring term is to further develop students fluency that underpin language learning skills. We aim to build up their confidence when speaking in front of an audience and we build upon prior learning to ensure rapid progress and to increase students' engagement.

Links to future learning:

Y8 - Module 3 Mon identité
Y9 - Module I Ma vie sociale d'ado



Links to whole school vision and ethos: 'Every Child a Scholar'

- Increase students' engagement and interest by offering varied topics which are relevant to them
- Help them understand their own language better
- Deepen students' understanding of our world and different cultures.





Geography

CURRICULUM

Year 7 Rock cycle

Skills and knowledge:



- Explain the impacts of the different geological timescales.
- Understand and explain the rock cycle.
- Explain the features and formation of limestone landforms.
- Explain the features of limestone environments and the problems occurring in the area.
- Explain the features of igneous landforms and its formation.
- Explain the features of metamorphic industries and the issues with quarrying in the Lake District.
- Understand different geological features and tourism opportunities.
- Understand how climates vary across a vast continent.

Links to prior learning:

KS2 _Describe and understand key aspects of physical geography including coasts.

Links to future learning:

(AQA GCSE (9–1) Geography specification):

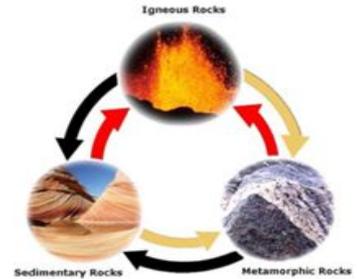
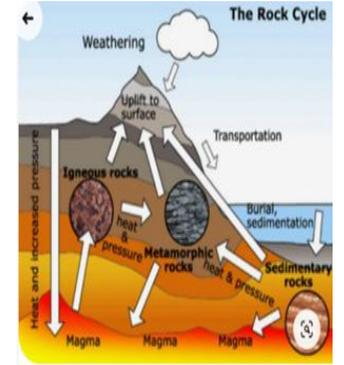
3.1.1 Section A: The challenge of natural hazards

3.1.1.1 Natural hazards

3.1.1.2 Tectonic hazards

3.1.3 Section C: Physical landscapes Rivers & Coasts in the UK

3.3.2 Section B: Fieldwork



Links to whole school vision and ethos: 'Every Child a Scholar'

Confident: Students build confidence for geological history of UK's physical landscape; specific knowledge and use appropriate key terminology.

Reflection: Students reflect on their previous learning and develop their understanding of the reasons why places have different physical landscapes,





History

CURRICULUM

Year 7 Spring 1

The Tudors



Who was the most significant Tudor?

Skills and knowledge:

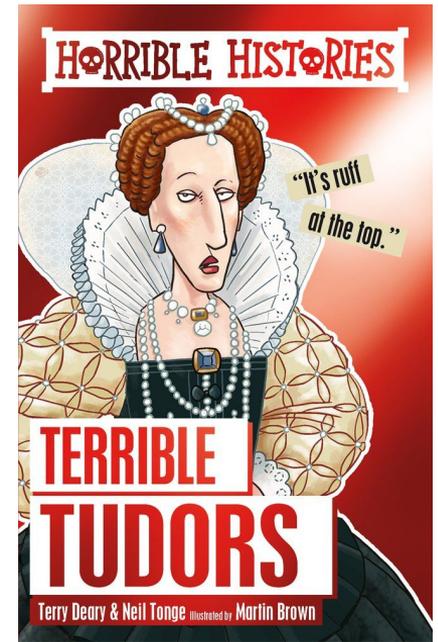
- How did Henry VIII change the religion of England?
- To understand the key terms of Protestantism, Catholicism and Reformation.
- What was the significance of Mary I's religious changes?
- How did Elizabeth settle the internal disputes over religion?
- Extended writing practice when considering the significance of the Tudor monarchs.
- Comparing and contrasting causation factors.

Links to prior learning:

- Building on prior knowledge of medieval England, importance of events, causation and consequence.
- Protestantism and Catholicism.

Links to future learning:

- Understanding of chronology to be used across all years.
- Elizabeth I is one of the modules studied at GCSE.



Links to whole school vision: 'Every Child a Scholar'

- Building cultural capital through studying the building blocks of how Britain was shaped.
- Developing understanding of key historical skills and understanding





Music

Year 7 SUMMER 1

'Take 5'

Pentatonic Scales/Hammers and Gongs



Skills and knowledge:

- Understanding and performing the A minor pentatonic scale.
- Understanding and performing from treble and bass clef notation.
- Programming Bandlab to a pentatonic melody.
- Developing ideas in bandlab to create texture.
- Using Bandlab to develop structure (copying and pasting).
- Participating in solo and ensemble performances of pentatonic melodies.

