

St Columba's Catholic Boys' School

Year 7 Curriculum Booklet



2026/2027

Curriculum

At St Columba's our aim is to provide a broad, balanced and ambitious curriculum with a strong academic core, that is coherently sequenced and structured.

We have high expectations for every student, so that all may be inspired to achieve and strive for excellence. Our curriculum builds on the strong foundations of primary education, ensuring a smooth and robust transition between phases of learning. We foster a love of learning, that enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

The curriculum is inclusive of all learners, nurturing their talents, irrespective of prior starting points or additional needs. We ensure equality of access and opportunity for all, regardless of educational needs, disability, race, sexual orientation, religion or belief. The entitlement to develop and learn in an environment free from discrimination is implicit in the vision of St Columba's, the core of which is the ultimate worth and dignity of every human being.

We prepare learners for progression to next stage learning and future destinations: for college, for work, for society, and for adult life; and reflect our understanding that 'the curriculum' refers to the whole experience of learners.

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Subject	Religious Education	Head of Department	Ms Pettet / Mr Olowofoyeku
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	- Intro to RE at St Columba's - Know who St Columba was (BLA) - Know about our 6 House Saints: Becket, Campion, Fisher, Loyola, More and Xavier. Creation and Covenant - Learn Key Concepts for topic - Home Learning Project: Creation Poster - Understand how we know about God - Know how we should read the Bible - Know about the creation stories in Genesis 1 and 2 - Understand scientific theories about creation and Catholic belief about them - Know about humans' unique place in creation and our responsibility to others and the planet - The role of prayer Sikhism - Learn Key Concepts for topic	Sikhism (continued) - Know about Sikh Scriptures - Understand Sikh places of worship Prophecy and Promise - Learn Key Concepts for topic - Home Learning Project: Bible infographic - Know how to use the Bible, how it is translated and the biblical canon - Understand how the Old Testament is connected to the Hebrew Bible and its importance for Catholics - Understand how Scripture is inspired, sacred and how it is linked to the Magisterium - Appreciate how Scripture is used in the Mass and in the Rosary Christmas Activities <u>Rationale</u>	Galilee to Jerusalem - Learn Key Concepts for topic - Home Learning Project: Who is Jesus? Poster - Know about the Incarnation of Jesus - Know that Jesus is the Son of God - Understand Arius' teachings about Jesus - Know that Jesus is the Son of Man - Know that Jesus is the Christ and Son of David - Know that Jesus is Lord - Understand the doctrine of the Trinity - Know how Catholic worship reflects belief in the Trinity - Understand how Jesus was the perfect human being - Revision for assessment: Revise techniques and assessment skills - Revision for assessment – Galilee to Jerusalem - Assess our knowledge and understanding of the topic – Galilee to Jerusalem (Topic assessment)	Desert to Garden - Learn Key Concepts for topic - Home Learning Project: Michelangelo's Last Supper - Know about the Paschal Mystery - Gain an understanding of the sacraments of the Church - Understand why the Last Supper was so important - Know the meaning and importance of the Eucharist - Appreciate the different names for the Eucharist - Evaluate our performance in the Spring Assessment - Understand how Jesus is present in the Eucharist - Know why the Mass is a Sacrifice and the significance of its Structure - Know how Catholics carry Jesus into the world - Appreciate different Christian beliefs about the Eucharist	Ends of the Earth - Learn Key Concepts for topic - Home Learning Project: Bible Top Trumps - Learn about the evangelist, Luke - Know who is the Holy Spirit - Understand about the Holy Spirit in the life of Jesus - Understand the Story of Pentecost - Appreciate the importance of Pentecost - Know what the Church teaches about the Holy Spirit - Understand what the Church is - Understand Confirmation as a Sacrament and its Importance - Discuss how Christians should live in the Spirit (ethical option) - Explore how Pentecost is shown through art (artistic expression option) - Understand how Pentecost is celebrated	Hinduism - Learn Key Concepts for topic - Learn the History and shared values of Hinduism - Know Hindu Beliefs about God - Understand Karma and Rebirth - Know about Hindu Scriptures - Know how Hindus Worship in the temple and at home - Know some Hindu Celebrations and Festivals Dialogue and Encounter - Learn Key Concepts for topic - Understand the importance of Councils of the Church - Know about the Council of Jerusalem - Understand Christian Denominations and Ecumenism Pilgrimage - Know the meaning and the history of pilgrimage

