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, duration and 3pprox. date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: *In year 7, students are introduced to a range of fiction texts to develop their understanding of genre and form, studying whole novels, plays, poem 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.*			
Year 7 HT1	**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 of: • Structuring a piece of creative writing • Developing their use of descriptive language • Introducing ambitious vocabulary into their writing •	**Formative Assessment:** Descriptive writing of a setting in order to create a consistent atmosphere or mood **Summative Assessment:** Descriptive writing with a picture stimulus	Creative Writing Club Young Writer's Twisted Tales Writing competition
Year 7 HT2	**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 learn about: • 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	**Formative Assessment:** Thematic analysis using an extract **Summative Assessment:** Thematic analysis using an extract.	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 Watch: Julie Taymor's production of 'The Tempest'

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			Visit: Shakespeare's Globe theatre
Year 7 HT3	**Unit Title: A Monster Calls** 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 whole text structure and ideas Students will learn about: • Reading a whole novel • Introduction to making inferences • Analysis of an extract	**Mid-Year Exam:** **Formative Assessment:** How does Ness explore ideas on a theme. **Summative Assessment:** How does Ness explore ideas on a theme	Wider fiction reading for students' pleasure (students will have access to books via Sparx Reader from their reading lessons)
Year 7 HT4	**Unit Title: Non-Fiction War and Conflict** 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. Students will learn about: • Exploring Text, Audience and Purpose of a text • Analysing language • Making thematic links	**Formative Assessment:** Analysis of biographical writing **Summative Assessment:** Analysis of political speech	Join the school newspaper Visit the Imperial War Museum Wider reading of non-fiction in the library
Year 7 HT5	**Unit Title: War Poetry** 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. Students will learn about: • Analysing form and structure of poetry • Exploring connotations • The historical context of war poetry and themes of power and conflict.	**Formative Assessment:** Analysis of the structure and language of a poem on a theme. **Summative Assessment:** Analysis of the structure and language of one of the poem's from the anthology	Young Writer's Poetry Writing competition Watch: Channel 4 Documentary 'The Not Dead'
Year 7 HT6	**Unit Title: Speech Writing** To end the year, students across KS3complete a unit of work that focuses on developing their oracy and public speaking skills. Students will work on writing speeches around a theme and then performing them to their peers. The year culminates in an inter-year competition with performances in assembly.	**End of Year Exams:** Students will be assessed through a Reading and a Writing paper that assesses key skills	Watch: speeches from Jack Petchey speak out challenge

	Students will learn about: • What makes an effective speech • How to effectively use persuasive devices in their writing • How to use their voice and body language to communicate with an audience	that students have learnt across the year.	Read: non-fiction articles in Tutor time and from news websites Newspaper Club

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Half Term	MATHS Curriculum Content	Assessment(s) *(assessment title, duration and 6pprox. date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: *Year 7 curriculum is a broad range of topics from Number, Algebra, Shapes and Measure and Data*			
Year 7 HT1	Students will learn about/ develop skills of: • Numerical Skills • Order of operations • Introduction to Algebra • Primes, Factors and Multiples (Part 1)	End of topic tests – 30 min at the end of most topics **Progress Point 1 Test:**	• 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 learn about/ develop skills of:
	• Primes, Factors and Multiples (Part 2)
	• Expanding and Factorising 1
	• Addition and Subtraction
	• Perimeter
		End of topic tests – 30 min at the end of most topics	• Watch following films
			  ○ Hidden figures
			  ○ Cube

Year 7 HT3	Students will learn about/ develop skills of: • Mean • Multiplication and Division • Area of triangles and quadrilaterals (Part 1)	End of topic tests – 30 min at the end of most topics **Pre Public Examinations (PPE1)**	• UKMT clubs for selected pupils
Year 7 HT4	Students will learn about/ develop skills of: • Area of triangles and quadrilaterals (Part 2) • Fraction Manipulation • Adding and Subtracting Fractions • Comparing and Ordering Fractions	End of topic tests – 30 min at the end of most topics	Visit • Bank of England • Science Museum • V&A Museum • Bletchley Park
Year 7 HT5	Students will learn about/ develop skills of: • Fractions of amount • Polygons • Angles • Coordinates	End of topic tests – 30 min at the end of most topics **Progress Point 2 Test**	
Year 7 HT6	Students will learn about/ develop skills of: • Time • Powers and Roots • Prime Factorisation	End of topic tests – 30 min at the end of most topics **Pre Public Examinations (PPE2)**	

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Half Term	SCIENCE Curriculum Content	Assessment(s) *(assessment title, duration and 7pprox. date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Science Curriculum Overview: *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 all three sciences. Year 7 begins by understanding the key blocks of knowledge and concepts 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:* 7.01 *Particles, 7.02* Fundamentals of Physics, 7.03 *Cells & Organisation, 7.04 Chemical Changes, 7.05 Organ Systems, 7.06 Sound and Light, 7.07 Materials and 7.08 Life Cycles* **Wider Reading:** https://www.sciencejournalforkids.org/ Wow science https://wowscience.co.uk/ https://www.youtube.com/@bbcteach One Zoo Three Series Read articles in The Day or in New Scientist			
Year 7 HT1	**Particles** – Students will be introduced to working scientifically and how to work safely in a secondary science lab. Additionally, they will investigate how particles are the building blocks of our world. • Particle model of matter • Elements, compounds, and mixtures • Pure substances and mixtures • Solutions • Separating mixtures	**TOPIC TEST – 30 MINS**	Grow your own crystal e.g. salt http://www.sciencekids.co.nz/projects/saltcrystals.html
Year 7 HT1/2	**Fundamentals of Physics** – Students will explore motion and the forces that alter it. They will then describe these as transfers of energy from different stores by work done by forces. • Describing forces • Describing friction • Energy stores • Energy transfers • Energy analysis	**TOPIC TEST – 30 MINS**	Visit the science museum and check out their energy hall. Go the Technicians: The David Sainsbury at the science museum to learn about being a wind turbine technician. London Transport Museum
HT2	**Cells and Organisation –** Students will learn how to prepare slides, use microscopes and explain the differences between different types of living organisms.	**TOPIC TEST – 30 MINS**	Visit the Medicine: The Wellcome Galleries at the Science Museum

