

Year 7 Curriculum Overview 2025-2026							
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Topic	The Girl of Ink and Stars - Kiran Millwood Hargrave – Modern Adventure Novel	The Wolves of Willoughby Chase – Joan Aiken	Anne Frank’s Diary - Autobiography (extracts)	Romanticism Poetry	A Midsummer Night’s Dream – William Shakespeare Shakespearean Comedy	Treasure Island - R.L. Stevenson - Nineteenth Century Adventure Novel
	Content	<ul style="list-style-type: none"> <li>Conventions of adventure genre and bildungsroman.</li> <li>Understanding of plot and key characters, the heroine Isabella and her friend Lupe.</li> <li>Exploration of the themes bravery, loyalty and curiosity.</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of gothic genre and bildungsroman</li> <li>Understanding of plot and key characters such as Bonnie, Sylvia and Mrs Slighcarp</li> <li>Exploration of theatrical techniques and literary devices linking to themes of power.</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of non-fiction autobiographical writing and contextual understanding.</li> <li>Exploration of key extracts to demonstrate the bildungsroman genre.</li> <li>Language analysis of writing style and non-fiction stylistic devices.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring poets’ perspectives of nature</li> <li>Themes and context relating to power, identity and connection with nature.</li> <li>Identification and analysis of poetic techniques</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of Shakespearean theatre and comedy.</li> <li>Understanding of plot and key characters such as Puck, Titania and Oberon linking to power.</li> <li>Exploration of theatrical techniques and literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>Historical and social context of piracy and its ‘Golden Age.’</li> <li>Exploration of characters of Jim and Long John Silver.</li> <li>Exploring plot and content of text.</li> </ul>
Maths	Topic	Number & Algebra	Number, Geometry & Algebra	Statistics, Number and Geometry	Number	Geometry	Geometry and Measures
	Content	<ul style="list-style-type: none"> <li>Numerical skills</li> <li>Addition and subtraction</li> <li>Order of operations</li> <li>Introduction to algebra</li> </ul>	<ul style="list-style-type: none"> <li>Prime numbers, factors and multiples.</li> <li>Expanding and factorising</li> <li>Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic mean</li> <li>Multiplication and division</li> <li>Area of triangles and quadrilaterals</li> </ul>	<ul style="list-style-type: none"> <li>Fraction Manipulation</li> <li>Adding and Subtracting Fractions</li> <li>Comparing and Ordering Fractions</li> <li>Fractions of amounts</li> </ul>	<ul style="list-style-type: none"> <li>Polygons</li> <li>Angles</li> <li>Coordinates</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>
Science	Topic	Induction to science Particles, Substances & Mixtures Fundamentals of Physics Part 1	Fundamentals of Physics Part 2 Cells & Organisation	Revision for mid-year assessment Mid-year assessments Chemical changes	Organ Systems Sound	Light Materials Revision for end of year assessments	End-year assessments Life cycles
	Content	<ul style="list-style-type: none"> <li>Induction to science &amp; lab safety</li> <li>Particle model</li> <li>Changes of state including Bunsen burner introduction</li> <li>Diffusion and gas pressure</li> <li>Solubility &amp; saturation</li> <li>Separation techniques</li> <li>Modelling and measuring force</li> <li>Investigating forces</li> </ul>	<ul style="list-style-type: none"> <li>Energy stores &amp; pathways</li> <li>Analysing energy transfers</li> <li>Organisms</li> <li>Animal and plant cells</li> <li>Microscope introduction including preparing a slide to view</li> <li>Specialised cells &amp; cell needs</li> <li>Cell diffusion</li> </ul>	<ul style="list-style-type: none"> <li>Revision for mid-year assessment</li> <li>Mid-year assessments</li> <li>Atoms, elements and compounds</li> <li>Chemical formulae and equations</li> <li>Oxidation reactions</li> <li>Conservation of mass</li> <li>Combustion reactions</li> <li>Thermal decomposition</li> <li>Exothermic and endothermic reactions</li> </ul>	<ul style="list-style-type: none"> <li>Unicellular and multicellular organisms</li> <li>Gas exchange system</li> <li>Digestive system</li> <li>Circulatory system including demonstration of heart dissection</li> <li>Skeletal system</li> <li>Muscles and movement</li> <li>Observing and transmitting