	• Know the foundation for Sikhism and core beliefs • Learn about the First 10 Gurus • Understand Khalsa and the 5K's <u>Rationale</u> When students join us afresh from KS2, we use the preliminary lessons to ensure that they settle comfortably into Religious Education in secondary school. To this end we start by exploring what RE is and its importance; then we look at House Saints and the house system, a concept that is familiar to most of our boys as many have these in their primary schools. As a Catholic school, we use the prescribed RE curriculum called 'Source to Summit'. This starts from an exploration of the concept of creation and covenant in the beginning of the Bible, along with different views about the origins of the universe. We end the year with a study of our first non-Christian religion, Sikhism, as we are required to cover six different religions over KS3 and KS4. Sikhism has proved popular over the years as the concepts are easy to	As the Bible is a book full of prophecies and promises in the Old Testament, the next half term takes us into an exploration of the prophecies of the Old Testament. This is then linked to the fulfilment of those promises in the New Testament, which effectively gives students an excellent overview of the make-up of the Bible. The term ends with an exploration of how the Scriptures are linked to the Magisterium, the teaching authority of the Catholic Church, and then finally onto how the Scriptures are linked to the Mass and the Rosary. This introduction to Mass and the Rosary equips students with understanding fundamental aspects of Catholic worship which they will revisit in subsequent years. The term ends with some very practical Christian activities as we enter into Advent and the festive season.	• Evaluate whether businesses can act selflessly rather than be self-serving • Evaluate how paintings like Rublev's Trinity can demonstrate Catholic beliefs • Analyse performance in the assessment through feedback <u>Rationale</u> Having explored creation and the Bible, the logical next step is to progress to the very crux of the Catholic faith, which is Jesus Christ and his nature. Understanding the nature of Jesus involves understanding the incarnation (the Virgin Birth) and then exploring the nature of Jesus as both Son of God and Son of Man Having explored a few other aspects of the nature of Jesus, we end the term by locating his nature within the Trinity.	• Reflect on how Catholics are expected to respond to world hunger • Analyse different artistic expressions of the Last Supper and the Eucharist. • Peer assess and evaluate each other's Easter Garden Home Learning Projects (HLP) Easter activities • Take an engaging look at significant events of Holy Week, such as Jesus' entry into Jerusalem, Garden of Gethsemane, Trials and betrayal of Jesus, Crucifixion, Resurrection <u>Rationale</u> Leading up to Easter, the curriculum moves us from Jesus starting his ministry in the desert of temptation until his final moments of agony in the Garden of Gethsemane. The Paschal Mystery and the Eucharist takes us from Palm Sunday through Holy Week until the death and resurrection of Jesus. Essential aspects of Holy Week are then engaged with through practical activities and Hoem Learning Projects	in different countries (lived religion option) <u>Rationale</u> The summer term starts with the theme of the Gospels being designed to be spread 'to the end of the earth'. Students will explore the formation, content and purpose of the four Gospels. The narrative then progresses to the birth of the Church in the Book of Acts on the Day of Pentecost. From this point, the Gospel is taken to the ends of the earth by the disciples, and salvation and confirmation then take place amongst the many followers of Christ.	• Explore Christian places of pilgrimage • Explore pilgrimage in other religious traditions <u>Rationale</u> As we draw to the close of the first exciting year, students are introduced to their second word religion, which is Hinduism. The relevance of this second religion cannot be overemphasised as the UK boasts a growing population of Hindus that have migrated from Asia in the last half century. Students get to learn about the various Hindu gods and the multifaceted way worship takes place within the Hindu community. The academic year draws to a close as the students return to look at key aspects of the Catholic faith such as Church Councils, Ecumenism and Pilgrimage.
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	understand, and we always have a number of Sikh students who contribute experientially to the learning.			as we enter into the Easter season.		
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Subject	English	Head of Department	Ms Millard
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	Autumn 1: Writing Gothic Genre	Autumn 2: Reading Frankenstein (Pullman play)	Spring 1: Reading Shakespeare (Romeo and Juliet)	Spring 2: Writing Poetry- Romanticism	Summer 1: Writing Non-Fiction - Natural World	Summer 2: Reading Class Novel + Podcast Project
Reading	Gothic Writing: Understanding plot, themes, characters and setting. Identifying language techniques, structural features and ambitious vocabulary.	Focus on plot, character, theme and setting. Language in a literature text. Understanding and opinions, analysing language and structure	Focus on understanding increasingly challenging texts, context, language and staging. Understanding a Shakespearean text. Begin to comment on language.	Focus on close reading with evidence, poetic conventions and inference/ evidence. Learn relevant terminology of poetry. <i>Suggested poets:</i> Barrett Browning, Keats, Shelley, Byron, Wordsworth	Exploring the natural world through news articles, speeches, blogs, documentaries. Examining how persuasive features are used to encourage / persuade a reader to act.	Focus reading class novel to develop critical opinion based on characters, themes and ideas. Range of text options: Harry Potter, Boy Overboard, Cane Warriors, A Little Piece of Ground
Writing	Baseline assessment non-fiction: Writing age ability Formal Assessment: MT- write a short descriptive paragraph. EOT- Narrative and descriptive writing task.	Formal Assessment: MT- How does Shelley present the weather in the opening of the story? Annotate an extract EOT- Frankenstein extract. Focusing on sensory/descriptive lang. Q1, 2, 3 PEAR structure (language) PEE structure (structure)	Formal Assessment MT- Annotating an extract focus on language. EOT- Romeo and Juliet extract. Focusing on imagery. PEAR structure	MT-Annotating a poem, analysing language and structural devices. EOT- Create their own poem- redrafting	Formal Assessment: MT- Persuasive Room 101 style paragraph. EOT- Non-Fiction letter, speech, article or blog writing assessment	MT – Hot Seat a character from the novel. Discuss choices, decision making, impact of external factors. EOT – Create a podcast discussing one aspect from the novel (theme/event/ character) End of Year Exam
Spoken Language	Speaking and listening: Read out their descriptive piece of writing.	Structured discussions, speculating, hypothesising and exploring ideas. Hot seating.	Speech- individual presentation on Shakespeare research	Read out and perform their poem.	Structured discussions,	Speaking and listening, podcast project, turn-taking, listening skills, building on others' ideas.
Links	Building on KS2 writing composition skills. Narrative, describing settings, characters and atmosphere.	Building on KS2 reading comprehension skills. Evaluation on how authors use language and figurative language, considering the impact on the reader.	Building on KS2 reading comprehension skills. Reading and discussing a wide range of plays. Inference of characters feelings.	Building on KS2 reading comprehension skills. Reading a wide range of poetry.	Building on KS2 writing composition skills. Identifying the audience and purpose of writing.	Building on KS2 reading comprehension skills. Making comparisons within and across books