	• Life processes of organisms • Cells, tissues, organs and systems • Features of plant and animal cells • Unicellular organisms		
HT3	**Chemical Changes –** Students will learn the importance of chemical reactions, how these are used in industry and everyday life to benefit us. • Chemical symbols and formulae • Representing atom rearrangement • Properties of elements • Chemical change • Observing chemical reactions • Reactants and products • Categorising reactions	**TOPIC TEST – 30 MINS**	Subscribe to the Whizz Pop Bang magazine, a new monthly children's science magazine. https://www.whizzpopbang.com
PPE 1 will be 1 paper. Students will be assessed on the following: **7.01 Particles** **7.02 Fundamentals of Physics** **7.03 Cells & Organisation** **Revision resources can be found on Satchel One**			
Year 7 HT3/4	**Organ systems** – Students wills study the parts, function and connections between e main organ systems in the body • Gas exchange system in humans • Digestive system in humans • Circulatory system in humans • Musculoskeletal system in humans	**TOPIC TEST – 30 MINS**	Natural History Museum
Year 7 HT4	**Sound and Light Waves –** The unit describes light and sound as waves that transfer energy, what happens when they meet different surfaces and they how can be observed. • Observing sound • Observing light • General principles of radiation • Sound as radiation • Energy transfer by sound • Light as radiation • Coloured light	**TOPIC TEST – 30 MINS**	Visit the Exploring Space exhibition and the engineers exhibition at the Science Museum Visit the Royal Observatory in Greenwich!

	• Refraction of light • Hearing • Seeing		
Year 7 HT5	**Materials**– Students explore the properties of some of the materials made from earth's resources. • Composite materials • Properties of metals and non-metals • Ceramics • Polymers	**TOPIC TEST – 30 MINS**	Jobs that use Science https://www.bbc.co.uk/bitesize/groups/ce8q155gnd3t
Year 7 HT5	**Life Cycles –** They will understand the changes that our bodies undergo and how the reproductive system works in plants and animals as well as how we inherit our characteristics. • Heredity and the genome • Growth and development • Sexual reproduction • Sexual reproduction in humans • Sexual reproduction in plants • Asexual reproduction • Variation	**TOPIC TEST – 30 MINS**	Visit Chessington or London Zoo to improve your knowledge of animals and their environments. https://www.zsl.org/zsl-london-zoo
Year 7 HT6	**Plants and their processes -**Students exploring the structure and function of roots, leaves and stems. Pupils then progress on to the process of photosynthesis and its importance • Plant Roots • Photosynthesis • Testing for starch • Adaptations of leaves • Transport in plants • Plants and atmosphere • Plants as producers	**TOPIC TEST – 30 MINS**	Check out all the amazing plants you can see at Kew Gardens!
PPE 2 consists of 3 papers. Students will be assessed on the following: Biology: 7.03 Cells & Organisation, 7.05 Organ Systems Chemistry: 7.01 Particles, 7.04 Chemical Changes Physics: 7.02 Fundamentals of Physics, 7.06 Sound & Light			

Half Term	RE Curriculum Content	Assessment(s) *(assessment title, duration and 10approx. date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: The Year 7 curriculum builds on and develops 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.			
Year 7 **HT – 1-2**	**Unit Title: Judaism** Students will learn about/ develop skills of: 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 Holocaust. By the end of this unit of work students should have a strong knowledge of the beliefs, teachings and practices of Judaism.	**Formative assessment** 5-10 mark small stakes retrieval quiz in each lesson **Summative assessment** Feature 10 one-mark questions, a 5 mark describe question, and a 10 mark explain question.	**Discovering religious text –** **https://www.bl.uk/sacred-texts/teaching-resources** **BBC Bitesize KS3** **https://www.bbc.co.uk/bitesize/subjects/zh3rkqt** **Email a believer (Reonline)** **http://pof.reonline.org.uk/** **REOnline – Subject knowledge**

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Year 7 **HT 3-4**	**Unit Title: Christianity** Students will learn about/ develop skills of: 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.	**Formative assessment** 5-10 mark small stakes retrieval quiz in each lesson **Summative assessment** Feature 10 one-mark questions, a 5 mark describe question, and a 10 mark explain question.	https://www.reonline.org.uk/subject-knowledge/ **Most BBC RE clips** https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FegxQqJbF9A1hUL8igC5eNF **Truetube** https://www.truetube.co.uk/ **Request – Christianity** https://request.org.uk/ **The Bible society videos – Christian** https://www.youtube.com/user/biblesocietytv/videos **The Bible project** https://www.youtube.com/user/jointhebibleproject/playlists **The day** https://theday.co.uk/category/topics/culture/ **Religion museums in London** https://www.museumslondon.org/category/13/religion
Year 7 **HT 5 – 6**	**Unit Title: The study of Abrahamic Faiths** Students will learn about/ develop skills of: Year 7 ends with a unit on the Origins of Abrahamic faith. This provides students with the historical and theological background to Judaism, Christianity, and Islam to review prior learning ahead of end of year assessments. This is a recap of the foundation to our students learning journey in RE as it helps students see the distinctions and connections between these.	**Formative assessment** 5-10 mark small stakes retrieval quiz in each lesson **Summative assessment** Feature 10 one-mark questions, a 5 mark describe question, and a 10 mark explain question	

