



Subject	Autumn	Spring	Summer
English	<p>Transition writing and reading</p> <p><i>Short stories</i></p> <p>Building on writing skills taught and perfected in year 6 and introducing analysis – how to analyse and how to write analytical paragraphs</p>	<p>Dickens Projects</p> <p><i>Extracts</i></p> <p>Examining the life and works of Dickens, fiction and non-fiction</p> <p>Shakespeare Project</p> <p><i>Extracts</i></p> <p>Exploring Shakespeare and context – the Globe, performance and drama</p>	<p>Midnight Zoo + Non-fiction</p> <p><i>Novel</i></p> <p>Reading of the novel, exploring themes, characters, plot and devices, along with discussions on tension development and story. Non-fiction extracts and tasks interwoven throughout, focusing on animal rights and animal welfare</p>
Maths	<p>Set 3-4</p> <p>Unit 1: Analysing and displaying data Unit 5: Factors and multiples Unit 3: Expressions, functions and formulae Unit 9: Fractions, decimals and percentages</p> <p>Set 2</p> <p>Unit 1: Analysing and displaying data Unit 2: Number skills Unit 3: Expressions, functions and formulae Unit 5: Fractions</p> <p>Set 1</p> <p>Unit 1: Analysing and displaying data Unit 2: Number skills Unit 3: Equations, functions and formulae Unit 4: Fractions</p>	<p>Set 3-4</p> <p>Unit 6: Decimals and measures Unit 7: Angles and lines Unit 2: Calculating</p> <p>Set 2</p> <p>Unit 4: Decimals and measures Unit 8: Lines and angles Unit 7: Ratio and proportion</p> <p>Set 1</p> <p>Unit 5: Angles and shapes Unit 6: Decimals Unit 8: Multiplicative reasoning</p>	<p>Set 3-4</p> <p>Unit 4: Graphs Unit 8: Measuring and shapes Unit 10: Transformations</p> <p>Set 2</p> <p>Unit 6: Probability Unit 9: Sequences and graphs Unit 10: Transformations</p> <p>Set 1</p> <p>Unit 7: Equations Unit 9: Perimeter, area and volume Unit 10: Sequences and graphs</p>
Science	<p>Particle Model</p> <p>Speed (Forces)</p> <p>Movement (Organisms)</p> <p>Separating Mixtures</p> <p>Cells</p>	<p>Potential Difference (Electricity)</p> <p>Current (Electricity)</p> <p>Acids and Alkalis</p> <p>Energy Costs</p> <p>Energy Transfers</p>	<p>Sound</p> <p>Light</p> <p>Interdependence (Biology)</p> <p>Plant Reproduction</p> <p>Earth Structure</p> <p>Universe</p>

Art	Colour <i>(Formal Elements)</i> Students explore colour as a starting point and develop a basic understanding of colour theory.	Objects and Viewpoints <i>(Still life)</i> Students explore familiar objects and record them using a variety of materials as a starting point for their work.	3D Sculpture- Paper Sculptures and animation. Students explore 3D making techniques. They develop their making skills and learn about different approaches to representing their experiences of 3D sculptures.
Computing	Digital Literacy 1 Computational Thinking	Game design in Scratch Under the Hood	Binary & Logic 1 e-Safety & Cyber Security
Drama	Silent Movies <i>(Physical Skills)</i> A basic introduction to collaborative, performance and evaluative work. Ghost Radio Plays <i>(Vocal Skills)</i> An introduction of vocal skills and story-telling techniques.	Fairy Tales, Myths & Legends During this unit students will recreate well known tales 'panto' style considering an audience's role and dramatic convention. Live Theatre <i>(Digital)</i> Students will watch (Digital Theatre screening) a live piece of drama. They will then select a key moment to explore a variety of acting skills	Where are our children? Students will explore the lives of Evacuees from World War Two. Lucky Numbers Y7 students will end the first year with a practical and short reflective written exam. They will be introduced to a true story in the family that won the National lottery but lost the ticket!
Design Technology	To follow on and build up from the knowledge and skills learnt from KS2 and introduce year 7 students to formal drawing and sketching techniques. Show how to successfully layout their work graphically and subtly introduce relevant elements of the four main Assessment objectives for GCSE. Coverage of three Design & Technology projects over the year, Product Design, Textiles and Food Technology, along with basic programming concepts with BBC Micro-Bit in IT.		
MFL (French or Spanish)	Me, myself and OTHERS Develop vocabulary and pronunciation on me, myself and others; develop writing and translation skills School Continue to develop vocabulary, understand literary texts and develop creative writing	My Free time Continue to develop vocabulary, accurate pronunciation, develop understanding of literary texts and continue to work on creative writing Family life Continue to develop vocabulary, conversational skills, reading and listening comprehension	In town Continue to develop vocabulary, opinions, expressing ideas confidently through speaking & writing. Photo descriptions Develop spoken skills through a building-blocks approach on describing photos Film project - Le Petit Nicolas Describe a film, the characters, predict what will happen next & review the film
Music	Key Elements & Rhythm Developing KS2 work on Key Elements. Using Key Elements to develop composition skills and then into a focus on rhythm. Development of performance skills from KS2 through singing. The Keyboard & Stave Notation Developing performance skills through keyboard skills and notation and devolving rhythms. Key Elements continue to be embedded when listening and analysing music.	The Orchestra & Animals Learning about the orchestra and develop listening skills. Use knowledge of orchestral instrument and key elements from previous topics to compose a piece of music to represent and animal. Programme Music Learning about famous pieces of programmatic music and develop listening and analytical skills using Key Elements vocabulary. Students use this knowledge to develop their own programmatic compositions.	Chinese Music Learning about a Chinese orchestra and how it relates to a Western orchestra (S1). Learning about a variety of Chinese instruments and graphic scores. Learning how to play the pentatonic scale and improvise and using this to develop programmatic compositions (S2) using Chinese features. Music Technology Learning how to use Logic/Garageband to compose their own programmatic pieces.

