



Year 7 Overviews

Art

Autumn Term	
Topic Title	Details
The Formal elements	Research tasks accompany practical work allowing students to consolidate skills of analysis and broaden subject knowledge of the formal elements. Key vocabulary accompanies each project Use of a sketchbook to record and explore ideas linked to artists studied. See knowledge organiser and project breakdowns in sketchbooks for more detail.
Colour, Shape + Form	Research tasks and analysis accompany all projects. Mixing a range of colours from the primaries including a tonal range. Researching the work of others providing relevant written and visual information including artist responses. Colour pencils, block paints, felt tips, collage, water soluble pencils. Primary/secondary/complementary colours. Van Gogh, Matisse, Mexican Festival - Day of the Dead.
	Experiment with a range of media and resources and refine skills. Record ideas and observations through drawing using tonal shading. Explain tasks and annotate work using a growing art vocabulary. Observational drawings. Tonal shading. Shading pencils, stumps, poster paint, powder paint Butterflies and beetles, leaves. Autumn, hot/cold colours, O'Keeffe - leaves and flowers.
Spring Term	
Topic Title	Details
Line, Texture, Pattern	Mark-making. Observe + use line, texture, pattern to describe shape, form, surface. Van Gogh landscapes and self- portraits: analysis and mark-making. Use of photography/self as inspiration for own work. Spring - cherry blossom trees and cherry blossom festival in Japan. Explore use of research to inform ideas and practical responses to the work of others. (Van Gogh, Japan, Kusama). SMSC: Consider mental health and disability in the context of work and artists studied. (Van Gogh, Kusama, Shonibare). Oil pastels, ink, collage.
	Explore + develop own work for design purposes. Make contextual and cultural links, analysing and understanding the work of others. Traditional African patterns. British Values: Consider the cross-fertilisation of ideas between countries, cultures, and colonialism. Identity and culture. Japan – Kusama. Africa – transatlantic triangle; Shonibare. Repeat motifs, collage, paint.
Summer Term	
Topic Title	Details
Structure	Look at the use of structure and form. Picasso, Cubism, collage, assemblage work. Observational drawings of musical instruments. Explore and experiment with own art, developing ideas/alternative work. Develop 2D into 3D explore variety of relief and construction techs. Collage, charcoal, mixed media, Abstract, design.



Year 7 Overviews

2D/3D	Research and respond to Picasso's Cubist musical still lives. Work in 2D/3D developing work/ideas into collage, bas relief/assemblage. Talk/write about Picasso's work, make/explain links made. Analyse and show understanding of the work of others.
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Year 7 Overviews

Chinese

Autumn Term	
Topic Title	Details
Unit 1: Hi!	Introduce and understand the difference of Chinese language (strokes, pinyin, characters, tones, radicals) Counting from 1 to 99 and learning simple characters Talking about age basic greetings Introducing yourself and others Culture input-discovering China; Mid-Autumn Festival
Unit 2: Family and home	Talk about family members. The use of measure words in family and home Talk about your pets. Say dates and months. Student project- finding out about Chinese homes and families; FBI film study. Culture input- Chinese New Year and Christmas
Spring Term	
Topic Title	Details
Unit 3: Hobbies	Talk about what you do in your free time. Talk about things you like doing Talk about sports Learn the days of the week. Student project- young people's hobbies in China Culture input- Chinese New Year and Lantern Festival
Unit 4: School	Talk about school subjects. Telling the time Talk about your school timetable. Talk about schools in China Talk about your daily routine. Student project- design your own timetable in Chinese.
Summer Term	
Topic Title	Details
Unit 5: Food and drink	Talking about things you like/dislike to eat and drink. Different kinds of food and drink Talking about mealtime Ordering in a restaurant Student project- Chinese food (regional food); / create a comic about your favourite food/act out restaurant scene. Culture input - Making dumplings
Equipment needed	Pen (green; red and black), pencil, ruler, glue stick, colouring pencils, scissors, mini white board pens



Year 7 Overviews

Resources	<p>Textbook: Jin Bu 1 ISBN 9780435041137</p> <p>Websites:</p> <p>http://www.bbc.co.uk/languages/chinese/real_chinese/</p> <p>https://www.mdbg.net/chinese/dictionary</p> <p>https://quizlet.com/UCLMEP/folders</p> <p>http://www.hellochinese.cc/</p>
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Year 7 Overviews

Computing

Autumn Term	
Topic Title	Details
E-Safety	Encryption, Hate Crime & Social Media Fake News Malware Digital Footprint Gaming Grooming & Sexting Data on the internet Assessment
Problem Solving + Computational thinking	What is Computational Thinking Abstraction Decomposition Mid topic Assessment (WWW/EBI) Reading & Re-ordering Flowcharts Creating Flowcharts Murder Mystery Conclusion Task Murder Mystery Conclusion Task End of topic test
Spring Term	
Topic Title	Details
Scratch	Introduction to Programming Algorithms & Sequencing Variables Selection Iteration Scratch Game Project (WWW,EBI) Scratch Game Project (WWW,EBI) Peer Feedback Assessment
Computer Systems	Input, Output & Storage Primary & Secondary Storage CPU Operating Systems Units & Binary – 4bit, denary to binary Images Ascii
Summer Term	
Topic Title	Details
Databases	Introduction to Databases Validation Rules Queries Forms Mid Unit Assessment Reports Database Project
What's inside a computer?	(Interactive PowerPoint) Assessment