sound</li> <li>Absorption, reflection and scattering of sound</li> <li>Speed of sound</li> <li>Sound and hearing</li> </ul>	<ul style="list-style-type: none"> <li>Observing, transmitting and reflecting light</li> <li>Coloured light and objects</li> <li>Refraction of light</li> <li>Focussing and seeing</li> <li>Composite materials</li> <li>Polymers including investigation of polymer strength &amp; issues with polymer usage</li> <li>Metals and ceramics</li> <li>Revision for end-year assessment</li> </ul>	<ul style="list-style-type: none"> <li>End-year assessments</li> <li>Heredity and variation</li> <li>Growth and development including Adolescence and puberty</li> <li>Sexual reproduction in humans</li> <li>Menstrual cycle and contraception</li> <li>Fertilisation, gestation and birth</li> <li>Plant reproduction</li> <li>Pollination, fertilisation and germination</li> <li>Seed dispersal</li> <li>Asexual reproduction</li> </ul>
Geography	Topic	Map skills & Global Climate	Development	Rivers	Rivers	World of Work	Field work
	Content	<ul style="list-style-type: none"> <li>Understanding four and six figure grid references</li> <li>Identifying key landmarks using Ordnance Survey Maps.</li> <li>Using maps to identify relief, scale, and symbol.</li> <li>Introducing the geographical theories of climate change and the enhanced greenhouse effect</li> </ul>	<ul style="list-style-type: none"> <li>Different levels of development across the world.</li> <li>Intro to differences in rich and poor countries.</li> <li>Different population demographics involved in both rich and poor countries.</li> <li>What can be done to close the gap between rich and poor</li> </ul>	<ul style="list-style-type: none"> <li>Features of a drainage basin and watershed.</li> <li>The water cycle.</li> <li>The different processes whereby rivers erode and transport sediment</li> </ul>	<ul style="list-style-type: none"> <li>How rivers are formed and how they shape the land.</li> <li>Different landforms created throughout a river’s course.</li> <li>Flood management and prevention.</li> </ul>	<ul style="list-style-type: none"> <li>Examine changes in employment structure</li> <li>Explain factors affecting industries in the UK</li> <li>Explore employment structure around the world</li> <li>Trade</li> <li>Focus on the world of work in Russia</li> <li>Interconnections in the world of work</li> </ul>	<ul style="list-style-type: none"> <li>To work through a mini geographical field work project</li> <li>Developing a hypothesis</li> <li>Setting a methodology</li> <li>Collecting data</li> <li>Presenting data</li> <li>Analysing</li> <li>Concluding and evaluating findings</li> </ul>
History	Topic	Empires East and West	The Normans: Conquest & Control	The Medieval Church	Challenges to Medieval Monarchs	Medieval Mali	The European Renaissance
	Content	<ul style="list-style-type: none"> <li>Importance of the Silk Roads</li> <li>Islamic ‘Golden Age’</li> </ul>	<ul style="list-style-type: none"> <li>Anglo-Saxon England</li> <li>Succession Crisis</li> <li>Battles of 1066</li> <li>Methods of control (incl. Harrying of the North, castles, Feudal System &amp; Domesday Book)</li> </ul>	<ul style="list-style-type: none"> <li>Influence of the Church</li> <li>Crusader motivation</li> <li>Significance of Crusades</li> </ul>	<ul style="list-style-type: none"> <li>Role of medieval monarchs</li> <li>Dynastic challenges (Anarchy)</li> <li>Religious challenges (Henry II)</li> <li>Political challenges (Magna Carta)</li> <li>Emergence of Parliament</li> <li>Black Death &amp; Peasants’ Revolt</li> </ul>	<ul style="list-style-type: none"> <li>Medieval African kingdoms</li> <li>Mansa Musa</li> </ul>	<ul style="list-style-type: none"> <li>Fall of Constantinople</li> <li>Renaissance</li> <li>Age of Discovery</li> <li>The ‘New World’</li> </ul>
* RS	Topic	Judaism	Judaism	Judaism	Christianity	Christianity	Christianity
	Content	<ul style="list-style-type: none"> <li>Religion in modern Britain</li> <li>Jewish Beliefs</li> <li>The roles of Abraham &amp; Moses</li> </ul>	<ul style="list-style-type: none"> <li>The Prophet Isaiah</li> <li>Prayer &amp; worship</li> <li>Festivals</li> </ul>	<ul style="list-style-type: none"> <li>Orthodox &amp; Reform Judaism</li> <li>Faith across the World</li> <li>Judaism Today</li> </ul>	<ul style="list-style-type: none"> <li>Christian Beliefs</li> <li>Genesis</li> <li>The Life of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>Building the Church</li> <li>The Trinity</li> <li>Prayer &amp; Worship</li> </ul>	<ul style="list-style-type: none"> <li>The Reformation</li> <li>Different Denominations</li> <li>Christianity Today</li> </ul>

