

Walthamstow Academy – Year 7 Curriculum Experience



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Welcome to the Curriculum Experience for Year 7!

In this Curriculum Experience you can look at everything you'll be studying this academic year: all the brilliant topics you'll be learning about and the knowledge and skills you will gain. You can also see what assessments are going to be set each half term in each subject, so you can plan your revision and prepare yourself for your assessments. Our teachers have also included information for you on what extra-curricular opportunities you can pursue in order to study subjects and topics in more depth – from books, to websites, to documentaries, to places to visit.

If you have any questions about anything in this document, you can ask your subject teacher, your form tutor or your Head of Year.

Half Term	ENGLISH Curriculum Content	Assessment(s) (assessment title and duration)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join, videos to watch)
<p>Year 7 English Curriculum Overview: <i>In year 7, students are introduced to a range of fiction texts to develop their understanding of genre and form, studying whole novels, plays, poetry anthologies and short stories. Students are introduced to making analytical inferences about a text and are encouraged to think deeply and critically about the literature that they study. Students also study the foundations of grammar skills, forming the basis of knowledge of creative writing, as well as developing their creative writing skills by learning to write in a range of tones and styles. The work students do around creative writing fosters an enjoyment and appreciation of writing, supported by the regular reading for pleasure that students undertake in their reading lessons.</i></p>			
<p>Year 7 HT1</p>	<p>Unit Title: Fiction Writing Students will start their English journey in year 7 by writing about themselves. This gives them a chance to develop their writing skills from year 6, including securing their grasp of grammar. Students will start by looking at a picture stimulus and start building creative stories, using these pictures as a basis. They are introduced to structuring a descriptive story, and practise writing in a variety of tones and genres. Students will develop skills in:</p> <ul style="list-style-type: none"> • Structuring a piece of creative writing • Developing their use of descriptive language • Introducing ambitious vocabulary into their writing 	<p>Summative Assessment: Descriptive writing with a picture stimulus</p>	<p>Young Writer’s Twisted Tales Writing competition</p> <p>Fiction reading for pleasure – students can use our virtual library on our website to help them find a book to read. https://www.walthamstow-academy.org/students/virtual-library</p>
<p>Year 7 HT2</p>	<p>Unit Title: The Tempest Students are introduced to Shakespeare through one of his later plays, ‘The Tempest’. Studying themes of betrayal, power and hierarchy and revenge in the Jacobean era, students learn about Shakespeare’s use of structure and language and develop their understanding of making inferences and writing analytical paragraphs. Students will cover:</p> <ul style="list-style-type: none"> • An introduction to Shakespeare: his life and works • The key context of Jacobean England and how that influenced Shakespeare’s writing • The concept of power and hierarchy 	<p>Formative Assessment: Thematic analysis using an extract</p> <p>Summative Assessment: Thematic analysis using an extract.</p>	<p>Watch: Julie Taymor’s production of ‘The Tempest’</p> <p>Visit: Shakespeare’s Globe theatre</p>
<p>Year 7 HT3</p>	<p>Unit Title: A Monster Calls</p>	<p>Mid-Year Exam:</p>	<p>Wider fiction reading for students’ pleasure (students will have access to books via Sparx</p>

	<p>Students will follow their first set of whole school assessments by reading a whole novel. As they read, they develop their understanding of thematic analysis and discuss who text structure and ideas.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Read a whole novel • Be introduced to making inferences • Analyse an extract 	<p>Formative Assessment: How does Ness explore ideas on a theme?</p> <p>Summative Assessment: How does Ness explore ideas on a theme?</p>	Reader from their reading lessons)
Year 7 HT4	<p>Unit Title: Non-Fiction War and Conflict</p> <p>Students are introduced to non-fiction reading with a thematic link to HT5’s War Poetry unit. They will look at political, biographical and news texts, learning to discuss the issues of conflict from many different angles.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Exploring Text, Audience and Purpose of a text • Analysing language • Making thematic links 	<p>Formative Assessment: Analysis of biographical writing</p> <p>Summative Assessment: Analysis of political speech</p>	<p>Join the school newspaper</p> <p>Visit the Imperial War Museum</p> <p>Wider reading of non-fiction in the library</p>
Year 7 HT5	<p>Unit Title: War Poetry</p> <p>Students are introduced to the study of poetry and begin looking at analysing structure and form in poetry. They are introduced to some of the most prolific war poets in the English canon such as Wilfred Owen and Siegfried Sassoon. Students will study the context of war poetry, learning about key concepts such as trench warfare and propaganda.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Analysing form and structure of poetry • Exploring connotations • The historical context of war poetry and themes of power and conflict. 	<p>Formative Assessment: Analysis of the structure and language of a poem on a theme.</p> <p>Summative Assessment: Analysis of the structure and language of one of the poem’s from the anthology</p>	<p>Young Writer’s Poetry Writing competition</p> <p>Watch: Channel 4 Documentary ‘The Not Dead’</p>
Year 7 HT6	<p>Unit Title: Community Writing – Letter writing</p> <p>To end the year, students complete a unit of work that allows them to connect with our local community. Students write a letter to a y6 student, giving them advice on their first year at Walthamstow Academy. It allows students to reflect on their first year at the Academy and develop their skills of letter writing.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Form, audience and purpose in non-fiction writing • Developing skills of planning, editing and re-drafting 	<p>End of Year Exams:</p> <p>Reading: Students are given 1 poem from our War Poetry anthology and write a thematic essay.</p> <p>Writing: Fiction Writing. Students write a descriptive/narrative story.</p>	Wider fiction reading for students’ pleasure (students will have access to books via Sparx Reader from their reading lessons)