Year 7 Overviews

Design Technology

Autumn Term	
Topic Title	Details
Health & safety	Following health and safety rules hazards and risks, workshop procedures and what happens if there is an accident.
Textiles -Denim key ring	Heat press and bondaweb on denim. Die cutter.
Textiles, fibres, care labels	Textiles fibres, yarns, fabrics. Identifying Fabrics that are made into clothing, sensory descriptors to describe their appearance and touch. Understanding care labels.
Technical Drawing graphics	Isometric drawing and shading to create 3D shapes.
Paper & board - card	Creating a seasonal greetings card. Die cutters / pop-up card.
Designers	Mary Quant, Primark.
Spring Term	
Topic Title	Details
Plastics and wood: key ring	How to shape wood and plastics – coping saw, file, sand, pillar drill. Graphics – design. Target market – how to design for others.
Plastic and wood: theory	Thermoforming and thermosetting plastics. Environmental impact of plastics and wood. Hard and soft woods.
Designers	Ajoud Lootah, Kusheda Mensah.
Summer Term	
Topic Title	Details
Textiles and electronics: key ring	Hand embroidery and hand sewing construction sewing skills. Soldering. Simple circuits and electronic components.
CAD and design skills	Using Tinkercad for Computer Aided Design, and hand drawing skills to create a design inspired by Dyson. Working to a design brief. Iterative design, evaluating the work of others and your own.
Technical drawing graphics	Complex isometric drawing and typography.
Designers	Norman Foster / Morag Myerscough. Dyson.



Year 7 Overviews

Drama

Autumn Term	
Topic Title	Details
History and Tradition	Origins of Pantomime: Understanding the historical roots of pantomime, including its origins in commedia dell'arte and British theatre traditions. Cultural Significance: Exploring how pantomime has evolved and its role in contemporary British culture.
Performance Skills	Exaggerated Acting: Learning to use exaggerated facial expressions, gestures, and body language to convey character and emotion. Audience Interaction: Developing skills to engage and interact with the audience, a key element of pantomime. Improvisation: Practicing improvisation techniques to respond to unexpected moments and audience participation.
Characterisation	Stock Characters: Understanding and portraying traditional pantomime characters such as the Dame, the Principal Boy, the Villain, and the Comic. Physicality and Voice: Using physicality and vocal techniques to bring characters to life.
Comedy Techniques	Slapstick Comedy: Exploring physical comedy and timing to create humorous scenes. Wordplay and Puns: Using language creatively to add humour to performances.
Storytelling	Narrative Structure: Understanding the typical structure of a pantomime, including the setup, conflict, and resolution. Fairy Tales and Folklore: Adapting well-known stories and fairy tales into pantomime scripts.
Production Elements	Costume and Makeup: Learning about the importance of costumes and makeup in creating visually striking characters. Set Design and Props: Understanding how set design and props contribute to the overall production.
Teamwork and Collaboration	Ensemble Work: Working effectively as part of an ensemble cast. Creative Collaboration: Collaborating with peers on various aspects of the production, from acting to set design.
Practical Activities	Character Workshops: Students create and develop their own pantomime characters through improvisation and physical exercises. Script Writing: Writing short pantomime scenes or adapting fairy tales into pantomime scripts. Performance Projects: Rehearsing and performing short pantomime scenes, focusing on audience interaction and comedic timing. Design Challenges: Creating costume and set designs for a pantomime production.
Spring Term	
Topic Title	Details
Basics of Improvisation	Spontaneity: Learning to think quickly and respond in the moment without a script. Yes, And...: Understanding the fundamental rule of improvisation, which involves accepting what others say and building on it. Creativity and Imagination: Encouraging creative thinking and imaginative responses to prompts and scenarios.
Comedy Techniques	Timing and Delivery: Exploring the importance of timing in delivering comedic lines and actions. Physical Comedy: Using body language, facial expressions, and movement to create humour.