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Half Term	ART Curriculum Content	Assessment(s) *(assessment title, duration and 12pprox. date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: We close gaps in prior learning by establishing a foundation of students understanding, art history exposure and making experience. We establish the understanding that there is a range of criteria by which we can assess and quantify value in art.			
Year 7 Autumn	**Unit Title: Portraits:** Learning about tone and facial features helps students develop their skills in portraiture and realistic drawing. By understanding tone, students learn how to create depth and dimension through shading, highlights, and contrasts. This is essential for making facial features like eyes, noses, and mouths appear three-dimensional and lifelike. Students will study the proportions and structure of the face, exploring how subtle changes in tone can convey emotion, age, and expression. This practice not only improves observational drawing skills but also encourages students to appreciate the complexities of human features in art. • **Tone** • **Drawing** • **Proportion** • **Photography** • **Drawing: grid method** • **Colour** • **Value** • **Space** • **Form** • **Texture** • **Line** • **Pattern** • **Composition** • **Scale**	Students will be assessed on their ongoing work within their workbook. Practical outcome: Self portrait	**Places to Visit:** • **National Portrait Gallery (London)** • **Victoria & Albert Museum (London) – sculpture and portraiture galleries** • **Local art galleries or museums (e.g. city museums with portrait collections)** • **The Tate Britain – especially historical and modern British portraiture** • **Outdoor sculpture trails or public portrait artworks in your local area** **Wider Reading / Viewing:** • ***Katie and the British Artists* by James Mayhew (for younger readers)** • ***Who's in the Picture?* By Susie Brooks** • ***The Usborne Art Book About Portraits*** • **Online artist talks or videos on portraiture (e.g. Tate Kids, BBC Bitesize Art & Design)** • **Look at artists like Frida Kahlo, Vincent van Gogh, Kehinde Wiley, or Amy Sherald** **Clubs to Join / Activities:** • **School Art Club (portrait sketching, self-portraits, or mixed media faces)**

	• **Shape** • **Viewpoint**		
Year 7 Spring	**Unit Title: Sea Creatures –** By exploring the theme sea creatures using mark-making and collage this offers students an exciting opportunity to develop both technical and creative skills. Through mark-making, students can experiment with a variety of tools and techniques to create textures that mimic the scales, shells, and fluid movements of marine life. This exploration is then enhanced by incorporating collage, where students use mixed media such as paper, fabric, and natural materials to build layered, dynamic compositions. By studying the unique forms and textures of sea creatures, students will deepen their understanding of shape, texture, and composition while developing their individual artistic voices. • **Mark-making** • **Texture** • **Form** • **Collage** • **Composition** • **Mixed media** • **Observation** • **Creativity** • **Motor skills** • **Contrast**	Students will be assessed on their ongoing work within their workbook. Practical outcome: Sea Creature mix media collage	**Places to Visit:** • **Local aquariums (e.g. SEA LIFE Centres) to observe real marine life up close** • **Natural history museums (e.g. Natural History Museum, London – marine biology exhibits)** • **Beach trips or rock pooling sessions for sketching and collecting textures** • **Art galleries with nature-inspired or abstract art (look for exhibits with texture or organic forms)** **Wider Reading / Viewing:** • ***Ocean: A Photicular Book* by Dan Kainen – engaging imagery of sea life** • ***The Big Book of the Blue* by Yuval Zommer – fun facts and beautiful illustrations** • **Documentaries like Blue Planet (BBC) for visual inspiration** • **Look up artists like Peter Clarke, Eugène Séguy, Ernst Haeckel, or Heather Knight (texture ceramics)** • **YouTube: Simple mark-making or mixed media tutorials for sea life themes** **Clubs to Join / Activities:** • **School Art Club: explore sea creature projects using found textures and recycled materials** • **Create a collage sketchbook at home using scraps from packaging, magazines, or natural materials**
Year 7 Summer	**Unit Title: Sculpture –** Exploring sculpture through the works of Yayoi Kusama and Henri Matisse introduces students to diverse approaches in form	Students will be assessed on their ongoing work within their workbook.	**Places to Visit:** • **Tate Modern or Tate Britain – contemporary and modern sculpture exhibits**

	and expression. Kusama's use of repetitive patterns, bold colours, and organic shapes encourages students to think about how sculpture can interact with space and viewer perception. In contrast, Matisse's cut-out sculptures and simplified forms highlight the importance of shape and composition in three-dimensional work. By studying these artists, students will learn to experiment with materials, explore the relationship between shape, colour, and space, and develop their own unique sculptural language. • **Understanding form and space** • **Experimenting with materials** • **Exploring repetitive patterns and bold colours** • **Creating organic and simplified shapes** • **Developing spatial awareness in sculpture** • **Enhancing composition skills in three-dimensional work** • **Investigating the relationship between colour, shape, and space** • **Building creativity and individual expression in sculpture**	Practical outcome: Sculpture inspired by artists	• **The Yorkshire Sculpture Park – outdoor, large-scale sculpture in a natural setting** • **The Hepworth Wakefield – modern sculpture gallery with interactive exhibitions** • **Local sculpture trails or public art installations** • **School grounds or nearby parks – for observing how sculpture interacts with space** **Wider Reading / Viewing:** • ***Yayoi Kusama: From Here to Infinity* by Sarah Suzuki – colourful, age-appropriate biography** • ***Henri Matisse: Drawing with Scissors* by Keesia Johnson** • **Online virtual gallery tours (e.g. Tate Kids or Google Arts & Culture)** • **YouTube: Kusama's Infinity Rooms or Matisse's cut-out process** • **Explore sculpture tutorials using simple or recycled materials (card, clay, wire, paper)** **Clubs to Join / Activities:** • **School Art or Sculpture Club – experimenting with cardboard, papier-mâché, or clay** • **Home project: build a mini Kusama-inspired installation using pattern and paper shapes**

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HALF TERM	COMPUTING CURRICULUM CONTENT
Year 7 HT1	**Unit Title: Impact of Technology – Collaborating online respectfully** Students are shown how to use the school network and services appropriately.
Year 7 HT2	**Unit Title: Programming essentials in Scratch – part I and part 2** Students will build confidence and knowledge of the key programming constructs. Students will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills.
Year 7 HT3	**Unit Title: Minecraft AI** Students will learn how AI works, the difference between predictive and generative AI, the applications of AI and the ethical issues surrounding AI
Year 7 HT4	**Unit Title: Modelling data – Spreadsheets** Students will learn about the wonderful world of spreadsheets and the concept of cell referencing.
Year 7 HT5	**Unit Title: Networks from semaphores to the Internet** Students will learn why we network computers, the benefits and potential risks of networking computers.
Year 7 HT6	**Unit Title: Sketch up** Students will use a 3D building modelling application to design building