Half Term	MATHS Curriculum Content	Assessment(s) (assessment title and duration)	Extra-Curricular Options (Places to visit; wider reading; clubs to join, videos to watch)
Year 7 Curriculum Overview: <i>The Year 7 curriculum covers Numbers, Algebra, Shapes and Measure, and Data</i>			
Year 7 HT1	Students will cover: <ul style="list-style-type: none"> Numerical Skills Order of operations Introduction to Algebra 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> Pupils encouraged to work on XP section of Sparx and explore the topics taught in greater depth. Maths games on Sparx
Year 7 HT2	Students will cover: <ul style="list-style-type: none"> Primes, Factors and Multiples Expanding and Factorising 1 Addition and Subtraction Perimeter 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> Watch following films <ul style="list-style-type: none"> Hidden figures Cube
Year 7 HT3	Students will cover: <ul style="list-style-type: none"> Mean Multiplication and Division Area of triangles and quadrilaterals 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> UKMT clubs for selected pupils
Year 7 HT4	Students will cover: <ul style="list-style-type: none"> Fraction Manipulation Adding and Subtracting Fractions Comparing and Ordering Fractions Fractions of amount 	End of topic tests – 30 min at the end of most topics	Visit <ul style="list-style-type: none"> Bank of England Science Museum V&A Museum Bletchley Park
Year 7 HT5	Students will cover: <ul style="list-style-type: none"> Polygons Angles Coordinates 	End of topic tests – 30 min at the end of most topics	
Year 7 HT6	Students will cover: <ul style="list-style-type: none"> Time 	End of topic tests – 30 min at the end of most topics	

Half Term	SCIENCE Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; wider reading; clubs to join, videos to watch)
	<p>Year 7 Science Curriculum Overview: <i>In Year 7, students start their KS3 curriculum journey by studying the big ideas of science. The focus of KS3 science is to develop a deeper understanding of a range of scientific ideas in biology, chemistry and physics. Year 7 begins by understanding the key blocks of knowledge and concepts in order to progress to the next stages in Y8 and Y9, and eventually building upon these concepts at KS4. There is also a large focus on working scientifically and objectively and developing their scientific vocabulary. The topics studied in Year 7 are:</i></p> <ul style="list-style-type: none"> • Particles • Cells • Energy • Chemical reactions • Reproduction and Variation • Forces 		<p>Join the STEM club!</p> <p>Read articles in The Day or in New Scientist</p>
<p>Year 7 HT1</p>	<p>Energy Students will be introduced to working scientifically and how to work safely in a secondary science lab with the understanding energy, how it is transferred and used. Students will learn about:</p> <ul style="list-style-type: none"> • Energy stores • Investigating energy transfers • Efficiency • Conduction • Convection • Insulation • Power and energy • Electricity costs • Fossil fuels • Renewable resources 	<p>7PE TOPIC TEST – 45 MINS</p>	<p>Visit the science museum and check out their energy hall.</p> <p>Go the Technicians: The Davud Dainsbury at the science museum to learn about being a wind turbine technician.</p>
<p>Year 7 HT2</p>	<p>7CP Particles</p> <p>Students will continue to develop working scientifically skills. They will study the first chapter of biology in the KS3 curriculum – 7BC Cells. In</p>	<p>7BC TOPIC TEST – 45 MINS 7CP TOPIC TEST – 45 MINS</p>	<p>Grow your own crystal e.g. salt http://www.sciencekids.co.nz/projects/saltcrystals.html Visit the Medicine: The Wellcome Galleries at the Science Museum</p>

which they will learn how to prepare slides, use microscopes and more about the systems within our body.

Students will learn about:

- The Particle model
- Diffusion
- Changes of state
- Gas pressure
- Pure and impure substances
- Rock salt-planning
- Particle model
- Diffusion
- Changes of state
- Gas pressure
- Pure and impure substances
- Rock salt - Planning
- Rock salt - Evaluation
- Distillation
- Chromatography
- The effect of temperature change
- Microscope
- Unicellular organisms
- Plant + animal cells
- Animals as organisms
- Plants as organisms
- Specialised cells
- Digestive system
- Respiratory system
- Inhaled + exhaled air

<p>Year 7 HT3</p>	<p>7BR Reproduction + Variation They will understand the changes that our bodies undergo and how the system works. Working scientifically skills will still be developed throughout the term. Students will learn about:</p> <ul style="list-style-type: none"> • Sexual reproduction • Fertilisation • Foetal development • Birth and development • Growth and puberty • Reproduction in plants • Seed dispersal • Variation in plants and animals • Investigating variation 	<p>MID-YEAR PPE – 60 MINS 7BR TOPIC TEST – 30 MINS</p> <p>KPIs</p>	<p>Visit Chessington or London Zoo to improve your knowledge of animals and their environments. https://www.zsl.org/zsl-london-zoo</p>
<p>Year 7 HT4</p>	<p>7CC Chemical Reactions The importance of chemical reactions, how these are used in industry and everyday life to benefit us, in addition to being introduced to the pH scale and where everyday substances fall within that. Students will learn about:</p> <ul style="list-style-type: none"> • Chemical change • Oxidation reactions • Acids and alkalis • Universal indicator and pH • Metals and acids • Acid/Alkali Reactions • Titrations • Antacid Investigation • Antacid Results and conclusion 	<p>7CC TOPIC TEST – 35 MINS</p> <p>KPIs</p>	<p>Subscribe to the Whizz Pop Bang magazine; a new monthly children’s science magazine. https://www.whizzpopbang.com</p>
<p>Year 7 HT5</p>	<p>7PF Forces</p>	<p>7PF TOPIC TEST – 35 MINS</p> <p>KPIs</p>	<p>Subscribe to the BBC Focus Magazine. http://www.sciencefocus.com/</p>

