

## Year 7 Curriculum Overview 2026-27

|                                | Autumn 1                                                                                                                                                                                       | Autumn 2                                                                                                                          | Spring term 1                                                                                                                                              | Spring term 2                                                                                                                                              | Summer Term 1                                                                                                                                                                       | Summer Term 2                                                                                                                                                                               |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Art</b>                     | Baseline assessment: drawing and painting. Wildlife themed work to develop core skills.                                                                                                        | Crazy Creatures: design and make. Cardboard tiles inspired by contemporary artists.                                               | Still life: drawing and painting skills. Developing knowledge of 3d shapes and colour theory.                                                              | Still life: Painting an outcome. Mini workshops develop creative skills.                                                                                   | Maori Art – exploring art from other cultures through drawing and painting projects.                                                                                                | Portraits and identity. Observational drawing and creative skills                                                                                                                           |
| <b>Computing</b>               | All About Me (Presentation Skills)                                                                                                                                                             | Scratch programming                                                                                                               | Programming with Microbits / Computational thinking                                                                                                        | Peripheral devices: Input, output and storage                                                                                                              | History of computing                                                                                                                                                                | Excel and cyber security / E- safety                                                                                                                                                        |
| <b>Design &amp; Technology</b> | Measurement using mm. Design brief (sweet dispenser), design specification and research, including Analysing and Evaluating the work of others.                                                | Designing skills including rendering and isometric drawing.                                                                       | Manufacture of sweet dispenser using saws, drills and sanding machines. Understanding timbers and biomimicry.                                              | Manufacture of sweet dispenser using saws, drills and sanding machines. Injection moulding and structures & forces.                                        | Manufacture of sweet dispenser using saws, drills and sanding machines. CAD/CAM and use of laser cutter. Sustainability and environmental impacts of manufacturing.                 | Manufacture of sweet dispenser using saws, drills and sanding machines. Use of screws. Final evaluation of prototype. Assessment strands: Design / Make / Knowledge                         |
| <b>Drama</b>                   | Introduction to drama. Voice and Movement skills<br>Pace, pitch, pause, projection, tone, gesture, facial expressions, posture. Choral speaking “The Jabberwock” and the use of unison and SFX | Pantomime- Exploring this traditional theatre style with a focus on exaggerating archetypal characters. Performing from a script. | Heroes – An introduction to devising work from a stimulus based on real life heroes. Introduction to dramatic techniques such as split-stage and narration | Exploration of a scripted play. Studying and understanding the play, exploring characters and themes through performance.<br><br>‘Chicken’ by Mark Wheeler | Exploration of a scripted play “Performance”. Students work in groups to rehearse and produce a polished performance of the Scripted play studied.<br><br>‘Chicken’ by Mark Wheeler | The Island Project – An improvisation unit working from the stimulus of being stranded on a desert island to devise own performances. Focus on character and plot development and structure |
|                                | Autumn 1                                                                                                                                                                                       | Autumn 2                                                                                                                          | Spring term 1                                                                                                                                              | Spring term 2                                                                                                                                              | Summer Term 1                                                                                                                                                                       | Summer Term 2                                                                                                                                                                               |
| <b>English</b>                 | Lightning Strike – Students will read and analyse this novel and will have opportunities to explore some Victorian context                                                                     | Frankenstein the Play                                                                                                             | Dystopia vs Utopia – We will read and explore themes and characters in The Giver                                                                           |                                                                                                                                                            | Science fiction<br>Students will read some short stories in the science fiction genre                                                                                               | Introduction to Shakespeare<br><br>We will read the opening of a range of Shakespeare’s most famous plays.                                                                                  |