Rationale	This unit is trying to audit the student's descriptive/narrative writing. We already have external information on reading from KS2 data, so it is important to focus on the writing element to build a bigger profile of each individual. We start our journey off by writing in the gothic genre, not only because it is engaging for our boys but also accessible for all. Students find it easier to use darker imagery and vocabulary when writing. They will also work on applying a range of figurative language, sentence structures and SPaG. Our baseline assessment is based on non-fiction writing, which is then compared with their Summer 1 assessment. Showing progression throughout the year.	In Autumn 2 we continue to follow the theme of the gothic genre and transition over to Frankenstein the Play. This unit of work will allow them to develop their knowledge of gothic writing but also learn more about the 19th century. Students will begin to develop their analytical writing skills within this unit. All students will be able to comment on language and structural methods in a play with a particular focus on setting and characterisation.	In this unit, students will continue to develop their reading skills within a play script and focus on the theme of romanticism. The skills they have acquired in Autumn 2 will help support them when being introduced to Shakespearean language through a Shakespearean text. They will be asked to explain key quotations and comment on figurative language and structural features with a particular focus on theme and characterisation.	Throughout this term the theme of romance will be continued. We will be travelling through the ages of poetry and exploring how romance is portrayed through figurative language and structure. Students will learn key terminology used in poetry and they will begin crafting their own poem utilising all of the conventions needed. All of the skills they have learned so far this year will help to develop their writing skills.	This unit of work we will focussing on non-fiction writing through: blogs, articles, speeches and documentaries. Exposing the students to an array of different formats in different time periods will allow them to understand the term, 'writing for a purpose'. From their Baseline assessment in Autumn 1, we can gather where the gaps in knowledge are from KS2 and ensure they are secure by the end of this unit.	Positioned at the end of Year 7, this unit provides students with an opportunity to synthesise and apply the reading, writing, speaking and listening skills developed throughout their first year of secondary English. The podcast assessment encourages students to engage in purposeful discussion, build on the ideas of others, present evidence-based interpretations and develop confidence as articulate speakers. As a culmination of Year 7 learning, the unit allows students to demonstrate how far they have progressed as readers, writers and speakers. It also prepares them for the increasingly analytical and discussion-based work they will encounter in Year 8 and beyond.
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Subject	Maths	Head of Department	Mr Bonful
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The Yr 7 mathematics curriculum will build on the Yr 6 mathematics programme of study (National Curriculum). It will consolidate and extend the knowledge learnt on number and place value; the four operations; fractions (including decimals and percentages); ratio and proportion; algebra; measurement; geometry – properties of shapes; and statistics.

	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term 1	Summer Term 2	
What we teach and why	- Analysing and displaying data - Number Skills Students begin their mathematical journey by consolidating knowledge gained from Key Stage 2. We start by looking at data and the different ways this can be represented. Students use their knowledge of mode, median, mean and range to compare sets of data and begin to understand which average is more appropriate. Students strengthen their knowledge of relationships between numbers to enable them to work with the four operations confidently and efficiently with and without a calculator. A knowledge of factors, multiples and prime numbers gives a good foundation for a study of many other areas of mathematics.	- Expression, functions and formulae - Decimals and measures In this term, students begin to understand that a function is a relationship that maps one set of numbers to another. This forms the basis of understanding the topic of algebra. Students begin to understand that an algebraic expression can represent a rule and that this may be easier than explaining a rule with words. Students begin to understand how rounding can help when estimating an answer to a calculation. Students will recognise how all units in the metric system are multiples/divisors of 'base' units and explore the relationships between units not adjacent in size. Students learn to calculate the area and perimeter of polygons and composite	- Fractions and percentages - Probability Students develop their understanding of unit fractions and become more confident with applying the four operations when manipulating fractions. Similarly, with percentages, students will consolidate their knowledge of calculating with percentages and investigate the relationship between fractions, decimals and percentages. Students are introduced to the language of probability where they learn how to assign numerical values to events in situations. They investigate that probability is always an estimate and compare expected outcomes with experimental outcomes.	Ratio and proportion Students will consolidate their knowledge of direct proportion in simple context and use their prior knowledge of fractions and percentages to compare proportions. They are introduced to ratio notation and begin to perform calculations using their newly acquired knowledge of ratio.	- Lines and angles - Sequences and graphs Students learn how to use a ruler and protractor to initially measure and draw angles which will lead into drawing triangles accurately. They will consolidate their knowledge around angle rules and use their knowledge of angles to solve further problems which will involve triangles and quadrilaterals. Students learn to recognise, describe and continue number and pattern sequences which also involves finding missing terms/patterns in a sequence. Students will be introduced the skill of plotting straight line graphs using their prior knowledge of plotting coordinates.	Transformations To end year 7, students will build on their knowledge of different types of transformations which include reflections, rotations, translations and enlargements. They will be introduced to the language of scale factor and congruency.