	<p>In this topic they are introduced to the three types of forces, the effect of forces and mathematical equations which they will have to manipulate as well as using and plotting their own distance-time graphs.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • What is a force? • Balanced and unbalanced forces • Gravity as a force • Calculating weight • Pressure • Investigating speed • Friction and moving objects • Calculating speed • Distance-time graphs 		
<p>Year 7 HT6</p>	<p>9BP Plants + Photosynthesis</p> <p>This unit provides the foundation for work in key stage 4 on limiting factors in photosynthesis, energy transfer through an ecosystem and the mineral requirements of plants.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Identifying variables to change, measure and control • Describing and explaining trends in graphs and using data to illustrate points <p>Revision for End of Year exams</p>	<p>Assessment week 5 – Biology, chemistry, physics</p> <p>3 x 40 mins</p> <p>3 x 40 marks</p>	<p>Check out all the amazing plants you can see at Kew Gardens!</p>

Half Term	RE Curriculum Content	Assessment(s) (assessment title, duration and approx. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join, videos to watch)
<p>Year 7 RE Curriculum Overview: <i>What will year 7s study and learn this academic year? Why this/ why now?</i></p> <p>The Year 7 curriculum builds on and develops on the Key Stage 2 National Curriculum. Though we know our students come to us with a variety of different art experiences, we focus on closing gaps in prior knowledge and ensuring that students master key skills and concepts that will form the basis of their future study of RE at Walthamstow Academy. Year 7 starts with a unit on the Origins of Abrahamic faith. This gives students the historical and theological background to Judaism, Christianity, and Islam. This should help students see the distinctions and connections between these faiths, which they study later in the curriculum. Here we aim to provide substantive knowledge on the development of Judaism, Christianity, and Islam to study the traditions in themselves in more depth. Each religion is studied with a narrative in mind, to try to explain what the religious tradition means to those who belong to it. We draw heavily on theology to tell this narrative and expose students to key scriptures, giving them the tools to interpret those scriptures and to see how religious believers may see them, as well as being critical of them.</p>			
<p>Year 7 HT1</p>	<p>Unit Title: The study of Abrahamic Faiths</p> <p>Year 7 starts with a unit on the Origins of Abrahamic faith. This provides students with the historical and theological background to Judaism, Christianity, and Islam. This is the foundation to our students learning journey in RE as it helps students see the distinctions and connections between these faiths, which they study in greater depth later in the curriculum. Here we aim to provide substantive knowledge on the development of Judaism, Christianity, and Islam to study the traditions in themselves in more depth.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>BBC Bitesize KS3 https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p>
<p>Year 7 HT2-4</p>	<p>Unit Title: Judaism</p> <p>This unit of work seeks to enable students to understand the religion of Judaism by examining some of its key beliefs and key practices, as well as major events in its history. It also devotes time to a deep understanding of anti-Semitism and the</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p>	<p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Most BBC RE clips</p>

	<p>Holocaust. By the end of this unit of work students should have a strong knowledge of the beliefs, teachings and practices of Judaism.</p>	<p>Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p>https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p>
<p>Year 7 HT4 - 6</p>	<p>Unit Title: Christianity</p> <p>This unit of work begins with looking at the life of Jesus. Students need to understand the life of Jesus from the Christian perspective and will do this mainly through an exploration of key events and narratives within the Gospels. Students will understand the significance of Jesus' ethical teachings as well as his status as a divine being. They will also comprehend the significance of his death and resurrection for Christian salvation. Students will then go onto explore key Christian doctrines and explore the historical context of how these came about i.e. The Nicene Creed and Original Sin.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p>Truetube https://www.truetube.co.uk/REquest - Christianity https://request.org.uk/</p> <p>The Bible society videos - Christian https://www.youtube.com/user/biblesocietytv/videos</p> <p>The Bible project https://www.youtube.com/user/jointhe bibleproject/playlists</p> <p>The day https://theday.co.uk/category/topics/culture/</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>

Half Term	ART AND DT Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; wider reading; clubs to join, videos to watch)
Year 7 Art Cycle 1 (Sept-Jan)	Unit Title: What is art? We close gaps in prior learning by establishing a foundation of students understanding, art history exposure and making experience in painting, drawing and sculpture. Establish the understanding that there is a range of criteria by which we can assess and quantify value in art. Introduce a range of drawing approaches beyond drawing a line around an object.	Multiple choice quiz on art history element. Completed under exam conditions in school in January. 30mins duration.	The National Gallery, London. https://www.nationalgallery.org.uk/
Year 7 Art Cycle 2 (Feb – July)	Unit Title: How art is made. We continue to develop students' foundational knowledge, understanding and experience through exploring the formal visual elements of art and design: <ul style="list-style-type: none"> • Colour • Value • Space • Form • Texture • Line • Pattern • Composition • Scale • Shape • Viewpoint We establish the historic connection between art and science innovation through the materials we make art with. Students will learn a wide range of skills in different materials and techniques.	In class practical exam based around student independent application of our curriculum principles (investigate, record, experiment, respond) as students plan an artwork in response to the title “creative academy”. All tasks are marked against a rubric.	Tate Modern, London. https://www.tate.org.uk/visit/tate-modern
Year 7 DT Cycle 1 (Sept-Jan)	Introduction to Design and Technology Principles As an introduction to workshop processes students make a wooden stationary holder. Students learn about material properties, health and safety and develop their understanding and use of key terminology. As well as essential skills of measuring, using tools to mark out accurately, tools for cutting and shaping wood.	January 2024 <ul style="list-style-type: none"> • Labelling tools and equipment • Measuring skills • Categorisation of wood 	Design Museum, South Kensington