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Half Term	FRENCH/ SPANISH Curriculum Content	Assessment(s) *(assessment title, duration and 16pprox. date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: *In year 7 our curriculum aims at enthusing pupils 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.*			
Year 7 HT1	**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: • Numbers and dates • Routine classroom instructions • Expressing opinions	**Formative Assessment:** Vocabulary quizzes **Summative Assessment:** End of unit listening and speaking assessment	• 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).
Year 7 HT2	**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. • Colours • Describing people	**Formative Assessment:** Vocabulary quizzes **Summative Assessment:** End of unit reading and writing assessment	

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	• Animals		
Year 7 HT3	**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: • School subjects • School facilities • Time	**Mid-Year Exam:** Listening, reading and writing assessment **Formative Assessment:** Vocabulary quizzes	Extended writing answering: • what is your favourite subject and why • what do you think about your school • what you normally do during break • what are you going to do when you get home today
Year 7 HT4	**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. • Key locations – what is there in my town? • Types of house and descriptions • Expressing opinions with justifications	**Formative Assessment:** Vocabulary quizzes **Summative Assessment:** Speaking assessment	Extended writing answering: • where you live (house+area) • where you would like to live in the future and why
Year 7 HT5	**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.	**End of Year Exams** Listening, reading and writing	
Year 7 HT6	**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: • French/Spanish-speaking culture • Oracy and presentation skills		**Films:** • **Encanto (Colombia)** • **Belle et Sébastien (life in Vichy France)**

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Half Term	DRAMA Curriculum Content	Assessment(s) *(assessment title, duration and 18pprox. date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: *In Year 7 Drama, students experience a dynamic and comprehensive curriculum designed to build their skills and creativity in performing arts. The year begins with "Introduction to Drama: Techniques and Performance Skills," where students learn fundamental drama techniques and performance skills. In the second term, they tackle "Exploration of Theme and Devising Approaches: Bullying," which helps them develop original work around this important theme. The third term focuses on "Page to Stage and Exploration Scripts: Script Extracts," where students practice interpreting and performing selected script excerpts from a range of playwrights and covering different styles, forms and genres. Following this, in "Exploration of Stimulus and Devising Approaches: Twisted Tales," students use creative prompts to invent their own imaginative stories. In the fifth term, they explore "Page to Stage and Exploration Scripts: Ernie's Incredible Illucinations" by Alan Ayckbourn, delving into a complete play to enhance their script analysis and performance skills. The year concludes with "Response to Live Theatre: National Theatre's Peter Pan from Drama Online," where students engage with a live theatre performance, developing their ability to analyse and respond to professional productions. This curriculum provides a rich blend of technical skills, thematic exploration, and live theatre engagement.* ***Drama intent:*** By the end of Year 7, students will have: • build a **strong foundation** for drama by introducing and developing fundamental drama techniques and performance skills and understanding what 'having courage and being kind' in drama looks like. • **explore significant themes** by creating and reflecting on original work cantered around topics such as bullying. • enhance their understanding and performance skills by **engaging with various script** extracts and full-length plays. • **develop their creativity** by fostering imaginative thinking and devising abilities through stimulus-based activities and creative storytelling. • **analyse theatre** by developing analytical skills and response techniques through engagement with live theatre productions.			
Year 7 HT1	7HT1 Introduction to drama: Techniques and Performance Skills • Students will learn basic drama techniques, including voice projection, body language, and facial expressions to effectively convey emotions and character. • Students will practice improvisation exercises to enhance their spontaneity and creativity in performance. • Students will explore different types of staging and spatial awareness to understand how the physical arrangement impacts a performance. • Students will engage in group activities to develop teamwork skills and learn the importance of collaboration in drama. • Students will perform short scenes to the class to build confidence and stage presence, receiving feedback to improve their skills. **Baseline Assessment:** Voice, Facial Expression, Physical, Frozen Image, Soundscape and Split Scene/cross cutting	**Quiz and practical assessment**	**Open Evening** **Black History Month- Cultural Gala** **Y7&8 Drama Club: Thursday lunchtimes**

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Year 7 HT2	**7HT2 Exploration of Theme and <u>Devising</u> approaches: Bullying** • Students will examine the theme of bullying through discussions and research, focusing on its various forms and impacts. • Students will respond to a stimulus to spart original ideas for their drama. • Students will engage in devising activities where they create original scenes or short plays based on the theme of bullying. • Students will use improvisation and role-play to explore different perspectives and experiences related to bullying. • Students will develop their scriptwriting skills by drafting and refining their own scripts cantered around the theme. • Students will present their devised pieces to the class and participate in peer feedback sessions to evaluate and improve their work.	**Quiz and practical assessment**	**Anti Bullying Week** **Monday 11th – Friday 15th November** **Y7&8 Drama Club: Thursday lunchtimes**
Year 7 HT3	**7HT3 Page to Stage and Exploration of Scripts: Script Extracts** • Students will practice the routines for working with scripts, highlighting lines and annotating the text. • Students will read and analyse selected script extracts to understand character development, plot structure, and thematic elements. • Students will practice interpreting and performing these extracts, focusing on bringing the text to life through their performances. • Students will explore different genres and styles of writing within the script extracts to broaden their understanding of various theatrical forms. • Students will work on enhancing their ability to follow stage directions and integrate them effectively into their performances. • Students will participate in group discussions and critiques to reflect on their performances and learn from others' interpretations.	**Practical and written assessment**	**Y7&8 Drama Club: Thursday lunchtimes**
Year 7 HT4	**7HT4 Exploration of Stimulus and Devising Approaches: Twisted Tales** • Students will use creative prompts and stimuli, to inspire their own imaginative stories and dramatic scenarios. • Students will engage in brainstorming sessions to generate and develop original ideas sparked on the stimuli as a starting point.	**Quiz and Practical assessment**	**Y7&8 Drama Club: Thursday lunchtimes** **Academy production rehearsals**