Year 7 Overviews

	Character Comedy: Developing exaggerated characters and understanding how their traits can be used for comedic effect.
Collaborative Skills	Teamwork: Working effectively with others to create cohesive and entertaining scenes. Listening and Responding: Developing active listening skills to respond appropriately to fellow performers. Trust and Support: Building trust within the group to take risks and support each other's ideas.
Performance Skills	Confidence: Building confidence to perform in front of an audience. Stage Presence: Learning how to use the stage effectively and engage the audience. Voice and Projection: Using vocal techniques to ensure clarity and expression in performance.
Improvisation	Scene Work: Creating improvised scenes based on prompts or suggestions from the teacher or classmates. Character Development: Developing characters on the spot and exploring their interactions in different scenarios.
Practical Activities	Improvisation Games: Engaging in various improvisation games to practice spontaneity and creativity. Comedy Sketches: Creating and performing short comedic sketches, focusing on timing and delivery. Character Workshops: Developing and performing exaggerated characters in improvised scenes. Group Performances: Collaborating with peers to create and perform improvised scenes or comedy sketches.
Summer Term	
Topic Title	Details
Script Analysis	Understanding the Text: Analysing the script to understand the plot, themes, and characters. Character Development: Exploring characters' motivations, relationships, and arcs. Subtext: Identifying and interpreting the underlying meanings and emotions in the dialogue.
Interpretation and Vision	Directorial Vision: Developing a vision for how the script should be brought to life on stage. Creative Interpretation: Making creative choices about how to interpret and present the script.
Rehearsal Techniques	Blocking: Planning and practicing the movement and positioning of actors on stage. Line Delivery: Working on how lines are delivered to convey the intended emotions and meanings. Characterisation: Developing physical and vocal traits to bring characters to life.
Technical Elements	Set Design: Understanding how to design and use sets to create the world of the play. Costume and Makeup: Learning how costumes and makeup contribute to character and setting. Lighting and Sound: Exploring how lighting and sound effects enhance the mood and atmosphere of the performance.
Collaboration and Teamwork	Working with Others: Collaborating with peers in various roles, including actors, directors, and designers. Communication Skills: Developing effective communication to share ideas and feedback. Problem-Solving: Addressing challenges that arise during the rehearsal and performance process.
Performance Skills	Stage Presence: Building confidence and presence on stage. Voice and Projection: Using vocal techniques to ensure clarity and expression. Physicality: Using body language and movement to convey character and emotion.
Practical Activities	Script Read-Throughs: Reading the script aloud as a group to understand the flow and dynamics of the dialogue. Character Workshops: Engaging in exercises to develop and explore characters. Blocking Rehearsals: Practicing the movement and positioning of actors on stage. Technical Rehearsals: Integrating technical elements such as lighting, sound, and set changes.



Year 7 Overviews

**Dress
Rehearsals**

Running through the performance with full costumes and makeup.

Self-Assessment: Reflecting on personal progress and identifying areas for improvement.

Performance Review: Analysing the final performance to understand what worked well and what could be improved.



Year 7 Overviews

English

Autumn Term	
Topic Title	Details
Myths and Legends	Students will explore a range of myths and legends through fiction, non-fiction, and poetry. They will make inferences about characters and writers' presentation, using evidence from the text and to explore writers' techniques; developing awareness of characterisation, narrative structure, and perspective.
	What is a Myth and a Legend? Who were the Ancient Greeks? Who were the most important Greek Gods? What was the Ancient Greek Creation story? Who was Midas? What is narrative perspective? Who was Prometheus? What is rhetoric? What was the Greek Underworld? Who was Sisyphus? Who was Homer? How did the Trojan War start? Who is Achilles? How is he presented in Literature? What is the Iliad? What is the story of the Iliad? Who was Odysseus? How is he presented? What is an Allusion? How did Classical mythology influence Shakespeare?
	Students will explore a range of poetry through time from Early and Middle English, Metaphysical, Elizabethan, War to the Contemporary. They will develop awareness of how poetry has evolved and continues to influence.
Poetry through the Ages	What is Poetry? What is Epic poetry? Who was Chaucer? What is a Sonnet? What was Romanticism? Who was William Blake? What is an extended metaphor? How is culture represented in poetry?
	What is Poetry? What is Epic poetry? Who was Chaucer? What is a Sonnet? What was Romanticism? Who was William Blake? What is an extended metaphor? How is culture represented in poetry?
Spring Term	
Topic Title	Details
Introduction to Shakespeare	Students will explore life during the Elizabethan times and how Shakespeare's works were influenced by social and historical context. They will read and respond to a range of extracts from all genres of his work, developing an understanding of his characterisation.



Year 7 Overviews

	<p>What is context? What was it like to live in the Elizabethan times?</p> <p>How has the English language changed over time?</p> <p>Who is William Shakespeare?</p> <p>What was a visit to the theatre like in Shakespeare's time?</p> <p>What is genre? What are the conventions of Shakespearean genres?</p> <p>What is a soliloquy?</p> <p>What is a tragic hero? What is a dichotomy?</p> <p>What were Elizabethan's attitude to love and marriage?</p> <p>How is the relationship between Katherina and Petruchio presented?</p> <p>What happens in the tragedy Hamlet? Who is Hamlet?</p>
Summer Term	
Topic Title	Details
Private Peaceful	<p>Students will explore the bildungsroman novel 'Private Peaceful' by Michael Morpurgo. Through their study they will develop a secure understanding of the text, exploring how the writer has used language, form, and structure to present characterisation and themes. They will also write for a range of purposes and audiences, drawing on knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing.</p>
	<p>What predictions can be made about the novel?</p> <p>What is context? What links can be made between the text and context?</p> <p>What is narrative perspective?</p> <p>How is the novel structured?</p> <p>Who are the main characters in the novel?</p> <p>What do we learn about them and their relationship with Tommo?</p> <p>Who is to blame for Tommo's father's death?</p> <p>What's in a literary name?</p> <p>What do we learn about Grandma Wolf, Big Joe and the Colonel?</p> <p>What language choices make writing vivid and interesting?</p> <p>How do writers use language to inform audience impressions?</p> <p>What is a theme?</p> <p>What is metaphorical language?</p> <p>What are the features of an article?</p> <p>What is Rhetoric? What rhetorical devices are used in the Sergeant Major's speech?</p> <p>Why does Morpurgo construct certain relationships in the novel?</p> <p>What are the features of a letter?</p> <p>Who is your favourite character and why?</p> <p>Why do you think Michael Morpurgo wrote the novel?</p>