<p>Year 7 DT Cycle 2 (February- July)</p>	<p>Manufactured boards and plastics. Photo frame brief: Having established their basic workshop skills students apply their learning to a more challenging project brief. Students create a product with multiple components and materials, understanding the implications of products in real life contexts. Skills progress into technical drawing, skilled cutting techniques, types of components for fastening and an introduction to understanding user needs.</p> <p>Plastics: Students end the year with a short make project. This will extend their learning of material properties by heating and shaping acrylic into a small sign.</p>	<p>June 2024</p> <ul style="list-style-type: none"> • Categorisation of plastics • Material properties • CAD/CAM • Design task 	
<p>Year 7 Food</p>	<p>Unit Title: Healthy Eating</p> <p>Health and Safety: Students learn to use a range of basic equipment and learn how to use them safely in the food room. They will also develop their subject knowledge in the following areas: Good Hygiene Standards Handling and Storing Food Safely Cross Contamination</p> <p>Eatwell Guide: Students are being introduced to the eatwell guide and how they can maintain a balanced diet through a series of food practicals. They will also be introduced to a range of equipment and develop confidence in using them independently.</p> <p>Healthy Meal: Students will develop recipes that cater to different dietary needs. This will include students writing their own recipe and designing and making their own meal.</p>	<p>January 2024 Subject Knowledge Assessment. Identifying equipment in Food Technology Eatwell Guide</p> <p>June 2024 Planning and making their own Healthy Meal</p>	

Half Term	COMPUTING Curriculum Content	Assessment(s) (assessment title and duration)	Extra-Curricular Options (Places to visit; wider reading; clubs to join, videos to watch)
<p>Year 7 Computing Curriculum Overview: Year 7 students are immediately taught online safety, and the impact technology has had on their lives. It is vital for students to understand the importance of what they do online and the digital footprint that is left behind. Moving on students are taught a key IT skill of how to use spreadsheets with formatting and formulas. As a precursor to learning Python in subsequent years students are introduced to Scratch for block programming, enhancing their logical thinking skills and love for coding.</p>			
<p>Year 7 HT1</p>	<p>Unit Title: Impact of technology - Collaborating online respectfully Students are shown how to use the school network and services appropriately.</p> <ol style="list-style-type: none"> 1. Welcome to the computing lab 2. Welcome to your workstation 3. Respectful online communication 4. Presenting to an audience part 1 5. Presenting to an audience part 2 6. Who are you talking to? 	<p>Summative assessment – Y7 – Impact of Technology – Collaborating Online Respectfully</p> <p>25 minutes</p> <p>Week 6</p>	<p>https://www.childnet.com/resources/cyberbullying-guidance-for-schools/</p> <p>https://learning.anti-bullyingalliance.org.uk/all-modules</p>
<p>Year 7 HT2</p>	<p>Unit Title: Modelling data – Spreadsheets Students will learn about the wonderful world of spreadsheets and the concept of cell referencing.</p> <ol style="list-style-type: none"> 1. Getting to know a spreadsheet 2. Quick calculations 3. Collecting data 4. Become a data master! 5. Level up your data skills! 6. Assessment 	<p>Year 7 - Modelling Data – Spreadsheet</p> <p>1 hour</p> <p>Week 12</p>	<p>https://en.wikipedia.org/wiki/List_of_forests_managed_by_the_Forestry_Commission</p> <p>https://www.forestresearch.gov.uk/tools-and-resources/statistics/statistics-by-topic/public-opinion-of-forestry/</p>
<p>Year 7 HT3</p>	<p>Unit Title: Networks from semaphores to the Internet Students will learn to define a network and address and be able to state the benefits of networking.</p> <ol style="list-style-type: none"> 1. Computer networks and protocols 2. Networking hardware 3. Wired and wireless networks 4. The Internet 5. Internet services 6. The World Wide Web 	<p>Summative assessment – Networks_ from semaphores to the Internet – Y7</p> <p>30 minutes</p> <p>Week 18</p>	

<p>Year 7 HT4</p>	<p>Unit Title: Programming essentials in Scratch – part I Students will build confidence and knowledge of the key programming constructs.</p> <ol style="list-style-type: none"> 1. Introduction to programming and sequencing 2. Sequence and variables 3. Selection 4. Operators 5. Count-controlled iteration 6. Problem-solving 	<p>Multiple choice questions – Programming essentials in Scratch – part I – Y7</p> <p>20 minutes</p> <p>Week 24</p>	
<p>Year 7 HT5</p>	<p>Unit Title: Programming essentials in Scratch – part II Students will build on their understanding of the control structures’ sequence, selection, and iteration (the big three), and develop their problem-solving skills.</p> <ol style="list-style-type: none"> 1. You've got the moves! 2. Fly cat, fly! 3. Loop de loop! 4. Treasure those lists! 5. Translate this! Part 1 6. Translate this! Part 2 	<p>Summative assessment – Programming essentials in Scratch_ part II – Y7</p> <p>30 minutes</p> <p>Week 30</p>	
<p>Year 7 HT6</p>	<p>Unit Title: Using media – Gaining support for a cause Students will develop a deeper understanding of information technology and digital literacy by using their skills across the unit to create a blog post about a real-world cause that they are passionate about and would like to gain support for.</p> <ol style="list-style-type: none"> 1. Features of a word processor 2. Licensing appropriate images 3. The credibility of sources 4. Research and plan your blog 5. Promoting your cause 6. Project completion and assessment 	<p>Summative assessment – Using media – Y7</p> <p>20 minutes</p> <p>Week 36</p>	