		shapes and chose suitable units for their answers.				
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Working Mathematically	Through the mathematics content, students will be taught to:
Develop Fluency	- consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots - select and use appropriate calculation strategies to solve increasingly complex problems - use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships - substitute values in expressions, rearrange and simplify expressions, and solve equations - move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs] - develop algebraic and graphical fluency, including understanding linear and simple quadratic functions - use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.
Reason Mathematically	- extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations - extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically - identify variables and express relations between variables algebraically and graphically - make and test conjectures about patterns and relationships; look for proofs or counter examples - begin to reason deductively in geometry, number and algebra, including using geometrical constructions - interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning - explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.
Solve Problems	- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems - develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics - begin to model situations mathematically and express the results using a range of formal mathematical representations - select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems

Subject	Science	Head of Department	Mrs Maddison
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The Yr 7 science curriculum will build on the Yr 6 science programme of study (National Curriculum). It will consolidate and extend the knowledge learnt on practical scientific methods; living things and their habitats; growth and development of animals - including humans; evolution and inheritance; light; electricity.

	Autumn Term	Spring Term	Summer Term
What we teach and why	• Biology - Cells, tissues, organs and systems • Chemistry - Mixtures and separation • Physics – Energy • Biology – Sexual reproduction in animals • Chemistry – Acids and Alkalis Students begin the Autumn term by looking at ‘Cells, and tissues’ which are the fundamentals of life. Students learn key vocabulary used by Biologists as well as gain an understanding of how species live together and compete for resources. We then move onto Chemistry and our first set of ‘practicals’ with some basic experiments to learn practical skills and how to use science equipment. Finally, Physics where we understand how our cells use the energy that we have been learning about in Biology. We then rotate again in order that students’ knowledge is being spiralled and interleaved. After each set of topics there is an end of unit test. Skills delivered during the term: • Working Scientifically Skills- Microscopes • Literacy and communication – Sentences • Working Scientifically Skills- Scientific questions • Working Scientifically: Making a Cell • Literacy and communication – Writing up methods • Working scientifically Skills-Charts and graphs • Working scientifically Skills- Safety when heated	• Physics – Current Electricity • Biology – Muscles and Bones • Chemistry – The particle model • Physics - Forces Students get an introduction to ‘Electricity’ where they get the opportunity to build and understand basic circuits as well as resources used to generate electricity. They will also understand that energy in the universe is constant as it cannot be created or destroyed only transferred from one store to another. They learn that we generate electricity by transferring energy from energy resources in power stations and group these resources as renewable and non-renewable. In Biology as we are learning about ‘Muscles’ we learn about how the heart works and how it ties in with our breathing. Students will also begin to understand the basics of chemical reactions and how scientists use these in industry. Skills delivered during the term: • Extended Writing – Drugs in Sport • Working scientifically Skills- Sorting resources data. • Literacy and communication –Making comparisons • Working Scientifically Skills- Hypothesis and theories • Extended writing: Waste • Literacy and communication –Writing a method	• Biology - Ecosystems • Chemistry – Atoms, elements and molecules • Physics - Sound Students will get an opportunity to learn about the environment and how we need it to be balanced. In Chemistry we investigate the fundamentals in atoms, elements and molecules and see and engage with many reactions in class. They will use their investigative skills to complete a wide range of practical activities Finally, in Physics we learn how ourselves and other animals hear. Skills delivered during the term: • Literacy and communication – Making notes • Working Scientifically Skills-SI units • Literacy and communication – Using tables • Working Scientifically Skills- Models in science • Literacy and communication –Summarising • Working scientifically Skills- Fair comparisons and ratios • Literacy and communication – Remembering • Working scientifically Skills- Line graphs and scatter graphs • Extended writing: Animals noise

Subject	Geography	Head of Department	Mr Jackson
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The Yr 7 geography curriculum will build on the key stage 2 geography programme of study (National Curriculum). It will consolidate and extend the knowledge learnt on locational knowledge; place knowledge; human and physical geography; geographical skills and fieldwork.