Spanish	<b>Topic</b>	Basics (Introduction)	My Family	My Family / Revision Units 1-2) / My School	My School	Where I live	Revision Units 1-4 / Consolidation
	<b>Content</b>	<ul style="list-style-type: none"> <li>Hello, how are you?</li> <li>In class</li> <li>Numbers</li> <li>How old are you? How old is he/she?</li> <li>When is your birthday?</li> <li>Where are you from? Where do you live?</li> <li>What do you (not) like?</li> <li>What do you (not) like doing?</li> <li>What do you (not) do?</li> </ul>	<ul style="list-style-type: none"> <li>Who is in your family?</li> <li>What are you like? (Physical)</li> <li>What is your family like? (Physical)</li> <li>What are you like? (Personality)</li> <li>What is your family like? (Personality)</li> <li>Who do you admire?</li> <li>What is your pet like?</li> <li>What animals do you prefer?</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Year Revision</li> <li>What is your favourite school day?</li> <li>Which subjects do you like/dislike?</li> <li>What are your teachers like?</li> <li>What is your school like?</li> </ul>	<ul style="list-style-type: none"> <li>What do you do at break time?</li> <li>What do you do at school?</li> <li>What are you going to do at school?</li> <li>What are you going to do after school?</li> </ul>	<ul style="list-style-type: none"> <li>What's your house like?</li> <li>Where do you live?</li> <li>What's in your house?</li> <li>What's in your bedroom?</li> <li>What's your bedroom like?</li> <li>What can you do in your town?</li> <li>What's in your town / city / neighbourhood?</li> <li>Where would you like to live in the future?</li> </ul>	<ul style="list-style-type: none"> <li>End of Year Revision</li> <li>Consolidation of Units 1-4</li> </ul>
French	<b>Topic</b>	Basics (Introduction)	My Family	My Family / Revision Units 1-2) / My School	My School	Where I live	Revision Units 1-4 / Consolidation
	<b>Content</b>	<ul style="list-style-type: none"> <li>Hello, how are you?</li> <li>In class</li> <li>Numbers</li> <li>How old are you? How old is he/she?</li> <li>When is your birthday?</li> <li>Where are you from? Where do you live?</li> <li>What do you (not) like?</li> <li>What do you (not) like doing?</li> <li>What do you (not) do?</li> </ul>	<ul style="list-style-type: none"> <li>Who is in your family?</li> <li>What are you like? (Physical)</li> <li>What is your family like? (Physical)</li> <li>What are you like? (Personality)</li> <li>What is your family like? (Personality)</li> <li>Who do you admire?</li> <li>What is your pet like?</li> <li>What animals do you prefer?</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Year Revision</li> <li>What is your favourite school day?</li> <li>Which subjects do you like/dislike?</li> <li>What are your teachers like?</li> <li>What is your school like?</li> </ul>	<ul style="list-style-type: none"> <li>What do you do at break time?</li> <li>What do you do at school?</li> <li>What are you going to do at school?</li> <li>What are you going to do after school?</li> </ul>	<ul style="list-style-type: none"> <li>What's your house like?</li> <li>Where do you live?</li> <li>What's in your house?</li> <li>What's in your bedroom?</li> <li>What's your bedroom like?</li> <li>What can you do in your town?</li> <li>What's in your town / city / neighbourhood?</li> <li>Where would you like to live in the future?</li> </ul>	<ul style="list-style-type: none"> <li>End of Year Revision</li> <li>Consolidation of Units 1-4</li> </ul>
IT	<b>Topic</b>	Intro to IT/Intro to Scratch programming 1	Further Scratch programming 1/Sparx	Cyber security/Scratch programming 2	Scratch 2/Sparx	Digital media/Python 1	Further Python 1/Sparx
	<b>Content</b>	<ul style="list-style-type: none"> <li>Logging on (Baseline)</li> <li>Using computers</li> <li>Intro to Word and Powerpoint</li> <li>Programming essentials in Scratch</li> </ul>	<ul style="list-style-type: none"> <li>Programming essentials in Scratch</li> <li>Sparx</li> </ul>	<ul style="list-style-type: none"> <li>Cyber security</li> <li>Scratch 2</li> </ul>	<ul style="list-style-type: none"> <li>Changing the sprite (baseline)</li> <li>Chasing the mouse</li> <li>Background and costumes</li> </ul>	<ul style="list-style-type: none"> <li>Clear messaging in digital media</li> <li>Introduction to Python</li> </ul>	<ul style="list-style-type: none"> <li>Python 1</li> <li>Sparx</li> </ul>