Half Term	DRAMA Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
<p>Year 7 Curriculum Overview:</p> <p><i>In Year 7 students are introduced to the world of drama and theatre exploring a wide range of approaches, techniques, performance and skills in analysis and evaluation. Students begin exploring the core skills in Darkwood Manor for the actor and how meaning is created on the stage which forms the bedrock of any presentational work. They will then study The Curious Incident of the Dog in the Nighttime where they will further build upon their vocal and physical skills whilst interpreting a more challenging language-based text. In the second term students will explore Commedia del Arte through physical Theatre and mask work. This not only helps to build their cultural capital and understanding of the roots of stock characters but is instrumental in building the ensemble skills and non-naturalistic work we develop in KS4 and Radio Plays. As students enter the final term in year 7, they do an Introduction to Shakespeare where they are introduced to some of Shakespeare’s greatest work and end with Matilda where they will explore the story and continue honing their skills of interpreting text, use of staging and physical theatre exploration.</i></p> <p>Drama intent: By the end of Year 7, students:</p> <ul style="list-style-type: none"> ● Will have been begun to explore Key concepts that underpin Drama such as Characterisation and performance skills (performing) Devising skills, including theatrical styles and genres (making and performing) Exploration of text – page to stage (making, performing and responding) Theatrical design elements including set, costume, lighting and sound (making and responding) ● Will have a completed practical assessments using the ‘Take one and Take two’ assessment system ● Will have learned to communicate and begun to evaluate their own work and that of others to a developing / securing and mastering standard. ● Will show evidence in their practical work of building Confidence and vocal and physical ability to a developing, securing and mastering standard. 			
<p>Year 7 HT1</p>	<p>Unit Title: Darkwood Manor</p> <p><i>Theme</i> Character creation Responding to a stimulus Creating an atmosphere</p> <ul style="list-style-type: none"> ● They will be fully aware of Drama studio rules. ● They will experience working individually, pairs and larger groups. ● They will learn new Drama skills and feel confident in using them. ● They will become spatially aware and know what effective use of space is 	<p>Practical and written assessment (over week A and week B)</p>	<p>https://www.chickenshed.org.uk/ https://www.millfieldtheatre.co.uk/ https://sohotheatre.com/walthamstow/</p>

	<ul style="list-style-type: none"> ● They will be able to interact with others and form their own opinions whilst respecting those of others. ● They will begin to verbally evaluate their own work and that of others using basic subject specific language and learn to articulate this using full sentences. <p>Baseline Assessment: Voice, Facial Expression, Physical, Frozen Image, Soundscape and Split Scene/cross cutting Character creation Responding to a stimulus Creating an atmosphere</p>		
Year 7 HT2	<p>Unit Title: The Curious Incident of the Dog in the Nighttime</p> <p>Exploring extracts from a play – page to stage/elements of a script Physical theatre exploration Character exploration</p> <ul style="list-style-type: none"> ● Students will explore extracts from a play ● Page to stage / elements of script ● Physical theatre exploration ● Character exploration 	Practical assessment	After school Drama club
Year 7 HT3	<p>Unit Title: Commedia Dell'arte</p> <p>Character exploration/understanding of stock characters Movement/physicality Theatrical style – comedy</p> <ul style="list-style-type: none"> ● Character exploration ● understanding of stock characters ● Movement/physicality ● Theatrical style – comedy 	Practical assessment	

Year 7 HT4	Unit Title: Radio Plays	Practical assessment	
Year 7 HT5	<p>Unit Title: Scripting writing Vocal skills Using music and sound effects to create setting and atmosphere.</p> <ul style="list-style-type: none"> ● Oracy skills ● script writing ● Character interpretation ● Exploration of language ● Vocal skills 	Take one and Take two Practical assessment, potentially recording	
Year 7 HT6	<p>Unit Title: Matilda Page to stage Interpreting text Interpreting character Use of stage space Physical theatre exploration</p> <ul style="list-style-type: none"> ● Page to stage ● Interpreting text ● Interpreting character ● Use of stage space ● Physical theatre exploration 	Take one and Take two Practical assessment	

Half Term	FRENCH/ SPANISH Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; wider reading; clubs to join, videos to watch)
<p>Year 7 Curriculum Overview: <i>In year 7 our curriculum aims at enthusing students with a love for the language and to firmly establish its basics (phonics, vocabulary and grammar) in their long-term memories. There is a special emphasis on developing the ability to express and justify opinions and to equip pupils with language learning strategies that will serve them as they progress through the school.</i></p>			
<p>Year 7 HT1</p>	<p>Unit Title: The Basics Pupils are introduced to the basics of the language, including phonetic and spelling patterns, basic grammar such as agreements and word order, and key vocabulary such as numbers and dates. They develop their ability to understand classroom commands and to use basic classroom language among themselves and with the teacher appropriately. Students will learn about:</p> <ul style="list-style-type: none"> • Numbers and dates • Routine classroom instructions • Expressing opinions 	<p>Formative Assessment: Vocabulary quizzes</p> <p>Summative Assessment: End of unit listening and speaking assessment</p>	<p>Presentation about yourself (name, age, birthday, where you come from, where you live, languages you speak or would like to speak, what you like doing and what you do regularly at the weekend/after school).</p>
<p>Year 7 HT2</p>	<p>Unit Title: My family In this unit pupils develop their ability to describe people and animals and express simple opinions about family members, celebrities, etc. and preferences about colours and animals.</p> <ul style="list-style-type: none"> • Colours • Describing people • Animals 	<p>Formative Assessment: Vocabulary quizzes</p> <p>Summative Assessment: End of unit reading and writing assessment</p>	
<p>Year 7 HT3</p>	<p>Unit Title: School In this unit pupils develop their ability to express preferences and justify them, to discuss their school routine including times and the facilities at their school. Students will learn about:</p> <ul style="list-style-type: none"> • School subjects • School facilities • Time 	<p>Mid-Year Exam: Listening, reading and writing assessment</p> <p>Formative Assessment: Vocabulary quizzes</p>	<p>Extended writing answering:</p> <ul style="list-style-type: none"> • what is your favourite subject and why • what do you think about your school • what you normally do during break