	Autumn Term	Spring Term	Summer Term
What we teach and why	What is Geography - The Types of Geography - Geography Detective - Finding places- Latitude and longitude, map of the world, continents, oceans, mountains, measuring distances, grid references, directions, distances, sketch maps. - Geographical enquiry About the UK - The countries of the British Isles - Our weather - People of the UK - Where do we live? - London - UK links to the rest of the world	Into Africa - Introduction to Africa - The countries of Africa - Population distribution in Africa - Main Physical features of Africa - How does Football Connect Us to Africa (Ivory Coast) - How do Mobile Phones Connect Us to Africa (DRC) - Introduction to Kenya - Nairobi - How does Comic Relief Connect Us to Africa (Kenya)	Let's visit Asia - About Asia - Countries and regions - Asia's physical features - Asia's population - Extreme Environment: The Himalayas - Extreme Environments: Flooding in Bangladesh - Extreme Environments: Tundra (Russia) - Introduction to Dubai - Formation of Crude Oil - Future of Dubai

Subject	History	Head of Department	Mr Sullivan
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c.1066-c.1550	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	What was Britain like before 1066? - Where did early migrants and settlers come from? - Black British history – Romans - The arrival of the Anglo-Saxons - The Vikings – murderous invaders or peaceful settlers? - Why go to England? Why did William win the Battle of Hastings? - Who will be the next king of England? - The Battle of Stamford Bridge - Match of the day! - Battle of Hastings What was the significance of the Norman Conquest? - The conquest of England - William the castle builder In Year 7 students begin their journey through History by discovering an	What was the significance of the Norman Conquest? Cont. - The Domesday Book - The Feudal System: who's the boss? - What was the significance of the Norman Conquest? Local Study: Rochester - How did castles develop? - The siege of Rochester Castle Connected Worlds: Islam before c1000 - What drove Baghdad's thirst for knowledge? Connected Worlds: the Byzantine Empire - Why did Alexios's empire survive? Students have the chance to study local history through the study of, and visit to, Rochester castle, continuing the theme of warfare.	What was the significance of religion and other worlds in the Middle Ages? - How religious were people in the Middle Ages? - Chronicles of the Crusades - What did the Crusades do for us? Connected Worlds: Mali - What does the story of Mansa Musa reveal about medieval west Africa? What were the main political changes in the Middle Ages? - King vs Church: Henry II & Thomas Becket - Murder in the cathedral - King vs the Barons: King John & Magna Carta Students continue their journey through Medieval History by investigating	What were the main political changes in the Middle Ages? Cont. - Where did our Parliament come from? - HRC How should we commemorate Licoricia of Winchester? - The Black Death: Symptoms - The Black Death: Fears and ideas - What were the consequences of the Black Death? - King vs the Peasants: the Peasants Revolt - Power to the People - Keeping law and order Students continue to develop their understanding of the key theme of power and politics through the study of some of the main political changes during the Medieval period. There is further	What were the main political changes in the Middle Ages? Cont. - Trial and punishment Local Study: London - Was London Fine or Foul? England and its neighbours - Wales - Scotland - Ireland Students conclude their journey through the Medieval Period with a study of law and order followed by another opportunity for local history through an investigation of London. Finishes with a study of England's neighbours during the Medieval Period.	England and its neighbours cont. - France - Joan of Arc Connected Worlds: the Mongols - The Mongol Empire - Why is Genghis Khan such a controversial figure? What were the Wars of the Roses? - What were the Wars of the Roses? - Henry VII Students end the year with another opportunity to explore diversity through the study of the Mongols, developing their understanding of interpretations. Students continue their chronological journey through History by discovering Britain during