Music	<b>Topic</b>	Rhythm and Pulse – Patterns Baseline Unit	Singing and the Elements Baseline Unit	Melody Pitch and Patterns	Keyboard Skills	Developing Skills on the Ukulele and Guitar	Music Technology Skills
	<b>Content</b>	<ul style="list-style-type: none"> <li>Exploring Rhythm and pulse</li> <li>Notations</li> <li>Introduction to the Elements of Music</li> </ul>	<ul style="list-style-type: none"> <li>Continued exploration of the Elements of Music</li> <li>Utilisation of the voice</li> </ul>	<ul style="list-style-type: none"> <li>Development of performance skills on a melodic instrument</li> <li>Reading from a musical score</li> <li>Development of knowledge re Elements of Music.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents</li> <li>Explore how to "read music" in the form of simple melodies and melodies from popular songs from treble clef staff notation.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn how to read and play music from Tablature and experiment with picking and strumming techniques.</li> <li>Skills development on two instruments</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to use digital tools like DAWs to make music.</li> <li>Explore sounds, loops, and virtual instruments to build a basic composition.</li> </ul>
Art	<b>Topic</b>	Introduction to Art Formal Elements	Introduction to Art Formal Elements	Exploring Cultures	Exploring Cultures	Me, Myself & I	Me, Myself & I
	<b>Content</b>	<ul style="list-style-type: none"> <li>Thumbnails/Title pages</li> <li>Formal Elements</li> <li>Drawing exercises</li> </ul>	<ul style="list-style-type: none"> <li>Formal Elements</li> <li>Proportions</li> <li>Colour wheel</li> <li>Colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>Formal Elements</li> <li>Cultural art</li> <li>Cultural research</li> <li>Drawing techniques</li> <li>Facial proportions/human form</li> <li>Design ideas</li> <li>Cultural responses</li> </ul>	<ul style="list-style-type: none"> <li>Formal Elements</li> <li>Cultural art</li> <li>Cultural research</li> <li>Drawing techniques</li> <li>Facial proportions/human form</li> <li>Design ideas</li> <li>Clay outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Formal Elements</li> <li>Colour theory</li> <li>Media experimentation</li> <li>Annotation, analysis and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Formal Elements</li> <li>Understanding of scale/proportion</li> <li>Colour theory</li> <li>Media experimentation/Printing</li> <li>Annotation, analysis and evaluation</li> </ul>
Design and Technology/ Food Technology	<b>Topic</b>	Designer Inspired Chairs	Designer Inspired Chairs (continued)	Food Skills and Science	Food Skills and Science (continued)	Anthropometric Design	Anthropometric Design (continued)
	<b>Content</b>	<ul style="list-style-type: none"> <li>Design movements of the twentieth century</li> <li>Creating a mood board</li> <li>Avoiding design fixation</li> <li>Isometric drawing</li> <li>Model making</li> </ul>	<ul style="list-style-type: none"> <li>Rendering</li> <li>Iteration of design ideas</li> <li>Presentations</li> <li>Self and peer evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Safety</li> <li>Knife skills</li> <li>Enzymic browning, coagulation and dextrinization</li> </ul>	<ul style="list-style-type: none"> <li>Food decay</li> <li>Raising agents</li> <li>Making cupcakes to take home</li> </ul>	<ul style="list-style-type: none"> <li>Research into Alessi design company</li> <li>Product Analysis of existing products</li> <li>Brief and specification</li> <li>Isometric sketching</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to the workshop</li> <li>Health and Safety</li> <li>Marking out, cutting and joining materials</li> <li>Packaging design</li> <li>Evaluation</li> </ul>

PE	<b>Topic</b>	Football Fitness	Netball Badminton	Basketball Aesthetics	Handball Aesthetics	Cricket Volleyball	Athletics Rounders