			<ul style="list-style-type: none"> • what are you going to do when you get home today
Year 7 HT4	<p>Unit Title: Where I live In this unit pupils further develop their ability to establish comparisons and express their opinions including some justification. They develop their ability to describe houses and locations and express preferences, including where they would like to live in the future.</p> <ul style="list-style-type: none"> • Key locations – what is there in my town? • Types of house and descriptions • Expressing opinions with justifications 	<p>Formative Assessment: Vocabulary quizzes</p> <p>Summative Assessment: Speaking assessment</p>	<p>Extended writing answering:</p> <ul style="list-style-type: none"> • where you live (house+area) • where you would like to live in the future and why
Year 7 HT5	<p>Unit Title: Revision Students revise all core content from previous units and lessons are based on developing key language skills to allow them to success in their PPEs.</p>	<p>End of Year Exams Listening, reading and writing</p>	
Year 7 HT6	<p>Unit Title: My life in a French/Spanish-speaking country To end the year, students complete a unit of work that allows them to bring together all of the topics they have studied during year 7 to create a cultural project about life in a French/Spanish-speaking project. Students will learn about:</p> <ul style="list-style-type: none"> • French/Spanish-speaking culture • Oracy and presentation skills 		<p>Films:</p> <p>Encanto (Colombia)</p> <p>Belle et Sébastien (life in Vichy France)</p>

Half Term	GEOGRAPHY Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; wider reading; clubs to join, videos to watch)
<p>Year 7 Geography Curriculum Overview: Students start off their geographical journey with the topic ‘What is a geographer?’. This introduces pupils to what geography is teaches pupils geographical skills with a focus on maps. The skills learned in this unit will be used throughout their study until Y11. Next, they study Development. This is a study of how development is measured, global inequality and aid. This is placed near the beginning of KS3 as the content will be applied to other topics such as Tectonics in Y8. Lastly, Year 7s study Rivers. This looks at the physical processes and landforms along UK rivers. It is studied at the end of Y7 and as it compliments the Coasts topic in Y8.</p>			
<p>Year 7 HT1</p>	<p>Unit Title: What is a geographer? This unit focuses on introducing the role of a geographer in today’s world. In this unit students develop their geographical skills mainly through using maps.</p> <ul style="list-style-type: none"> • Continents of the world, countries and capitals of the UK. • Longitude and latitude. • OS maps and symbols. • Four figure grid references. • Six figure grid references. • Scale. • Relief on maps. • Satellite and GIS maps. • Map skills DME. 	<p>What is a geographer assessment – 45 mins</p>	
<p>Year 7 HT2 and 3</p>	<p>Unit Title: Development Students will extend their locational knowledge and deepen their spatial awareness of the world’s countries, using atlas maps, to focus on development. Students will cover the following:</p> <ul style="list-style-type: none"> • What is development? • My development measure. • Concluding indicators. • Where is the DRC and what is it like? • Factors influencing the DRC’s development. • How can top-down projects support the DRC’s development? • Aid dilemma. • Aid decision – Haiti (part 1). • Aid decision – Haiti (part 2). • Fair Trade. 	<p>Development assessment – 1 hour</p>	<p>‘The bottom billion’ – Paul Collier The Americas with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5</p>

	<ul style="list-style-type: none"> • Where is Mali and why is it important? • Mali – Tree Aid. 		
Year 7 HT4 and 5	<p>Unit Title: Rivers This unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Students will cover the following:</p> <ul style="list-style-type: none"> • The drainage basin. • The drainage basin features/ system. • Long profile of a river. • Erosion and transportation. • How did glaciers once influence the UK’s landscape? • Waterfall formation. • Meander formation. • Floodplain formation. • Human and physical causes of floods. • River management (hard and soft engineering). • Decision Making activity. • Flood (Boscastle) case study • Flood case study (Bangladesh) • Why is the Nile important? • Conflict over the Nile. 	Rivers assessment – 1 hour	<p>The Lakes with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m0011wzp/the-lakes-with-simon-reeve-series-1-episode-2 River landforms - https://www.youtube.com/watch?v=8LCrhhbsOc</p>
Year 7 HT6	<p>Unit Title: World of Work This unit explores economic activities, with a specific focus on tourism. Students will cover the following:</p> <ul style="list-style-type: none"> • Types of work (primary, secondary, tertiary, quaternary). • Employment structures (worldwide). • Factors affecting the location of different industries. • Features of quaternary industries • The impact of different industries. • The growth of tourism. • The Butler Model. • Ecotourism DME. • Dilemma – tourism to the Maasai Mara National Reserve. 	World of work assessment – 1 hour	

Half Term	HISTORY Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; wider reading; clubs to join, videos to watch)
<p>Year 7 Curriculum Overview: <i>Students will study the History of migration to the British Isles over the last 10,000 years in order to understand that Britain has a diverse history of new waves of migrants establishing the British nation over hundreds of years. A range of diverse cultures have impacted the History of Britain. This is also an opportunity to develop students chronological understanding, followed by the migration and conquest of Britain by the Normans and a chronological understanding of monarchs from 1066 to Richard III and the end of the War of the Roses. Along with the development of Britain / England during the middle ages there are also enquiries into the development of other diverse cultures to ensure students understand the diversity of history in the middle ages in Europe, the Middle East and Africa as well as the importance of the religions of Catholicism and Islam in the middle ages.</i></p>			
<p>Year 7 HT1</p>	<p>Unit Title:- Migration to Britain, 10,000BC to the 19th Century Students will learn about:</p> <ul style="list-style-type: none"> The British Isles has been an island populated by a wide range of diverse migrations for the last 10,000 years. Students will study the discovery of ‘Cheddar Man’ the oldest body found in Britain dating back 10,000 years. Students will understand the diverse natures of migrations from hunter gatherers to the Celts, Anglo-Saxons, Vikings, Normans, Jewish, African and Asian up to the 19th Century. The chronologies of the above migrations to Britain over the last 10,000 years in order to understand the chronology of migration to Britain. How to design complex timelines describing in accurate chronological the contribution made by successive diverse migrations to Britain 	<p>Formative assessment: - Key questions and hinge questions designed into all lessons - Student timelines - Teacher questioning</p> <p>Summative assessment: - Q: Explain the main types of Migration to Britain between 8000BC and 800AD? 12 Marks</p>	<p>- Visit the ‘Cheddar Man’ at the ‘Human Evolution gallery’ at the Natural History Museum</p> <p>Cheddar Man documentary: https://www.nhm.ac.uk/discover/cheddar-man-mesolithic-britain-blue-eyed-boy.html</p>
<p>Year 7 HT2</p>	<p>Unit Title: The Battle of Hastings, 1066 Students will cover</p> <ul style="list-style-type: none"> The crisis in England following the death of King Edward without a son. They will understand the 3 main rivals / contenders for the throne and the reasons for their claims to be the next legitimate heir. The events leading up to the Battle of Stamford Bridge, the reasons for Godwinson’s victory The background and key events leading up to the Battle of Hastings. The key events of the battle of Hastings. Key tactics of William of Normandy and Godwinson. The reasons for William’s victory and Godwinson’s defeat. 	<p>Formative assessment: - Key questions and hinge questions designed into all lessons - Source analysis tasks - Teacher questioning</p> <p>Summative assessment: - Q: ‘Tactics was the most important reasons wy William won the Battle of Hastings’</p>	<p>The Battle of Hastings: BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv</p>