	• Students will create and rehearse their own "twisted" or unconventional tales, experimenting with plot twists and unique character developments. • Students will perform their devised stories and engage in peer feedback to refine their narratives and performances. • Students will reflect on their devising process, discussing what worked well and what could be improved in their storytelling approach.		
Year 7 HT5	**7HT5 Page to Stage and Exploration Scripts: Ernie's Incredible Illucinations by Alan Ayckbourn** • Students will read and analyse "Ernie's Incredible Illucinations," focusing on the play's themes, characters, and narrative structure. • Students will perform selected scenes from the play, exploring character relationships and dramatic tension. • Students will practice interpreting the playwright's intentions and incorporating them into their performances. • Students will response to stage directions and use the areas of the stage to give and receive direction. • Students will receive and incorporate feedback on their performances, aiming to enhance their understanding and execution of the play's material.	**Practical and written assessment**	**Y7&8 Drama Club: Thursday lunchtimes** **Academy production rehearsals**
Year 7 HT6	**7HT6 Response to Live Theatre: National Theatre's Peter Pan from Drama Online** • Students will view the National Theatre's production of "Peter Pan" and take notes on key elements such as staging, acting, and design. • Students will analyse the live performance by discussing its interpretation of the script, character portrayals, and overall production quality. • Students will write a response to the performance, reflecting on their personal reactions and evaluating the effectiveness of various theatrical elements. • Students will compare the live performance to their own experiences of drama, discussing differences and similarities. • Students will participate in a group discussion about the live theatre experience, sharing insights and learning from their peers' perspectives. • Students will consider adaptation and examine ways that the book has been interpreted for the stage both in its writing, direction, performance and design.	**Quiz and written Assessment**	**Academy production rehearsals and showtime!**

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Half Term	D&T Curriculum Content	Assessment(s) *(assessment title, duration and 21pprox. date)*

Year 7 Curriculum Overview:

In Year 7, students embark on a foundational journey through design and technology that introduces them to essential workshop practices, material knowledge, and the design process. They begin by learning how to work safely in a workshop environment, using hand tools confidently to shape and manipulate acrylic. Through practical tasks, students explore the properties and categorisation of materials, with a particular focus on plastics. They then apply their learning by designing and making a small, ergonomic tool that is both functional and user centred. Sustainability is embedded through an investigation into the origins of plastics and their environmental impact, prompting students to make informed material choices. Later in the year, students address real-world challenges by designing reading aids for younger users, incorporating CAD and CAM to bring their ideas to life. The curriculum culminates in STEAM-based projects that encourage creativity, problem-solving, and technical development across disciplines.

Design and Technology intent:

- Develop students' curiosity, creativity, and confidence in designing and making.
- Equip students with essential practical skills, including safe use of tools and workshop practices.
- Introduce key technical vocabulary and foundational knowledge of materials, particularly plastics.
- Promote responsible design thinking with a focus on sustainability and informed material choices.
- Provide opportunities for students to solve real-world problems through user-centred design projects.
- Build digital literacy through the integration of CAD (Computer-Aided Design) and CAM (Computer-Aided Manufacturing).
- Foster innovation and critical thinking through collaborative and STEAM-based learning.
- Lay the groundwork for future learning by embedding design principles, environmental awareness, and cross-curricular links**.**

IMPLEMENTATION

Year 7 HT1	**Week 1: Workshop Safety Introduction (AO1)** Students learn how to work safely in the D&T workshop, including expectations and hazard awareness. **Week 2: Tools & Materials (AO1)** Students are introduced to hand tools and practise using them to shape acrylic safely and accurately. **Week 3: Thermoplastics vs Thermosets (AO1**) Students learn key vocabulary and compare material properties of thermoplastics and thermosets.	**Homework quizzes**	Further reading: • **"Plastic: Past, Present, and Future"** by Eun-ju Kim *A fun, illustrated book exploring how plastic is made, used, and what*

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	Week 4: Categorising Materials (AO1) – Students explore material properties (strength, flexibility, durability) and practise categorising common D&T materials.		*we can do to reduce its harm.* • **BBC Bitesize: KS3 Design & Technology: Materials and Their Properties** *Great revision-style material for classroom support.* • **"What a Waste" by Jess French** *A brilliant and visually engaging introduction to plastic waste and sustainability for KS3.* <u>Places to visit:</u> • **Science Museum (South Kensington)** Relevant Galleries: ○ ***Materials Gallery*** – Learn about the properties of plastics and other materials. ○ ***Tomorrow's World*** – Explore innovations in sustainable design and recycling. *Hands-on exhibits that show how science solves real-world problems, including plastic waste*
Year 7 HT2	**Week 5: Introduction to Design Brief (AO1)** Students respond to a brief to design a small, useful ergonomic tool for a specific user. **Week 6: Design Development (AO2)** Students sketch and refine their tool design, considering ergonomics and material properties. **Week 7: Making a Prototype (AO2)** Students begin making their tool using hand tools and workshop equipment.	**Homework quizzes**	
Year 7 HT3	**Week 8: (PPE1) Finishing & Evaluation (AO3/AO4)** Students complete and evaluate their small tool, reflecting on function and user experience. **Week 9: Sustainability & Plastics (AO1)** Students investigate the environmental impact of plastic use and explore ways to reduce waste.	**PPE1** **Students are assessed on their project: A small useful tool** **AO3 and Ao4**	
Year 7 HT4	**Week 10: Introduction to <u>Reading Aid Project</u> (AO1) –** Students identify barriers to reading and explore how design can support younger or vulnerable readers. **Week 11: User-Centred Design (AO1)** Students develop initial concepts for a reading aid that supports sensory engagement or focus. **Week 12: Sketching & Development (AO2)** Students sketch ideas in 3D and annotate features that address user needs. **Week 13: CAD Design Skills (AO2)** Students use basic CAD software to refine their reading aid design digitally.	**Homework quizzes**	
Year 7 HT5	**Week 14: CAM & Prototyping (AO2)** Students use CAM tools such as the laser cutter to produce a functional prototype of their design. **Week 15: Assembly & Finishing (AO2)** Students assemble and finish their prototype using workshop tools and equipment.	**Homework quizzes** **Videos, literacy and multiple-choice questions**	