Year 7 Overviews

Food Technology

Autumn Term	
Topic Title	Details
Recipes	Fruit salad, fruit crumble, granola bites.
Health & Safety & Hygiene	Understanding of the health and safety and hygiene rules for the food room. Signing of health and safety contract and knife safety assessment. Understanding the responsibility and process of completing food tech practical lessons
Equipment	Equipment including the cooker and electrical items. What these are used for and how to use them safely. Knife safety & skills.
Food room	How to use the food room, washing up.
The Eatwell guide	What the Eatwell guide is, how foods are categorised and how this helps us to eat a healthy balanced diet. Adapt a day of eating to be more balanced.
Why we eat food	Understanding of different nutrients and their biological purposes to keep the body functioning.
Sensory analysis food tasting	Use of descriptive sensory language to describe taste, texture, smell and sight of a range of foods – vegetable tasting. Careers in food.
Spring Term	
Topic Title	Details
Recipes	Roasted vegetable couscous/pasta, savoury scones, Hot Cross Cookies.
Fruit	Micronutrients. Know about how fruit is categorised. Nutrients, benefits.
Practical skills	Cooking skills, knife skills. How to prepare fruit and vegetables.
Time planning a recipe	Understanding and application from previous practice – how long tasks take and how to structure and time plan a recipe. Use this to then make the recipe.
Food science	Why do apples turn brown? What chemical reaction causes this and how can it be slowed down?
Cereals	Oats and rice.
Summer Term	
Topic Title	Details
Recipes	Chilli and adaptations, sweet potato & mushroom pie, Pizza.
Prepare, combine and shape	Cooking techniques and recipes that they can be used for. Creating a recipe inspired by one of the new techniques.
Protein alternatives	Knowing several different vegetarian and vegan alternative protein sources and how they can be cooked. Creating a recipe using one of the new foods.
Food provenance	Where food comes from, how it is produced, processed, distributed and consumed.
	Different types of fishing and farming and the environmental and welfare implications of these. How to make good food choices.
Adapting recipes	Cultural recipes.
	How to adapt recipes for differing requirements, multi-purpose recipes (chilli).



Year 7 Overviews

French

Autumn Term	
Topic Title	Details
Greeting Alphabet	Hello' 'goodbye' , name , how you feel, French alphabet/ spell words, Ask someone name, how they feel and how they spell their name.
Numbers, age	Recognise numbers 1 à 31, Spell numbers / Say my age, Ask someone their age.
Days/months birthday	7 days of the week/ 12 months of the year/ dates / birthdays.
Classroom language/ equipment	Understand and use classroom instructions. Recognise and name usual school equipment used in class.
Likes and dislikes	Hobbies I like/don't like and why / favourite sport.
Colours	Colours, understand why and how colours endings change, use correct word order when saying opinions on colours of various items.
Animals	Name animals / what animal I have / do not have/ Use a dictionary to find the gender of a word/ plural of animals.
Family	Members of the family /sisters and brothers/ use 'mon', 'ma', 'mes' /use 'et' and 'mais'
Nationality	Countries and nationalities/ Use he is, she is
Spring Term	
Topic Title	Details
Introduce yourself and share basic information about yourself.	Studio 1 module 1 Say what I like / don't like, give an opinion / survival kit item/Say what I have and don't have/ Say what my character is like/not like. Use et, mais, aussi, assez, très
Summer Term	
Topic Title	Details
Introduce yourself and share basic information about yourself.	Recognise and describe hair and eye colour and size/height. Use he/she likes / dislikes / has and is / Ask questions using Qui and Qu'est-ce que Differentiate masculine and feminine adjective endings