	<ul style="list-style-type: none"> The Key History skills of causation, significance and Source analysis. As well as extended analytical historical writing. 	To what extent do you agree? 15 Marks	
Year 7 HT3	<p>Unit Title: The Norman Conquest Students will cover the following:</p> <ul style="list-style-type: none"> How the 'French' Normans take control of Anglo-Saxon England by using a combination of force and Norman political, social and economic systems. How Norman methods of force were very effective in taking control of England following the Battle of Hastings including; Motte and Bailey castles, stone castles, the 'harrying of the North' and the use of terror. The 'peaceful' methods of control including the Feudal system and the Domesday book. Key skills: Identify the differences between sources and interpretations. Key skills: Introduce provenance (Nature, Origin, Purpose). Key skills: Introduce explaining paragraphs using PEEL (Point, Evidence, Explain and Link). 	<p>Formative assessment: - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation questions - Teacher questioning</p> <p>Summative assessment: - Q: 'Tactics was the most important reasons why William won the Battle of Hastings'</p> <p>To what extent do you agree? 15 Marks</p>	<p>Visit Warwick Castle https://www.warwick-castle.com/</p>
Year 7 HT4	<p>Unit Title: Religion in the Middle Ages (Christianity and Islam). Including the Crusades Students will study:</p> <ul style="list-style-type: none"> What was the role of the Church in medieval England? What was the role of monks in medieval society? Why did people go on crusades? What was the impact? Why was religion significant in the Middle Ages? History skills: What to identify the historical significance of an event/individual using criterion. History skills: How to explain the significance of an event/individual in basic terms. 	<p>Formative assessment: - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning</p> <p>Summative assessment: Q: How useful is sources A for an enquiry about how important religion was in the middle ages? (4)</p>	<p>British Museum Crusades exhibit: https://www.britishmuseum.org/collection/term/BIOG89488</p>
Year 7 HT5	<p>Unit Title: - Medieval Empires – Medieval Mali Students will study:</p> <ul style="list-style-type: none"> What evidence can we use to investigate Medieval Mali? Who was Mansa Musa? 	<p>Formative assessment: - Key questions and hinge questions designed into all lessons</p>	<p>Lost Kingdoms of Africa BBC documentary https://www.bbc.co.uk/programmes/b00qbytc</p>

	<ul style="list-style-type: none"> • How did Mansa Musa demonstrate his power? • History skills: Analysing sources to identify the content and provenance and being able to link this to utility. • History skills: Engage more with academic debates through structured writing. 	<ul style="list-style-type: none"> - Source analysis tasks - Teacher questioning <p>Summative assessment: Q: How useful are sources A for an enquiry about the power of Mansa Musa? (8)</p>	
Year 7 HT6	<p>Unit Title: Revision for EOY UL assessment: Students will study:</p> <ul style="list-style-type: none"> • Core units: The Battle of Hastings, 1066, Religion in the middle ages including Islam, Medieval Mali. • History skills: Analysis and evaluation causation extended answer question. • History skills: Source analysis using contextual own knowledge • History skills: Analysing historical Interpretations. <p>Unit: Challenges to Medieval Monarchs</p> <ul style="list-style-type: none"> • Why was it so difficult for monarchs to control the Church? (Becket). • What was the Magna Carta and what was its impact? • Was the Peasants revolt more significant than the other challenges? <p>History skills:</p> <ul style="list-style-type: none"> • How to identify the message and tone of an interpretation. • How to use their own knowledge to argue as to how convincing an interpretation is. • How to identify the basic elements of a narrative account. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons- - Teacher questioning - Source analysis tasks - Interpretation analysis tasks <p>Summative assessment: EOY UL Assessment</p> <p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons- - Teacher questioning - Source analysis tasks - Interpretation analysis tasks 	<p>The Battle of Hastings: BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv</p> <p>Historian: Lucy Worsley Investigates: https://www.bbc.co.uk/programmes/p0bvhk4q</p>