	overview of Britain before 1066, including an opportunity to explore diversity through the study of Black Romans. This leads into a study of the events of 1066. Students are introduced to the key themes of migration and warfare and key concept of causation. Students continue their chronological study of the Medieval period by learning about Britain after 1066 and the Norman Conquest, introducing the key theme of politics and power and key concepts of change and continuity, significance and consequence.	Students continue to explore diversity through studies of Islam and the Byzantine Empire	the importance and role of conflict and religion in Medieval society, introducing the key theme of religion and continuing the key themes of politics and power and warfare. Students also learn about the significance of the Crusades and developments in the Islamic world, providing another opportunity to explore diversity. Students continue their journey through the diverse Medieval World by exploring the Kingdom of Mali. Students develop their understanding of causation and significance.	opportunity for students to study diversity through the study of Licoricia. Students further develop their understanding of the key theme of power and politics and the key concept of change and significance through the study of the Black Death and Peasants Revolt.		the Tudor period, continuing to develop their understanding of the key theme of power and politics.
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Subject	French	Head of Department	Mr Andreoli
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The Yr 7 French curriculum will build on the key stage two languages programme of study (National Curriculum). Students will continue to build on the skills they learnt including being able to express their thoughts and ideas; communicate for practical purposes; learn new ways of thinking and reading in the original language.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach	Module 1 – <i>La rentrée</i> Purpose: Establish the absolute basics of communication. Focus: name, age, family, likes/dislikes, simple descriptions Core grammar: avoir / être basic adjectives simple present tense Skills: introducing oneself, basic interaction	Module 2 – <i>En classe</i> (familiar environment) Purpose: Extend language into a shared, daily setting. Focus: classroom objects, school subjects, opinions, timetable Builds on Module 1: reuses opinions (“j’aime...”) extends description Introduces more structure (e.g. articles, -er verbs)	Module 3 – <i>Mon temps libre</i> (personalisation) Purpose: Increase engagement and fluency through interests. Focus: hobbies, sports, technology, preferences Grammar development: verbs like jouer, faire infinitives expressing frequency/opinion	Module 4 – <i>Ma vie de famille</i> (social relationships) Purpose: Deepen personal communication. Focus: family members, relationships, home life Grammar: possessive adjectives more complex sentence building Links with earlier content (age, descriptions, opinions)	Module 5 – <i>En ville</i> (real-world application) Purpose: Prepare pupils for real-life interaction. Focus: places in town, directions, plans, activities Grammar: near future (aller + infinitive) transactional language Skills: interacting in public contexts (e.g. plans, outings)	Revision for the assessment End-of Year Assessment History and geography of France
and why	This module gives pupils the minimum linguistic toolkit to communicate and participate in class. It acts as the foundation for everything else.	Moves from self → shared environment, allowing lots of repetition in a meaningful context (school life).	This is where language becomes more expressive and personalised, helping pupils speak more spontaneously about what they enjoy.	Expands from “me” to “me + others”, requiring more complex structures and descriptions.	This module applies all prior learning to authentic, functional communication, bridging towards GCSE-style tasks.	

Subject	Computer Science	Head of Department	Mr Williams
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The Yr 7 computing curriculum will build on the key stage two computing programme of study (National Curriculum). Students will continue to use information technology to create programs, systems and a range of content and be able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

	Autumn Term	Spring Term	Summer Term 1
What we teach and why	Digital Literacy (theory Unit) For the first three lessons students get familiar with the school network, learning platforms, email & file management settings. Unit 1: Using computers safely, effectively & responsibly (NC statements 5 & 9) (KS2 prior Learning NC statement 7) • File management • Social networking • Keeping your data safe • Using email • Searching the web Why now? This is the first unit to ensure students understand basic online safety rules: The importance of good file management to avoid losing work; social networking do's and don'ts; Keeping data safe from external threats; understanding good email etiquette to communicate with teachers and other audiences; using effective search terms on the web to reduce irrelevant information. Unit 2: Control systems with Flowol (practical unit) (NC statement 1) (KS2 prior Learning NC statements 1, 2 & 3) • Flowcharts • Sequencing • Sensors • Subroutines • Actuators • Variables	Unit 3: Networks (theory unit) (NC statements 5 & 9) (KS2 prior Learning NC statement 4) • The internet • Connectivity • Topologies • Client-server networks • Encryption Why now? Students are introduced to the theory of networks and how the internet works. Students discover the advantages and disadvantages of wired and wireless networks for given scenarios. The importance of encryption is discussed and its role in keeping data secure in compliance with the Data Protection Act 2018. This unit builds on the theory learnt in Unit 1	Unit 4: Games programming in Scratch (practical unit) (NC statement 5) (KS2 prior Learning NC statements 1, 2 & 3) • Movement • Variables • New level backdrop • Randomising sprites • Shooting & jumping • Sounds • Testing Why now? Students build on KS2 programming by understanding the basic principles of programming and adding more complexity to their programs. This unit builds on the practical elements learnt in Unit 2 & KS2 programming

	Why now? A practical unit investigating how control systems work in the real world. Students are introduced to the importance of sequencing and selection to control systems.		
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Subject	Design Technology/Food Preparation and Nutrition	Head of Department	Miss Sinden
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The Yr 7 design and technology curriculum will build on the key stage 2 design and technology programme of study (National Curriculum). It will consolidate and extend the knowledge and skills learnt about design; make; evaluate; technical knowledge. They will also continue to build on their work on cooking and nutrition, including their understanding of a broad and balanced diet.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	1.Food and kitchen safety 2. Basic cooking skills 3.Sensory analysis 4. Equipment and utensils Why? Introduces pupils to working in a different environment, establishing hygiene and safety procedures, learning new skills and procedures, and using a range of equipment. Sensory work is undertaken.	1.Dietary needs 2.Cooking methods 3.Eatwell guide 4.Basic cooking skills 5.Starchy carbohydrates 6. Weighing and measuring Why? The focus moves onto dietary needs. Still a focus on refining and practicing basic food skills ~measuring, peeling, cutting and using the hob. Sensory work is undertaken.	1. 8 tips for healthy eating, the 5 A Day message and portion size. 2. Key nutrients provided by The Eatwell Guide food groups 3. Basic cooking skills 4. Multicultural cuisines 5. Food science Why? Acquire and demonstrate weighing, measuring, grating, slicing, spreading and using the grill	1.Explore different food traditions and customs 2.Basic cooking skills 3. Functional properties of the ingredients Why? The focus moves onto food science which builds on cooking methods and ingredients knowledge Investigating ingredient source, as well as functional properties.	<i>Block Bot Keyring</i> 1.Safety rules for the workshop and safety rules when using equipment 2. Design process 3. Design ideas 4.ACCESSFMM 5. Focussed practical task-marking out wood, sawing, filing, drilling Why? Teaching these topics enables students to become safe, creative, and skilled designers and makers. The combination of safety knowledge, design theory, evaluation techniques, and practical workshop experience helps students develop both technical competence and independent problem-solving skills, preparing them for further study and real-world design and engineering challenges.	<i>Bookmark</i> 1.Hazards that can occur in a textiles workshop 2. Safety Symbols used in Textiles 3. Equipment used in textiles 4. Practical focus task- hand stitches 5. Construct bookmark – measuring and cutting Why? Teaching these topics helps students become confident, and skilled textile designers and makers. They gain an understanding of workshop safety, learn how to use textile equipment correctly, and develop practical skills that enable them to produce high-quality textile products independently and safely.