Year 7 Overviews

Geography

Autumn Term	
Topic Title	Details
T1: Introduction to the UK	What is Geography? Our Island Home The United Kingdom Land's End to John O'Groats The UK in Europe Exploring the Local Environment Rooks Heath Litter Survey Learning About the UK Using OS Maps Skills Focus: OS Maps
T2: Tropical Rainforests	Ecosystems: Who is Eating Who? Global Ecosystems Wild Amazon What is the Climate of the Tropical Rainforests? What are Tropical Rainforests? How Have Animals Adapted to the Tropical Rainforests? People in the Amazon Rainforest Ray Mears Bushcraft: Jungle Camp Why is it Important to Protect Our Forests
Spring Term	
Topic Title	Details
T3: The People of the UK	A Diverse Country (part 1) A Diverse Country (part 2) Emma and Flora Measuring Population The Impacts of Migration Living in Leicester The Smallest School in Britain Comparing Rural Areas Skills Focus: Population Pyramids
T4: Weather and Climate in the UK	Recording the Weather Why is Our Weather So Changeable? Prevailing Winds and Ocean Currents Singing in the Rain What Makes it Rain? Urban Microclimates Does Rooks Heath Have a Microclimate? Extreme Weather in the UK Skills Focus: Climate Atlas Maps
Summer Term	
Topic Title	Details
T5: Fantastic Places	Fantastic Places The Grand Canyon Sustainable Tourism Wilderness Areas Under Threat Looking Down on Volcanoes Asia's Countries and Regions The Rise of China Let's Go To China How Much Do You Know About Japan?



Year 7 Overviews

German

Autumn Term	
Topic Title	Details
Hello	Your name and how you are. The German alphabet Numbers, age Days, months, seasons, birthday Countries Weather
Family	Family members Pets Talking about somebody else (3 rd person) Colours Hair and eyes Character traits and intensifiers
Spring Term	
Topic Title	Details
School	Subjects Opinions The time School equipment Packed lunch Clothes
Summer Term	
Topic Title	Details
Free time	Sport Free time activities Favourite things Frequency phrases and time phrases Arranging to meet Adventure Park (using "you can")
Revision	Revision and End of Year Exams



Year 7 Overviews

History

Autumn Term	
Topic Title	Details
Vikings	An Introduction to History, sources, and chronology.
Normans	Life in Anglo Saxon Britain and Sutton Hoo? Who should be King in 1066? The Battle of Stamford Bridge The Battle of Hastings Feudal system Castles Domesday book How did William control England?
Medieval History	Why did Thomas Becket and Henry II fall out? What happened to Becket? Why did the barons dislike King John? The Magna Carta How did power change in Medieval England? What was the black death? Impact of the black death
Spring Term	
Topic Title	Details
Tudors	What are the differences between Catholics and protestants? Why was Henry VIII attracted to the protestant church? Why did Henry VIII close the monasteries? How did Edward VI change the church? Could Mary I make England Catholic again? Does Mary I deserve her nickname? Why was Elizabeth I so successful? (marriage, religion, Spanish Armada)
The Stuarts	How good a King was James I? Were the Catholic plotters framed? What kind of King was Charles I? Why did Civil War break out?
Summer Term	
Topic Title	Details
The Stuarts	Key battles of the Civil War Life during the Civil War and the rise of Witchcraft What should we do with the King? Cromwell
Industrial Revolution	What was the industrial revolution? Why did the population grow between 1750-1900? What was the Agricultural Revolution? New inventions Working conditions Development of transportation Living conditions Jack the Ripper



Year 7 Overviews



Year 7 Overviews

Latin

Autumn Term				
Chapter	New characters	Grammar	Civilisation	
1: Subura	Sabina, Faustus (her father), Rufina (her aunt), Lucilius, Manius (a beggar)	1st, 2nd, 3rd person singular verbs (p. 14) Word order (p. 20)	The Subura The population of the city of Rome Living in an insula	
2: Roma	Gisco (retired soldier), Catia (from Britain), Their son, Celer the dog, a poor man, Currax (Faustus' slave), Quartilla (an enslaved girl), a merchant, Lucrio (Faustus' slave), a senator	Nominative and Accusative cases (p. 30) 1st, 2nd, 3rd declensions (p. 34) Gender of nouns (p. 36)	First impressions (Rome) The growth of Rome What was a forum? The Forum Romanum	
BASELINE ASSESSMENT (Chapters 1-2)				
3: Ludi	Iulia (Sabina's friend), Faustus' friend	Nominative plural and plural verbs (p. 43) Accusative plural (p. 51)	Public festivals Chariot racing	
Spring Term				
Chapter	New characters	Grammar	Civilisation	
CHAPTERS 1-3 ASSESSMENT				
4: Dei	Nero	2nd declension neuter nouns (p. 58) 'We' and 'you' (p. 62) 3rd declension neuter nouns (p. 66)	Christianity Vesta State religion. Homes of the gods Sacrifice Private worship	
CHAPTERS 1-4 ASSESSMENT				
5: Aqua	Lucilius' friends	'To do' something (p. 73) = Infinitives possum (p. 77)	The baths	
Summer Term				
Chapter	New characters	Grammar	Civilisation	
5: Aqua	Thellus Gallio	volo and nolo (p. 83)	Public toilets Water supply Sanitation	✓
1-5 Revision				
6: Servitium	The senator's slave Septimus Guards	The ablative case (p. 90) Prepositions (p. 94) Time (p. 100)	How were people enslaved? The life of a slave	
END OF YEAR EXAM (Chapters 1-5)				
6: Servitium			Seeking freedom Manumission	