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| <b>Food</b>                                   | <b>Class on rotation with Textiles (half year)</b><br><b>Practicals:</b> Fruit Salad, pizza toast, scones, sweetcorn frittata, shortbread, fish goujons, flapjack.<br><b>Knowledge:</b> Safety and hygiene, knives and equipment, types of vegetables and flour, fats and oils, and eat-well guide.<br>Assessment strands: Design / Make / Knowledge |                                                                                                                          |                                                                                                                                              | <b>Class on rotation with Textiles (half year)</b><br><b>Practicals:</b> Fruit Salad, pizza toast, scones, sweetcorn frittata, shortbread, fish goujons, flapjack.<br><b>Knowledge:</b> Safety and hygiene, knives and equipment, types of vegetables and flour, fats and oils, and eat-well guide.<br>Assessment strands: Design / Make / Knowledge |                                                                                                                                   |                                                                                   |
| <b>History</b>                                | Medieval Worldviews                                                                                                                                                                                                                                                                                                                                  | Early Britain                                                                                                            | Norman Conquest                                                                                                                              | Medieval England – Power                                                                                                                                                                                                                                                                                                                             | Medieval England – Society                                                                                                        |                                                                                   |
| <b>Geography</b>                              | Amazing World                                                                                                                                                                                                                                                                                                                                        | Map Skills                                                                                                               | Population & migration                                                                                                                       | Enquiry; Coasts                                                                                                                                                                                                                                                                                                                                      | Coasts; Weather & climate                                                                                                         | Weather & climate                                                                 |
| <b>Languages – French, German and Spanish</b> | Carousel French/German or Spanish<br>Introducing myself, saying my age, talking about my personality, talking about pets                                                                                                                                                                                                                             | Carousel French/German or Spanish<br>Introducing myself, saying my age, talking about my personality, talking about pets | Carousel French/German or Spanish<br>Introducing myself, saying my age, talking about my personality, talking about pets                     | Students commence their choice of French, German or Spanish<br>Introducing my family, ages, personality and physical appearance                                                                                                                                                                                                                      | Freetime<br>Freetime activities, weather and days of the week, Opinions about activities. Using negatives and extending opinions. |                                                                                   |
| <b>Maths</b>                                  | Sequences (Algebra)<br>Algebraic Notation and Substitution (Algebra)<br>Expressions and Equations (Algebra),<br>Place Value and Rounding (Number)                                                                                                                                                                                                    | Four Operations (Number)<br>Averages and Range (Statistics)<br>Rounding and Estimation (Number)                          | Graphing Data (Statistics)<br>Fractions, Decimals and Percentages (Number)<br>Directed Number (Number)                                       | Fractions and Percentages of amounts (Number)<br>Perimeter and Area (Geometry and measures)                                                                                                                                                                                                                                                          | Speed Distance Time (Number)<br>Properties of Number (Number)                                                                     | Add and Subtract Fractions (Number)<br>Angles and Polygons (Geometry and Measure) |
|                                               | <b>Autumn 1</b>                                                                                                                                                                                                                                                                                                                                      | <b>Autumn 2</b>                                                                                                          | <b>Spring term 1</b>                                                                                                                         | <b>Spring term 2</b>                                                                                                                                                                                                                                                                                                                                 | <b>Summer Term 1</b>                                                                                                              | <b>Summer Term 2</b>                                                              |
| <b>Music</b>                                  | The Elements of Music                                                                                                                                                                                                                                                                                                                                | Keyboard Skills                                                                                                          | Introduction to Band Instruments                                                                                                             | Introduction to Band Skills                                                                                                                                                                                                                                                                                                                          | The Blues & Improvisation                                                                                                         | Ensemble Composition                                                              |
| <b>PE</b>                                     | LO1: Understand and define the Components of Fitness (skill). Apply knowledge to different sports. Football, Netball, Basketball, Hockey, Trampolining, Badminton, Volleyball, Fitness, Cross Country.                                                                                                                                               |                                                                                                                          | LO2: Understand and define the Components of Fitness (health). Apply knowledge to different sports.<br>Health Related Fitness, Dance, Rugby. |                                                                                                                                                                                                                                                                                                                                                      | LO3: Understand and develop knowledge of the Rules and Regulations within                                                         | LO3: Understand and develop knowledge of the Rules and Regulations within         |

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|                 |                                                                                                                                                                                                                                                                                                                                                |                                            | different Sport.<br>OAA, Strike & Field.                                                                                                                                                                                                                                                                                                       | different sport.<br>Athletics.                                   |
| <b>R.E.</b>     | The Island: Introduction<br>to RE                                                                                                                                                                                                                                                                                                              | Why should we study RE?                    | Hinduism                                                                                                                                                                                                                                                                                                                                       | Islam                                                            |
| <b>Science</b>  | Science Licence                                                                                                                                                                                                                                                                                                                                | Cells<br>Particles and Behaviour<br>Forces | Structure and function of body systems<br>Atoms, elements and compounds<br>Sound<br>Light                                                                                                                                                                                                                                                      | Reproduction<br>Chemical Reactions<br>Acids and Alkalis<br>Space |
| <b>Textiles</b> | <b>Class on rotation with Food (half year) Indian Juggles</b><br><b>Decorative Skills:</b> Tie dye; block printing; cold wax batik; decorative machining<br><b>Construction Skills:</b> Threading a machine; pinning, measuring & marking basic seams; working best-side facing; seam inserts<br>Assessment strands: Design / Make / Knowledge |                                            | <b>Class on rotation with food (half year) Indian Juggles</b><br><b>Decorative Skills:</b> Tie dye; block printing; cold wax batik; decorative machining<br><b>Construction Skills:</b> Threading a machine; pinning, measuring & marking basic seams; working best-side facing; seam inserts<br>Assessment strands: Design / Make / Knowledge |                                                                  |