Subject	Art	Head of Department	Miss Barkham
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The Yr 7 art curriculum will build on the key stage 2 art and design programme of study (National Curriculum). Students will continue be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	PENCIL TECHNIQUES, TONE AND FORM PORTRAITS, REALISM AND RENAISSANCE ART. Observational drawings, applying LINE, SHAPE, TONE AND FORM. The study of artists' works, drawing techniques. Proportions of the head. Analyse and modify own work as the project progresses. Application of tone/form for Advent work, Madonna and child composition piece.	COLOUR AND ITS USE AS A FORM OF EXPRESSION. THE STUDY OF VARIOUS ARTISTS AND MEXICAN ART. The theory of colour and the system of the colour wheel and how it works. Colour experiments in paint using primary, secondary, tertiary, warm cold and complementary colours. Drawing, colour and painting experiments. With a focus of shape and pattern in Art	AFRICAN ART AND TEXTILES. EGYPTIAN ART AND SYMBOLISM. Composition planning and studies of art and artefacts, collect resources, to study the Art brief and key elements of LINE, TONE, FORM, SHAPE, REPEAT PATTERN AND SYMMETRY within the project. Analyse and modify own work.	Yr 7 students come to Art lessons having had a wide range of experiences of the subject at their primary school, so we begin with foundational activities around core elements of Art such as line, tone, shape and space. Similarly, students are provided with some fundamentals of Art History to emphasise the contextual as well as practical features of the course. As Yr 7 students develop and progress across the course of study, a wider range of art practices and traditions are introduced to reflect the diverse nature of Art and Design as a subject		

Subject	PE	Head of Department	Mr Virgo
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The Yr 7 PE curriculum will build on the key stage 2 PE programme of study (National Curriculum). Students will continue to succeed and excel in competitive sport and other physically demanding activities. It will continue to encourage students to become physically confident in a way which supports their health and fitness.

	Autumn Term	Spring Term	Summer Term
What we teach and why	FOOTBALL RUGBY GYMNASTICS HEALTH	FOOTBALL RUGBY GYMNASTICS HEALTH	ATHLETICS ROUNDER
	Students will study one sport per half term (minimum twelve lessons). Timetabling will determine which of the four sports they learn in Autumn and Spring. Students will learn the key skills, rules and terminology for each sport. All lessons will be focused on at least one of our principles of KEEP (Knowledge, Enrichment, Everlasting, Participation) In team games and competitive situations, students are developing physical fitness, special awareness and co-ordination skills to improve their fine and gross motor skills. They are also developing mental and social skills to develop their ability to problem solve, co-operate with others and develop their ability to communicate. Opportunities to devise strategies and tactics to outwit their opponent, to develop their leadership and to work on problem solving skills. In accurate replication (Gymnastics), they will develop their physical fitness and their observational skills. They will also develop the ability to choreograph their own dance and gymnastic routines, to work co-operatively, to constructively feedback to their peers and to evaluate their own performance. *There will be times during the year whereby lessons will not follow the schedule above. Such as, weather, staff absences, exams and other extenuating circumstances.		