Year 7 Overviews

End of year project: Roman Gods	



Year 7 Overviews

Mathematics

Autumn Term	
Topic Title	Details
Algebraic Thinking	Sequence: Identify, describe, and continue linear and non-linear sequence, term to term rule, find the missing term in a sequence. Understand and use algebraic notation: Directed numbers, Algebraic notation, expressions, evaluate expressions with integers. Functions, generate sequences.
Place value	Place value and ordering integers and decimals: Place value and reading and writing integers up to one billion, place value in decimals, rounding, comparing, and ordering.
Spring Term	
Topic Title	Details
Application of numbers	Addition and Subtraction: Properties of addition and subtraction, formal methods for adding and subtracting integer and decimals, mental strategies for addition and subtraction of integers and decimals, temperatures, perimeter of 2d shapes, financial problems.
	Multiplication and Division: Properties of multiplication and division formal methods for multiplying and dividing integers and decimals, multiplying and dividing by powers of ten, 0.1 and 0.01, order of operations, Area of 2d shapes.
Summer Term	
Topic Title	Details
Representing data	Bar chart, line chart, frequency tables, two-way table averages and deciding the appropriate average.
Lines and Angles	Constructing, Measuring, and using geometric notation: Angles and Line notation, drawing, measuring and classifying angles, drawing and measuring line segments, identify parallel and perpendicular lines.



Year 7 Overviews

Music

Autumn Term	
Topic Title	Details
Unit: Musical Theatre and the Elements of Music	<p>Elements of music through MADTSHIRT</p> <p>Theatre performance - Music careers in the theatre - Musical examples: Oliver (Consider yourself), Newsies, Matilda, Singing in the Rain.</p> <p>Theory: Melody (Pitch): - High vs Low - Definition: How high or low the music sounds - Melody shapes: step, jumps, ascending, descending - Staff/Stave - Treble clef - Musical alphabet - Different rhymes for the lines and spaces in treble clef.</p> <p>Dynamics: Definition: the volume of the music - Piano, Forte.</p> <p>Tempo/Time: Definition: The speed of the music - Largo, Adagio, Andante, Moderato, Allegro, Vivace, Presto - Beats per minute (BPM).</p> <p>Rhythm: Beat vs Rhythm - Definition: Pattern of short and long sounds over a steady beat - Crotchet, Quavers and Crotchet Rest.</p> <p>Performance: Developing singing skills (Musical theatre) - Group singing performance assessment.</p> <p>Composition: Creating choreography for singing assessment.</p>
	<p>Research of a musical (h/w) assessment</p> <p>Theory: Melody (Pitch): - Sharp and Flat - Ledger Line - Middle C.</p> <p>Articulation: How the notes are played (to be explored in keyboard skills).</p> <p>Structure: Definition: Sections of music and how they are organised - Musical theatre song structure - Intro, verse, chorus.</p> <p>Harmony (Tonality: - Definition: the chords used - Accompanying singing with piano chords - minor = sad, major = happy.</p> <p>Instrumentation: Definition: The instruments in a piece of music - Four instrument families - Instruments of the pit orchestra.</p> <p>Rhythm: MacDonalds Rhythms - Time signatures in simple time - Definition of time signature - 2/4, 3/4 and 4/4 - Bar lines - Double bar lines - Minim, Semiquavers -</p> <p>Autumn Theory Test</p> <p>Performance: Developing keyboard skills - Individual keyboard assessment task (Musical theatre songs)</p> <ul style="list-style-type: none"> • Learn to find notes on the keyboards. • Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave. • Use notes within a range of a 5th transposed into C major or A minor. • See example repertoire on page 14.
Spring Term	
Topic Title	Details
Unit: World Music 1	<p>Learning about and listening to the music from Brazil (Samba), Africa (West African Drumming).</p> <p>Theory: Articulation: Through drumming technique.</p> <p>Rhythm: Semiquavers - Syncopations: Quaver/crotchet 2 beat syncopated rhythm - dotted crotchets/quavers – Ostinato.</p> <p>Dynamics: Crescendo, Decrescendo.</p> <p>Structure: Call and response.</p> <p>Texture: Definition: layers of music - Thin/thin - Layering of parts - Polyrhythms</p> <p>Instrumentation: Focus on a variety of percussion instruments - Brazil: Surdo, Tamborim, Agogo, Caixa, Repinique, Ganza, Apito, Reco-reco, Timbales - Africa: Djembe, Dundun, Mbira, Donno (talking-drum), Balafon</p> <p>Performance: - Developing drumming</p>