	<b>Content</b>	<ul style="list-style-type: none"> <li>• Passing and receiving</li> <li>• Marking and intercepting</li> <li>• Shooting, Dribbling and turning</li> <li>• Small sided games</li> <li>• Baseline fitness testing</li> <li>• Continuous training</li> <li>• Interval training</li> <li>• Circuit training</li> </ul>	<ul style="list-style-type: none"> <li>• Ball handling and Passing</li> <li>• Attacking and defending</li> <li>• Footwork</li> <li>• Shooting</li> <li>• Positions</li> <li>• Grip and serve</li> <li>• Overhead Clear</li> <li>• Smash</li> <li>• Drop shot</li> </ul>	<ul style="list-style-type: none"> <li>• Ball familiarisation and passing</li> <li>• Dribbling</li> <li>• Shooting – set shot</li> <li>• Game play</li> <li>• Balances and shapes</li> <li>• Rolls</li> <li>• Jumps</li> <li>• Rotation</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Ball familiarisation and passing</li> <li>• Passing</li> <li>• Defensive and attacking phase</li> <li>• Small sided games</li> <li>• Manipulation of hockey stick</li> <li>• Passing</li> <li>• Ball control</li> <li>• Shooting</li> </ul>	<ul style="list-style-type: none"> <li>• Batting</li> <li>• Bowling</li> <li>• Fielding</li> <li>• Wicket keeping</li> <li>• Game play</li> <li>• Serve</li> <li>• Dig shot</li> <li>• Set shot</li> <li>• Spike shot</li> </ul>	<ul style="list-style-type: none"> <li>• 100m</li> <li>• 300m</li> <li>• Javelin</li> <li>• 800m</li> <li>• Relay changeover</li> <li>• Shot put</li> <li>• Feilding</li> <li>• Batting</li> <li>• Bowling</li> <li>• Rules and scoring</li> </ul>
Drama	<b>Topic</b>	Performance Skills 1	Performance Skills - Show	Physical Theatre 1	Physical Theatre 2	Script and Performance	Creating and Devising 1 : Narration through puppetry
	<b>Content</b>	<ul style="list-style-type: none"> <li>• Learning about key acting and characterisation techniques such as using facial expression and body language.</li> <li>• Developing performance skills using Mime and Tableau/freeze frames</li> <li>• Developing skills of how to work as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued understanding of how to work as a company</li> <li>• Development of key performance skills such as facial expression, gesture and movement</li> <li>• Participation in a public performance opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Physical theatre skills</li> <li>• Story telling</li> <li>• Dance</li> <li>• Workshops on each of the skills, learning about professional practitioners and exploring their practice.</li> <li>• In class performances for assessment purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of physical theatre skills</li> <li>• Combining of physical theatre skills learned to create a short performance</li> <li>• Understanding of how movement can be used to portray emotion</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the fairytale genre</li> <li>• Understanding conventions of a script</li> <li>• Adaptation of story to script form</li> <li>• Rehearsal of script using key performance skills learned throughout the year</li> <li>• Performance to each other</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Puppetry</li> <li>• Contextual Studies of Shadow Puppets</li> <li>• Designing of original shadow puppets</li> <li>• Creating group performances using puppetry and traditional tales, to be narrated and performed.</li> </ul>
PSHE	<b>Topic</b>	Valuing myself and others	Responsibilities and values	Amplifying voices	Making safe choices	Growing and thriving	Healthy futures
	<b>Content</b>	<ul style="list-style-type: none"> <li>• Sharing perspectives</li> <li>• Respecting differences</li> <li>• Factors affecting relationships</li> <li>• Mental and emotional health</li> <li>• Risky behaviour</li> <li>• Presenting myself well</li> </ul>	<ul style="list-style-type: none"> <li>• Self review – who am I</li> <li>• Balance and responsibility</li> <li>• Qualities and behaviours</li> <li>• Familial roles and responsibilities</li> <li>• Financial ethics</li> <li>• Values and boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Representations of mental health</li> <li>• Social Media opportunities and benefits</li> <li>• Media and self image</li> <li>• Media representations of relationships</li> <li>• Responding when things go wrong online</li> <li>• Social and environmental impacts of financial decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting self online</li> <li>• Sharing images</li> <li>• Reducing risk online</li> <li>• Managing personal safety</li> <li>• First aid and common injuries</li> <li>• Establishing personal values and clear boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• What is FGM</li> <li>• Triggers for unhealthy coping strategies</li> <li>• Strategies to manage puberty</li> <li>• Gender and sexuality</li> <li>• Recognising bullying</li> <li>• Peer influence and consent</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility for physical health</li> <li>• A balanced diet</li> <li>• Positive uses of drugs</li> <li>• Negative use of drugs</li> <li>• Employment pathways</li> </ul>