Half Term	MUSIC Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; wider reading; clubs to join, videos to watch)
<p>Year 7 Curriculum Overview: During Year 7 students are introduced to a range of instruments and technology gaining the fundamentals of timing and pitch through the study of the elements of music. The focus of the year is on repetition and contrast and students experience a range of musical concepts found across the globe. Starting with body-percussion and voice students will cover skills in djembe, drum kit, tuned percussion, ukulele, keyboard and digital audio workstation software. Notating takes the form of rhythm grids, tab and simple staff notation, musical literacy is built around the elements of music to provide a framework with which to speak and write about music.</p>			
<p>Year 7 HT1</p>	<p>Unit Title: Response – Controlling Pulse Students will cover:</p> <ul style="list-style-type: none"> • Concepts in: Pulse / Tempo / Timbre / Dynamics / Beat Division • Notating through: rhythm grids / graphic scores • Instrument skills: Body-Percussion, Hand Drumming, Stick Control • Outcomes: individual pulse compositions, whole class performance of composition ideas 	<p>HT1 assessment week – Listening & Appraising + Knowledge test</p>	<p>Opportunities to perform in Black History Month events</p>
<p>Year 7 HT2</p>	<p>Unit Title: Response – Beat Division Students will cover:</p> <ul style="list-style-type: none"> • Concepts in: Beat Division / Voicing / Rhythmic Placement / Pitch • Notating through: rhythm grids / graphic scores / simple staff notation • Instrument skills: tuned percussion, drum kit, step sequencing, using Digital Audio Workstations plus continuation of prior skills from HT1. • Outcomes: individual sequenced drum pattern compositions, whole class performance of back beats and simple ostinato 	<p>HT2 assessment week – Listening & Appraising + Knowledge test</p> <p>In - Class performance recording</p>	<p>Opportunities to perform in Winter concert events</p> <p>Sign-up opens for extra curricula groups</p>
<p>Year 7 HT3</p>	<p>Unit Title: Elements and Song – Ukulele Strumming Students will cover:</p> <ul style="list-style-type: none"> • Concepts in: Accompaniment / Tonality • Notating through: Chord Diagrams / Simple rhythm notation • Instrumental skills: Ukulele / Voice / Digital Audio Workstation • Outcomes: Strumming variations on the ukulele / Simple arrangement on DAW 	<p>HT3 assessment week – Listening & Appraising + Knowledge test</p> <p>In - Class performance recording</p>	<p>Opportunities to perform in Spring concert events</p>
<p>Year 7 HT4</p>	<p>Unit Title: Elements and Song – Form Students will cover:</p> <ul style="list-style-type: none"> • Concepts in: Melody & accompaniment / Tonality / Form (AB) 	<p>HT4 assessment week – Listening & Appraising + Knowledge test</p>	<p>Opportunities to perform in Spring concert events</p>

	<ul style="list-style-type: none"> • Notating through: TAB / Chord Diagrams / simple staff notation / Simple rhythm notation • Instrumental skills: Ukulele / Voice / Digital Audio Workstation • Outcomes: Strumming variations on the ukulele / singing & using voice in whole class performance, recording of performance skills. 	In - Class performance recording	
Year 7 HT5	<p>Unit Title: Scaling Up – Introduction to the Orchestra Students will cover:</p> <ul style="list-style-type: none"> • Concepts in: Texture / Arranging / Scaling ideas up for a large ensemble • Notating through: TAB / Chord Diagrams / simple staff notation / keyboard diagrams • Instrumental skills: Keyboard / Digital Audio Workstation • Outcomes: Sequenced composition ideas using orchestral mock up 	<p>HT5 assessment week – Listening & Appraising + Knowledge test</p> <p>In - Class composition recording</p>	Sign-up opens for extra curricula groups
Year 7 HT6	<p>Unit Title: Fusion – Riffs, Modes & Cycles Students will cover:</p> <ul style="list-style-type: none"> • Performing simple riffs and hooks on keyboard and percussion instruments • Performing with dynamics variation and tempo variation • Concepts in: Riffs / Hooks / Modes / Raag / Fusion / Improvisation • Notating through: TAB / Chord Diagrams / simple staff notation / keyboard diagrams • Instrumental skills (individualised): Keyboard / Ukulele / Drumming (various) / Digital Audio Workstation • Outcomes: Class performance and recording of fusion music bringing together the elements of 2 different genres 	<p>End of year Listening and Appraisal Exam</p> <p>In – Class performance / recording</p>	Opportunities to perform in summer concert events

Half Term	PE Curriculum Content	Assessment(s)	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join, videos to watch)</i>
Year 7 HT1	Students will develop skills in: <ul style="list-style-type: none"> • Trampoline • Basketball • Cross Country 	Component of Fitness - Baseline assessment, two hours, w/b 12 September	<ul style="list-style-type: none"> • Boys and girls' football • Girls' netball • Table Tennis team • Cross Country squad
Year 7 HT2	Students will develop skills in: <ul style="list-style-type: none"> • Rugby • Table Tennis • Fitness 	Component of Fitness - Baseline assessment, two hours, w/b 11 November	<ul style="list-style-type: none"> • Boys and girls' football • Girls' netball • Boys' and girls' basketball • Indoor athletics • Badminton squad • Indoor girls' cricket • Boys' and girls' Handbal
Year 7 HT3	Students will develop skills in: <ul style="list-style-type: none"> • Rugby • Football • Handball 	Component of Fitness - Baseline assessment, two hours, w/b 30 January	<ul style="list-style-type: none"> • Boys' and girls' basketball • Indoor athletics • Boys' and girls' Handball • Trampoline squad
Year 7 HT4	Students will develop skills in: <ul style="list-style-type: none"> • Rugby • Handball • Football 	Component of Fitness - Baseline assessment, two hours, w/b 27 March	<ul style="list-style-type: none"> • Boys' and girls' football • Girls' netball • Indoor athletics
Year 7 HT5	Students will develop skills in: <ul style="list-style-type: none"> • Athletics 		<ul style="list-style-type: none"> • Boys' and girls' athletics league (outdoor) • Boys Cricket

<p>Year 7 HT6</p>	<p>Students will develop skills in:</p> <ul style="list-style-type: none"> • Cricket • Softball • Rounders • International sports activities 		<ul style="list-style-type: none"> • Boys' and girls' athletics league (outdoor) • Boys Cricket • Girls' Kwik cricket • Girls' rounders • Beach Volleyball
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