	Week 16: Testing & Peer Feedback (AO3) Students test their prototypes, gather peer feedback, and consider improvements. **Week 17: Final Evaluation & Reflection (AO4)** Students evaluate the success of their product against the brief and reflect on the design process.		*and material engineering.*
Year 7 HT6	**STEAM Mini Project 1: Plastic or Problem? Microplastics Investigation** **Focus:** Science + Design + Sustainability **Links to SOW:** Week 3–4 (Material categorisation, plastic use) **Overview:** Students investigate how microplastics enter the environment and their impact on marine life. **STEAM Mini Project 2: Ergonomics Challenge – The Paperclip Test** **Focus**: Maths + Design + Human Factors **Links to SOW**: Week 5–6 (Ergonomic tool design) **Overview**: Students explore ergonomics through rapid prototyping by redesigning a basic object for comfort and efficiency. **STEAM Mini Project 3: Digital vs Hand Tools: The Laser Cutter Debate** **Focus**: Technology + Design + Critical Thinking **Links to SOW**: Week 13–14 (CAD/CAM and prototyping) **Overview**: Students explore the differences between hand tools and digital fabrication in terms of time, precision, and sustainability.	**PPE2** **Students previous project is assessed: AO2, final prototype and a grade is given**	

Half Term	FRENCH/ SPANISH Curriculum Content	Assessment(s) *(assessment title, duration and 24pprox. date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: *In year 7 our curriculum aims at enthusing pupils 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.*			
Year 7 HT1	**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: • Numbers and dates • Routine classroom instructions • Expressing opinions	**Formative Assessment:** Vocabulary quizzes **Summative Assessment:** End of unit listening and speaking assessment	• 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).
Year 7 HT2	**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. • Colours • Describing people • Animals	**Formative Assessment:** Vocabulary quizzes **Summative Assessment:** End of unit reading and writing assessment	
Year 7 HT3	**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: • School subjects • School facilities	**Mid-Year Exam:** Listening, reading and writing assessment **Formative Assessment:** Vocabulary quizzes	Extended writing answering: • what is your favourite subject and why • what do you think about your school • what you normally do during break

	• Time		• what are you going to do when you get home today
Year 7 HT4	**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. • Key locations – what is there in my town? • Types of house and descriptions • Expressing opinions with justifications	**Formative Assessment:** Vocabulary quizzes **Summative Assessment:** Speaking assessment	Extended writing answering: • where you live (house+area) • where you would like to live in the future and why
Year 7 HT5	**Unit Title: Revision + Skills Based Lessons** Students to spend time focusing on key exam skills-based lessons in-line with the new GCSE including: - Listening Comprehension Skills - Reading Comprehension Skills - Speaking Skills (Role Play, Photo Task, Asking + Answering Questions in French/Spanish) - Writing Skills (Essay Writing, Translation) - Grammar Focus - Dictation and Phonics		
Year 7 HT6	**Unit Title: Revision + End of Year Projects** 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. To end the year, students will do a Speak to Me Challenge where they can practise their Speaking Skills through role play in French/Spanish. The group that can recite and act out their Role Play the best will win an end of year prize.	**End of Year Exams** Listening, reading and writing	-

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Half Term	GEOGRAPHY Curriculum Content	Assessment(s) *(assessment title, duration and 26pprox. date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: *What will year 7s study and learn this academic year? Why this/ why now?* Pupils start off their geographical journey with the topic 'An introduction to geographical skills'. 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. They then study their introduction to global climate and climate change culminating in their speech writing of what they believe students at Walthamstow Academy should do to help tackle climate change. 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. Year 7s then study Rivers which looks at the physical processes and landforms along UK rivers. It is studied towards the end of Y7 and as it complements the Coasts topic in Y8. Y7 then study the World of Work which interleaves concepts they have already learnt about such as fossil fuels and development levels. Finally, pupils are able to carry out their own fieldwork investigation around the school investigating infiltration rates which builds on their prior knowledge of the water cycle and flood risk.			
Year 7 **HT1 & 2**	**Unit 1 Title: An introduction to geographical skills** This unit focuses on introducing the role of a geographer in today's world. In this unit pupils develop their geographical skills mainly through using maps. • 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. **Unit 2: An introduction to global climate**	**End of topic test: An introduction to geographical skills – 30 mins**	

	Within this unit, students will recap weather and climate from the primary curriculum. They will be introduced to the greenhouse and enhanced greenhouse effects, along with the causes and effects of climate change. 1. Climate zones and biomes 2. The greenhouse effect 3. Causes of climate change 4. Effects of climate change 5. My role as a geographer		
Year 7 HT2 and 3	**Unit Title: Development** Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries, using atlas maps, to focus on development. Pupils will analyse the distribution of developed, developing countries and emerging countries. In this unit pupils are asked to examine the distribution of development globally. Pupils should consider methods of measuring and comparing development and explain the factors (human and physical) that affect the varying rates of development, for example looking at how tourism has impacted the development of Nepal and the impact of colonialism on the development of the DRC. Pupils will use a range of indicators to analyse world patterns of development and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in different locations. Pupils are required to consider the causes of world poverty before investigating what can be done to improve people's quality of life via top-down and bottom-up strategies. Students will then assess the effectiveness of the different strategies being used to improve the quality of life in a specific location. • What is development? • How can we measure development using development indicators? • What human and physical factors have influenced the development of Nepal? • 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? • How can bottom-up projects support the DRC's development?	**January PPE** Introduction to Geographical skills, Introduction to Climate Development assessment – 1 hour	**'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