Year 7 Overviews

	skills - Developing ensemble skills - Class samba - Class drumming activity - Singing in unison (Sergio Mendes Masquenada – Brazil) Singing in parts (Babethandaza - South African choir song - resources) Composition: - Rhythmic drumming group task
Unit: World Music 2	<p>Learning about and listening to the music from China, (and maybe India)</p> <p>Theory: Harmony: - Intervals, definition - Tones and Semitones - pentatonic scale. Spring Theory Test</p> <p>Performance: Developing guitar skills (Chinese folk song) Developing singing skills (Chinese folk song Mo Li Hua) Individual guitar assessment task (pentatonic scale/song) Pentatonic composition Melody and Accompaniment.</p> <p>Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure.</p> <ul style="list-style-type: none"> • Harmonise the cadence points of these phrases. Improvise • Improvise new musical ideas over (a) a drone, (b) a chord sequence(s) or (c) over a groove within a given key. This can be done in pairs, as a group or using sequencing software via a Digital Audio Workstation. • Explore D minor and the pentatonic minor starting on D Ideas for future = Ukulele class band
Summer Term	
Topic Title	Details
Unit: Music Industry	<p>Careers in the Music Industry - The recording studio - Media and music - Song writing - Write a review of a band (h/w)</p> <p>Theory: Pitch Bass clef, rhymes and bass notes Structure: Verse/Chorus Performance: Developing singing skills Developing keyboard skills Developing ensemble skills</p> <p>Composition: Parody song task Primary chords, Consonant dissonant, extended harmony 'Song' writing (with/without lyrics):</p> <ul style="list-style-type: none"> • Play chord sequences from a range of familiar songs as compositional models. • Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Compose bass lines using the root note of each chord. • Create melodic song-lines shaped by lyrics and/or harmonic intention. Programme Music • Play given chord sequences as examples of harmonic effect. • Compose chord sequences on the keyboard or guitar in C major or A minor. • Explore melodic line and simple structural ideas, e.g. ABA
Unit: Music Industry	<p>Music festivals - Talent shows</p> <p>Theory: End of Year Exam Performance: Developing singing skills Developing keyboard skills Developing ensemble skills Talent show performance task - Songwriting performance Possible music technology to be added Soundtrap Chrome music lab</p>



Year 7 Overviews

	Band lab Incredibox
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Year 7 Overviews

Physical Education

Autumn Term	
Topic Title	Details
P07EB1 P07WB1	Baseline Testing Boys Gym Baseline Testing D Block/Hall Basketball Boys Gym x 4 Assessment Week Basketball Assessment Boys Gym
	Badminton Hall x 2 Volleyball Hall Volleyball Boys Gym x 2 Assessment Week 1st Lesson Football Assessment 2nd Lesson Volleyball Assessment
P07EB2 P07WB2	Baseline Testing D Block/Hall Baseline Testing Boys Gym Badminton Hall x 4 Assessment Week Badminton Assessment Hall
	Volleyball Boys Gym x 2 Volleyball Hall Football D Block Football x 3 1st Lesson Volleyball Assessment 2nd Lesson Football Assessment
P07EG1 P07WG1	Baseline Testing Girls Gym Baseline Testing Dance Studio/S Block Gymnastics Dance Studio x 2 Trampolining Girls Gym x 2 Trampolining Girls Gym 1st Lesson Gymnastics Assessment (DS) 2nd Lesson Trampolining Assessment (GG)
	Basketball Girls Gym x 2 Bench Ball Dance Studio Netball S Block x 3 1st Lesson Basketball Assessment 2nd Lesson Netball Assessment
P07EG2 P07WG2	Baseline Testing Dance Studio/S Block Baseline Testing Girls Gym Trampolining Girls Gym x 2 Gymnastics Dance Studio x 1st Lesson Trampolining Assessment (GG) 2nd Lesson Gymnastics Assessment (DS)
	Netball S Block x 3 Bench Ball Dance Studio Basketball Girls Gym x 2 1st Lesson Netball Assessment 2nd Lesson Basketball



Year 7 Overviews

	Assessment
Spring Term	
Topic Title	Details
P07EB1 P07WB1	Table Tennis Boys Gym x 2 Hockey D Block x 2 1st Lesson Table Tennis Assessment 2nd Lesson Hockey Assessment
	Tag Rugby D Block x 2 Football S Block x 2 1st Lesson Tag Rugby Assessment 2nd Lesson Badminton Assessment
P07EB2 P07WB2	Hockey D Block x 2 Table Tennis Boys Gym x 2 1st Lesson Hockey Assessment 2nd Lesson Table Tennis Assessment
	Basketball Boys Gym x Tag Rugby D Block x 2 1st Lesson Basketball Assessment 2nd Lesson Tag Rugby Assessment
P07EG1 P07WG1	Badminton Hall x 2 Volleyball Girls Gym x 2 1st Lesson Badminton Assessment 2nd Lesson Volleyball Assessment
	Hockey S Block/Hall x 2 Table Tennis Girls Gym x 3 1st Lesson Hockey Assessment 2nd Lesson Table Tennis Assessment
P07EG2 P07WG2	Volleyball Girls x 2 Badminton Hall x 2 1st Lesson Volleyball Assessment 2nd Lesson Badminton Assessment
	Table Tennis Girls Gym x 2 Hockey Hall x 3 1st Lesson Table Tennis Assessment 2nd Lesson Hockey Assessment
Summer Term	
Topic Title	Details
P07EB1 P07WB1	Rounders D Block x 3 Athletics Field Athletics Field/E Block 1st Lesson Rounders Assessment 2nd Lesson Athletics Assessment
	Cricket D Block x 3 Tennis E Block x 3 1st Lesson Cricket Assessment 2nd Lesson Tennis Assessment
P07EB2 P07WB2	Athletics Field/E Block x 2 Athletics Field