Geography	Geographical skills Students require an understanding of the principles of geography and what it covers and foundation of basic geographical concepts, skills and understanding in order to inform their future education in the subject. UK and Map Skills Students need to understand the human and physical geographical context of the country they live in. Students need to learn how to use maps first as a 'life skill' and second to help them in their future education in geography,.	Weather and climate Students should have an understanding of the processes that determine different types of weather events and to be able to understand why climate varies around the world and its impact on biomes World of work For students to gain an understanding of the importance of economic structure of a society and the impacts that changes to this structure have had in the past and are going to have in the future.	Crime So students can understand the different types of crime in society, how it may affect them and society, and to gain an appreciation of the measures taken to prevent it China In order for students to gain an appreciation of China's growing influence in world affairs and how its growth could impact on their own lives and societies
History	Crime and Punishment Through Time A1: Crime and Punishment AO1/2: analysis and judgement on Tudor Poor Medieval Realms A2: Battle of Hastings Recall and 12 mark causation question A02/A01 analysis, causation	Medieval Realms A3: Medieval Peasants AO1: historical knowledge AO4: interpretation on medieval life A3: Black Death A03 source evaluation	Medieval Realms/London A4: Becket's death narrative question A02/A01 knowledge, links, analysis (A6: Exam) A01/2: recall question + historical judgement extended answer
RE	The RE curriculum is currently being reassessed and this will be updated shortly.		
PE/GAMES	<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • physically active for sustained periods of time • engage in competitive sports and activities lead healthy, active lives. • Students of different needs/ PAG allowed to progress through streamed classes. • Links to PDW topics and core skills such as communication, teamwork and leadership 		
	Rugby 1. Handling/ receiving/ pop pass 2. Attacking line passing 3. Tackling technique 4. Competitive tackling 5. Basic rucking 6. Match play	Football 1. Dribbling skills 2. Passing with instep 3. Control 4. Two vs Two One defending/ attacking 5. Shooting with instep 6. Match play	Netball 1. Types of passes 2. Receiving the ball—one and two footed 3. Types of dodging 2v1 4. Interception 2 v 2 5. Shooting from around the circle 6. Match play
	Volleyball 1. Basic set shot—low net 2. Basic Dig shot—low net 3. Basic Spike shot—low net 4. Set, Dig , Spike combinations—low net 5. High net work 6. Match play	Badminton 1. Grip and striking shuttle 2. Basic Low flick serve 3. Basic net play 4. Basic high flick serve 5. Basic overhead shot 6. Match play	Athletics 1. High Jump 2. Long Jump 3. Shot put 4. Discus 5. Triple jump 6. Track events

	International sports 1. Kabbadi 2. American Football 3. Aussie Rules 4. Gallic Football 5. Futsal	Hockey 1. Grip and dribbling 2. Basic push pass and trap 3. Basic driven pass 4. Basic tackling 5. 1 vs 1 / 3 vs 3 competitive situations 6. Match play	Tennis 1. Grip and striking the ball over the net 2. Basic forehand 3. Basic volley 4. Basic backhand 5. Striking games 6. Match play
	Dance 1. Teacher led choreography: Cultural dance 2. Using formations 3. Applying canon and unison 4. Introduction to dynamics 5. Peer assessment performance 6. Performance	Health and Fitness 1. Fitness testing 2. Cardiovascular endurance 3. Strength 4. Agility 5. Speed 6. Circuit training	Rounders 1. Throwing and catching—under arm over arm 2. Deep fielding—throwing and catching 3. Bowling techniques 4. Striking placements 5. Base fielding 6. Match play
PDW (6 key themes)	Being me in my world Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Dreams and goals Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Relationships Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting
	Celebrating difference Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Healthy me Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Changing me Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support