Links to prior learning:

- Students previously studied the C major scale.
- Students previously developed introductory keyboard (solo and ensemble) techniques.

Links to future learning:

- Students will go on to study 'Theme & Variations' developing performing skills and the ability to use Bandlab to compose.



Links to whole school vision and ethos: 'Every Child a Scholar'

- Students are expected to display real resilience in repeatedly practising to make progress.
- During performing, composition and arranging work students are expected to listen extremely carefully, to reflect deeply and make musical decisions to bring about improvements.





RE

CURRICULUM

Year 7 The Medieval Church



Skills and knowledge:

- Understanding the hierarchy of the Medieval Church.
- Understanding how Popes are selected.
- To investigate the life of at least two Popes in medieval times and make comparisons.
- Describing the structure of the Medieval Church.
- To be able to compare the medieval church to modern church.

Links to prior learning:

During the Autumn term, students had studied religious art and Zoroastrianism.

Links to future learning:

Students will study The Future of the Church at KS4.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students to develop confidence in debating conflicts within faith groups and are also be able to show respect for other people's beliefs.





PE

CURRICULUM

Year 7 Football and Basketball



Skills and knowledge:

- Starts to demonstrate core skills for the activity in isolation and under competitive pressure.
- core skills are beginning to be performed consistently with a standard of accuracy, control and fluency.
- Starts to select and use appropriate skills as well as applying appropriate team strategies/tactics.
- Demonstrates awareness of and response to the strengths, weaknesses and actions of other performers.
- communication with other player(s)/performer(s) is positive and constructive.

Links to prior learning:

Prior knowledge of football and basketball from primary school (if taught).

Links to handball from previous term, as similar attributes are needed with handling.

Links to future learning:

Links well to future team sports where skills are transferable.

Exploitation of space, outnumbering opponents, quick passes, movement off the ball and working with teammates positively.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students build confidence in performing skills within modified games in order to re-create game-like situations.

Students to reflect on tactics and application of skills and whether they resulted in success.





PSHE

Personal, social, health and economic education

CURRICULUM

Year 7 - Spring 1



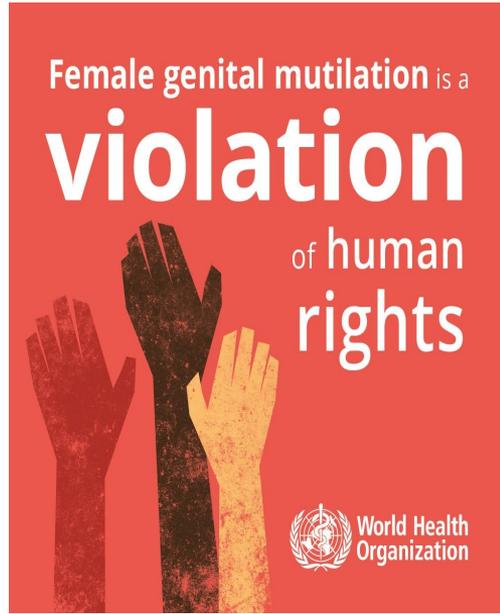
Skills and knowledge:

- Puberty
- Periods
- Relationships and break-ups
- FGM



Links to prior learning:

In Autumn 1, students explored healthy lifestyles from diet to hygiene and in this term we will look at health matters - mental and physical during adolescence.



Links to whole school vision and ethos: 'Every Child a Scholar'

Being informed as well as reflective are key attributes of a scholar and here we try to present facts (and fiction) in a safe and open manner, enabling students to progress feeling empowered and confident.





Spanish

CURRICULUM

SPANISH Year 7 Summer 1

Mi insti (My school)



Skills and knowledge:

- Recognising and talking about school subjects.
- Giving opinions about school subjects and justifying these opinions.
- Describing your school using a variety of adjectives.
- Using gender and number.
- Using the definite and indefinite articles.
- Discussing what you do at break time using the present first person.
- Using the present 'we' form when talking about what you and your friends do.

Links to prior learning:

Links to prior learning:
Recognising gender and number agreement previously explained

Links to future learning:

Y8 Spring 2- A comer!
Y10 Autumn 2- Mi Insti



Links to whole school vision and ethos: 'Every Child a Scholar'

- **Recognising and using complex grammar through routinisation.**
- **Understanding how tense is manipulated to talk about others around ourselves and patterns within the endings.**
- **Making comparisons to school in England vs Spain.**