Subject	Drama	Head of Department	Mr Palmer
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Introduction to Drama Students learn to work both independently and as part of a group. Students explore a narrative of a pupil starting at secondary school. Students use a range of drama explorative strategies; Role-play, Still Image, Thought tracking, Mantle of the Expert and end this introductory unit making their own advert for Childline. This sow is to introduce students to the basic skills needed for exploring drama. Frankenstein Students learn how to interpret a scripted play. Gothic horror is taught at the same time in English. Students explore the themes of Frankenstein and apply a range of skills and techniques such as Physical theatre, soundscape and flocking to devise work and realise scripts through use of ensemble.	The Siege Students develop an understanding of scripted naturalistic drama though the fictional story of a family living through war. Students learn lines, build characters and develop timing and subtext. Students utilise the complex skill of split scenes and cross-cutting to build tension and will learn to perform both scripted elements and split scenes. Students expand their skills base to construct more technically complex scenes. Grimm Tales Students develop an understanding of the art of storytelling in theatre, breaking the fourth wall and using story as a tool to educate and engage audiences. Students explore a range of classic stories, including Hansel and Gretel and use Grimm Tales scripts to recreate modern versions of these classic tales.	Commedia dell'arte This form of 15th Century Italian Street theatre, provides students the platform to develop comedy skills, mask work and exploring contemporary issues in a fully improvised setting. Students explore a range of Commedia characters and select one to master and perform as. Students devise their own performance. King Lear Literacy based scheme of work, students learn to perform extracts of Shakespearean verse, quotes, insults and explore the relationship between children and their parents. They use abstract drama forms to create Cordelia's Nightmare, and Pathetic Fallacy to create the storm sequence enacted between King Lear and the fool.

Subject	Music	Head of Department	Mr Palmer
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Making Music Together develops pupils' confidence, enjoyment, and identity as musicians through singing, composing, and exploring musical elements. They revisit key terminology, build upon prior skills, and perform as a group while learning vocal preparation techniques. Pupils compose music inspired by a stimulus, experimenting with how to use musical elements creatively and expressively. A range of listening, performance, and composition tasks helps assess their progress and understanding. Taiko Drumming introduces pupils to ensemble performance through energetic, rhythm-focused music. They learn key techniques and terminology, as well as the cultural context of Taiko. Pupils deepen their understanding of pulse and rhythm, including concepts such as shuffle feel, while exploring extended musical structures. They compose group pieces that emphasise rhythm, silence, and movement, using accessible tools such as percussion or practice pads, and continue to develop correct performance techniques. Keyboard Fundamentals gives pupils a practical introduction to keyboard playing. They learn to locate notes, play in C position, and perform	Fundamental Drum Grooves introduces pupils to digital audio workstations (DAWs) as a tool for composition alongside the key features of a simple rock beat. They explore the roles of kick and snare, the importance of the backbeat, and how repetition and contrast create balance in music. Pupils learn basic DAW functions such as recording and quantising, while developing their understanding of rhythm and note durations using American notation. They consider phrasing in the context of drum grooves and explore how percussion supports ensemble performance. Orchestral Melodies develops pupils' knowledge of orchestral instruments and their distinctive timbres. Pupils learn to perform a well-known orchestral melody on the keyboard, extending their skills by playing out of position across the C scale. They strengthen their ability to perform with both hands, using simple left-hand parts and notation including crotchets, minims, semibreves, and dotted rhythms. The unit also enhances expressive performance, with a focus on dynamics, tempo, and emphasis, while building	Minimalist Composition develops pupils' understanding of minimalism, including its context and defining musical features. Pupils compose and improvise using repetitive rhythmic and melodic patterns, learning how to create interest within structured repetition. They explore techniques such as ostinato, changing textures, and retrograde, while developing ideas using the pentatonic scale. The unit also introduces the use of a DAW for both pitch and rhythm, reinforcing how to shape and develop successful musical ideas. Folk Songs from Around the World explores global folk traditions, focusing on sea shanties and Russian folk dance. Pupils engage with diverse musical styles through singing, composing, and keyboard performance. They develop their use of the pentatonic scale and modes, sing in both unison and harmony, and consider the impact of texture. Keyboard skills are extended through playing out of position and using wider note ranges and rhythms. Pupils also learn about folk instruments, alternative song

	simple melodies while reading from middle C to G. Pupils refine performance and rehearsal skills, develop fluency, and explore melodic shape and phrasing. They also learn to play an ABA-structured piece, understanding how musical ideas are organised effectively.	listening skills and understanding of instrumental roles within the orchestra.	structures, and the relationship between lyrics and rhythm. Fills and Variations in RnB Drum Grooves builds on prior knowledge of drum patterns, focusing on adding variation to basic grooves. Pupils explore upbeats, open hi-hat techniques, tom use, and the role of fills in marking phrase endings. They develop improvisation skills within short patterns, alongside DAW work such as quantising to quavers and understanding semiquavers.
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Subject	PSHE	Head of Department	Mr Osbourne
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Health & wellbeing Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Living in the wider world Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Relationships Diversity Diversity, prejudice, and bullying	Health & wellbeing Health and puberty Health routines, influences on health, puberty, unwanted contact, and FGM	Relationships Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Living in the wider world Financial decision making Saving, borrowing, budgeting and making financial choices

Subject	RSE	Head of Department	
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why (Ten:Ten Curriculum)	Who am I? - Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God. Changing bodies - Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us. Healthy inside and out - Thinking about self-esteem helps us consider its impact and how to nurture it.		Where we come from - Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made. Family and friends - Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.		My life on screen - Online lives need safeguarding, just like in real life. Living responsibly - Becoming aware of the effects of actions on others helps us understand the concept of social responsibility	