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Year 7 HT3 & 4	**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. Pupils would be able to see the key processes acting within the river and the features produced by these processes. Pupils can progress their map skills. To enhance their research skills, pupils could use sources such as BBC News to look at recent flood events, to appreciate the impact of flooding both locally, nationally and globally. By the end of the unit, the pupils will have gained knowledge on the power by which rivers shape the land; how geographical processes interact to create distinctive physical features that change over time and space; and the relationship humans have with rivers in the context of flooding and flood prevention. • The drainage basin. • The drainage basin features/ system. • Long profile of a river. • Erosion and transportation. • Waterfall formation. • Meander formation. • Floodplain formation. • Human and physical causes of floods. • River management (hard and soft engineering). • Flood (Somerset Levels) case study • Flood case study (Bangladesh)	**Rivers assessment – 30 minutes**	**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=8LcrhihbsOc
Year 7 HT4/5	**Unit Title: World of Work** This unit explores economic activities, with a specific focus on tourism. Pupils will investigate examples of work in each sector of the economy. They will understand the different employment structures of countries at different levels of economic development and how these structures change overtime. The unit will also focus on the factors which influence the location of different industries. The unit will then focus upon tourism as an example of a tertiary industry, examining why this industry is the fastest growing in the world and the largest employer globally. The Butler model is introduced in the early stages of this unit, and this could be explored through a living graph / thinking skills activity. The unit will have a deep focus on the impacts of tourism both positively and negatively within a chosen location picked by the school. Students will explore the economic, social, environmental opportunities and challenges created by this industry.	**June PPE:** Introduction to geographical skills, Introduction to Global climate, Development, Rivers & World of Work	

	• Types of work (primary, secondary, tertiary, quaternary). • Employment structures (worldwide) • Changing employment structures of the UK • Decision making exercise • Factors affecting the location of different industries. • Features of quaternary industries • The impact of different industries. • Factors affecting trade		
Year 7 **HT6**	**Unit Title: Fieldwork** **Fieldwork-** pupils will carry out a fieldwork investigation in the local area. Before completing the fieldwork, the unit will focus on: • How to create enquiry questions • Different types of sampling • Primary and secondary data collection • Analysing and presenting data • Drawing conclusions from data • Evaluating the study		

Half Term	HISTORY Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: *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.*			
Year 7 HT1	**Unit Title: Empires East and West c.1000** Students will learn about/ develop skills of: Sequence of the five-lesson enquiry: • The world c.1000 • Chinese dynasties • Islamic Empire • Byzantine Empire • Rome c.1000 • Powerful empires that existed c.1000 and held power through emperors, empresses and caliphs. • People, knowledge, beliefs and diseases that travelled across continents using trade routes, such as the Silk Road. • Key features of Chinese society, such as religious beliefs and knowledge of medicine. • The role of women in different societies during this period, particularly Empress Zoe. • The importance of Constantinople as a wealthy trading city. • The importance of Baghdad as the centre of the Islamic Empire, where in the House of Wisdom, knowledge was preserved and advanced by scholars.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Student timelines** **- Teacher questioning** **Summative assessment:** **- Empires East and West c.1000 EOU Assessment**	**- Visit the 'Cheddar Man' at the 'Human Evolution gallery' at the Natural History Museum** **Cheddar Man documentary:** **https://www.nhm.ac.uk/discover/cheddar-man-mesolithic-britain-blue-eyed-boy.html**

	• Christianity as the main religion in Europe during this period and the relationship between monarchs and the Church.		
Year 7 HT2	**Unit Title: The Battle of Hastings, 1066** Students will learn about/ develop skills of: • Understand 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. • Understand 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. • Key History skills of causation, significance and Source analysis. As well as extended analytical historical writing.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Teacher questioning** **Summative assessment:** **- Q: 'Tactics was the most important reasons why William won the Battle of Hastings'** **To what extent do you agree?** **15 Marks**	**The Battle of Hastings: BBC Bitesize:** **https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv**
Year 7 HT3	**Unit Title: The Norman Conquest** Students will learn about/ develop skills of: • Students will understand how the 'French' Normans take control of Anglo-Saxon England by using a combination of force and Norman political, social and economic systems. • The students will understand 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. • Students will need to understand 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).	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation questions** **- Teacher questioning** **Summative assessment:** **- Q: 'Tactics was the most important reasons why William won the Battle of Hastings'** **To what extent do you agree?** **15 Marks**	**Visit Warwick Castle** **https://www.warwick-castle.com/**
Year 7 HT4	**Unit Title: Religion in the Middle Ages (Christianity and Islam). Including the Crusades** Students will learn about/ develop skills of: • What was the role of the Church in medieval England? • What was the role of monks in medieval society?	**Formative assessment:** **- Key questions and hinge questions designed into all lessons**	**British Museum Crusades exhibit:** **https://www.britishmuseum.org/collection/term/BIOG89488**

	• 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. **Challenges to Medieval monarchs including the Black death and the Peasants' Revolt:** • 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? **History skills:** • 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. • Stephen and Matilda • Henry II and Thomas Becket • Henry II and Eleanor of Aquitaine • King John and the Church • King John and Magna Carta • Black Death • The Peasants' Revolt	**- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **Summative assessment:** **Q: How useful is sources A for an enquiry about how important religion was in the Middle Ages? (4)**	

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Year 7 HT5	**Unit Title: - Medieval Empires – Medieval Mali** Students will learn about/ develop skills of: • What evidence can we use to investigate Medieval Mali? • Who was Mansa Musa? • 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.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Teacher questioning** **Summative assessment:** **Q: How useful are sources A for an enquiry about the power of Mansa Musa? (8)**	**Lost Kingdoms of Africa BBC documentary** **https://www.bbc.co.uk/programmes/b00qbytc**
Year 7 HT6	**Unit Title: Revision for EOY UL assessment:** Students will learn about / develop skills of: • 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.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons-** **- Teacher questioning** **- Source analysis tasks** **- Interpretation analysis tasks** **Summative assessment:** **EOY UL Assessment** **Formative assessment:** **- Key questions and hinge questions designed into all lessons-** **- Teacher questioning** **- Source analysis tasks** **- Interpretation analysis tasks**	**The Battle of Hastings: BBC Bitesize:** **https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv** **Historian: Lucy Worsley Investigates:** **https://www.bbc.co.uk/programmes/p0bvhk4q**