Year 7 Overviews

	Rounders Field Rounders D Block 1st Lesson Athletics Assessment 2nd Lesson Rounders Assessment
	Tennis E Block x 3 Cricket D Block x 1st Lesson Tennis Assessment 2nd Lesson Cricket Assessment
P07EG1 P07WG1	Rounders S Block x 2 Rounders Field Tennis S Block x 2 1st Lesson Rounders Assessment 2nd Lesson Tennis Assessment
	Cricket S Block x 3 Athletics Field x 3 1st Lesson Cricket Assessment 2nd Lesson Athletics Assessment
P07EG2 P07WG2	Tennis S Block x 3 Rounders Field x 2 Lesson Tennis Assessment 2nd Lesson Rounders Assessment
	Athletics Field x 3 Cricket S Block x 3 1st Lesson Athletics Assessment 2nd Lesson Cricket Assessment



Year 7 Overviews

PSHE

Autumn Term	
Topic Title	Details
Health and wellbeing	Transition and safety. Transition to secondary school and personal safety in and outside school, including first aid.
Living in the wider world	Financial decision making Different types of payments, budgeting, value for money and ethical consumerism.
Spring Term	
Topic Title	Details
Diversity and relationships	Diversity, prejudice, and bullying, stereotypes, and equality.
Health and wellbeing	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM
Summer Term	
Topic Title	Details
Relationships	Building relationships Self-worth, romance, and friendships (including online) and relationship boundaries
Living in the wider world	Aspirations Careers, teamwork and enterprise skills, CVs, and next steps.



Year 7 Overviews

RS

Autumn Term	
Topic Title	Details
Part One: Hinduism	Do Hindus believe in many Gods? Why are Gurus important in Hinduism? What is atma, dharma, karma, samsara, and moksha? How do Hindus worship? Why are Hindu symbols still important now? What festivals do Hindus celebrate? Where do Hindus go for pilgrimage? What are the holy books (scriptures) in Hinduism?
Mid Unit/ Key terms Assessments	Assessment Guidance End of Unit Assessment
Spring Term	
Topic Title	Details
Part two: Buddhism	What do we know about Buddhism? The life of Buddha Big Questions What did Buddha want to find the answer to? Always Changing! The Eightfold Path The Five Precepts Being a Buddhist Monk/ Nun The Vihara
Mid Unit/ Key terms Assessments	The festival of Wesak Assessment Guidance End of unit assessment
Summer Term	
Topic Title	Details
Part Three: Sikhism	What are the key beliefs of Sikhism? Who was the Guru Nanak? The Ten Gurus The Khalsa The Guru Granth Sahib The 5 K's The Gurdwara How is life for Modern Day Sikhs
Mid Unit/ Key terms Assessments	Assessment guidance End of unit assessment



Year 7 Overviews

Science

Autumn Term	
Topic Title	Details
Working Scientifically	Working Scientifically <ul style="list-style-type: none"> - Asking scientific questions - Planning investigations - Recording, analysing, and evaluating data.
Cells	Cells <ul style="list-style-type: none"> - Plant and animal cells. - Microscopes and observing cells. - Specialised cells - Movement of substances - Unicellular organisms
Particles and their behaviour	Particles and their behaviour <ul style="list-style-type: none"> - The particle models. - States of matter - Melting and freezing - Boiling - Changes of state - Diffusion - Gas pressure
Forces	Forces <ul style="list-style-type: none"> - Squashing and stretching - Drag forces and friction - Gravity and forces at a distance - Balanced and unbalanced forces
Spring Term	
Topic Title	Details
Body system and investigation	Body system and investigation <ul style="list-style-type: none"> - Levels of organisation - Gas exchange - Breathing - The skeleton - Movement: Joints and muscles -
Elements atoms and compounds	Elements atoms and compounds <ul style="list-style-type: none"> - Elements of the periodic table - Atoms - Compounds - Chemical formulae-
Sound	Sound <ul style="list-style-type: none"> - Waves



	<ul style="list-style-type: none"> - Sound and energy transfer. - Loudness and pitch - Detecting sound - Echoes and ultrasound
Reproduction	<p>Reproduction</p> <ul style="list-style-type: none"> - Adolescence - Reproductive systems - Fertilisation and implantation - Development of the fetus - The menstrual cycle - Flowers and pollination - Fertilisation and germination - Seed dispersal
Summer Term	
Topic Title	Details
Reactions	<p>Reactions</p> <ul style="list-style-type: none"> - Chemical reactions - Word equations - Burning fuels - Thermal decomposition - Conservation of mass - Exothermic and endothermic reactions
Light	<p>Light</p> <ul style="list-style-type: none"> - Reflection - Refraction - The eye and camera - Colour
Acids and Alkali	<p>Acids and Alkali</p> <ul style="list-style-type: none"> - What are acids and alkalis? - Indicators and pH - Neutralisation - Making salts
Space	<p>Space</p> <ul style="list-style-type: none"> - The night sky. - The Solar System - The Earth - The Moon