Half Term	MUSIC Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: Year 7 follows the United Learning KS3 curriculum in full sequence. This range of instruments is chosen to help students understand how pitches and timbres can influence the experience of the listener, and how different instruments can require different techniques during performance**.** Basic music literacy such as music notation, dynamics, and pitch notation in treble clef is introduced through performance.			
Year 7 HT1	**Unit Title: Rhythm and Pulse** Students will cover: • Concepts: pulse, beat division, syncopation, dynamics, rhythm notation. • Instrument skills: chair drumming, samba ensemble, conducting, body percussion. • Set work: Connect It — Anna Meredith. • Outcomes: whole-class body percussion performance; syncopation compositions.	**Mid-unit listening and appraising check; KPI assessment: rhythmic fluency on two instruments**	Opportunities to perform at Agora Concerts
Year 7 HT2	**Unit Title: Singing and the Elements** Students will cover: • Concepts: interrelated dimensions of music — tonality, dynamics, tempo, articulation, structure, texture. • Set piece: By the Waters of London Town (performed in a round). Instrument skills: singing, analytical writing. • Outcomes: class performance in a round; written analysis of musical elements • Continuation of prior skills from HT1 • simple ostinato	**Mid-unit listening and appraising check; KPI assessment: use of elements vocabulary in written response** **In - Class performance recording**	Opportunities to perform in Winter concert events Sign-up opens for extra curricula groups
Year 7 HT3	**Unit Title: Melody: Pitch and Patterns** Students will cover: • Concepts: pitch notation, keyboard technique, ostinato composition, score reading, texture. • Instrument skills: keyboard (solo melody). • Set work: O Fortuna from Carmina Burana — Carl Orff. • Outcomes: solo keyboard performance; original ostinato composition.	**HT3 assessment week – Listening & Appraising + Knowledge test** **In - Class performance recording**	Opportunities to perform in Spring concert events

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Year 7 HT4	**Unit Title: Elements** Students will cover: • Concepts: hooks, riffs, ostinati, minimalism, repetition across genres. • Set works: Sweet Dreams (Eurythmics), Word Up (Cameo), Boléro (Ravel), Habanera (Bizet), Music for 18 Musicians (Reich). • Outcomes: class ensemble performance; minimalism composition. Scope for extended performance showcase. • , recording of performance skills.	**HT4 assessment week – Listening & Appraising + Knowledge test** **In - Class performance recording**	Opportunities to perform in Spring concert events
Year 7 HT5	**Unit Title: Extension, Assessment and Performance Showcase** Students will cover: • Lessons used for: extended class performances building on Hooks and Riffs repertoire; assessment catchup; individual extension tasks; DAW composition extension.	**HT5 assessment week – Listening & Appraising + Knowledge test** **In - Class composition recording**	Sign-up opens for extra curricula groups
Year 7 HT6	**Unit Title: End-of-Year Performance Showcase** Students will cover: • Students rehearse and perform polished class pieces drawing on material from across the year. • Opportunities to perform at summer concert events (Agora Concert).	**End-of-year listening and appraisal exam; KPI end-of-year assessment** **In – Class performance / recording**	Opportunities to perform in summer concert events

Half Term	PE Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: *Students will focus on learning the basic core skills in the sports and physical activities they participate in. We start with dribbling and passing in our invasion game sports such as handball, basketball and football so that students can grasp the important and most used skills first. In net and wall games, students will work on perfecting their forehand and backhand skills with the introduction of spin and placement. Students will work on these skills in isolated practices before the challenge increases to active and competitive scenarios. Students will have the opportunity to compete in all the topics they cover whether this be in small-sided games or showcases for the aesthetic sports.*			
Year 7 HT1	**Core PE:** Students will learn about/ develop skills of: • Trampoline • Basketball • Netball	Students will be assessed on these key pupil indicators (KPIs): • Effectively perform a range of actions, skills, and techniques with control, combining them appropriately in both isolation and small group setting. • Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Football teams • Netball teams • Table tennis teams and club • Cross country squad • Basketball club • Girls only club • Badminton club
Year 7 HT2	**Core PE:** Students will learn about/ develop skills of: • Football • Table Tennis • Fitness	Students will be assessed on these key pupil indicators (KPIs): • Successfully employs simple tactics or creative processes in practical settings. • Successfully leads a simple activity individually or as part of a group, showing respect and empathy for other and cooperation skills in doing so. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Basketball teams and club • Indoor athletics squad • Badminton teams • Indoor cricket team • Handball teams • Girls only club • Badminton club
Year 7 HT3	**Core PE:** Students will learn about/ develop skills of: • Handball • Football	Students will be assessed on these key pupil indicators (KPIs): • Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement. • Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.	• Basketball teams and club • Indoor athletics squad • Badminton teams • Indoor cricket team • Handball teams • Girls only club

		• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Badminton club • Trampoline squad
Year 7 HT4	**Core PE:** Students will learn about/ develop skills of: • Badminton • Handball	Students will be assessed on these key pupil indicators (KPIs): • Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement. • Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Football teams • Netball teams • Basketball club • Girls only club • Badminton club • Table tennis club • Pickle ball club
Year 7 HT5	**Core PE:** Students will learn about/ develop skills of: • Athletics	Students will be assessed on these key pupil indicators (KPIs): • Demonstrate appropriate strength, stamina, and suppleness across activities, including being able to complete short period of sustained exercise. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each. • Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.	• Outdoor athletics squad • Cricket teams
Year 7 HT6	**Core PE:** Students will learn about/ develop skills of: • Cricket • Softball • Rounders • Ultimate frisbee	Students will be assessed on all of the key pupil indicators (KPIs) mentioned above.	• Outdoor athletics squad • Cricket teams • Kwik cricket team • Rounders teams • Beach volleyball team