

Year 7

Curriculum Guide

2025-2026



Halliford
School
SHEPPERTON



Year 7 Curriculum

The long-term curriculum plans present an overview of the topics covered each half term. They also provide information on the nature of the assessments and offer suggestions on extra resources which can be used to support learning.

It is important to emphasise that these plans are working documents and departments actively use them as a guide to plan the teaching and assessments throughout the year. However, departments are also flexible enough to respond to the needs of the learners.

In addition to the curricular for the individual academic subjects outlined in the following pages, students in Year 7 also have one lesson of PSHE, 2 lessons of PE and three lessons of Games per week.

Starting secondary school is an exciting time in your child's learning and we are very much looking forward to working with you and your child to ensure success during their time at Halliford. The purpose of this guide is to provide you with the full details of what your child will be studying this year, expectations of home learning, how and when your child will be assessed and how you can further support your child's learning.

In Year 7 we offer a broad and balanced curriculum, which provides pupils with key knowledge and understanding but also encourages students to be enthusiastic learners who take responsibility for their own learning. The curriculum also provides opportunities to develop the skills and attitudes that will set them up to be effective learners- not only while they are at Halliford, but throughout their lives.

In Year 7, homework will be set for approximately three subjects each day. A copy of the Year 7 homework timetable will be available to students on MySchoolPortal. It is crucial that students get into the habit of taking responsibility for their learning and they will be able to view homework set on Teams. Each homework task should take a maximum of 30 minutes and is usually a mixture of consolidation, research, and preparation for future lessons. To aid the transition to secondary school, for the first few weeks homework will only be set for the core subjects of English, Mathematics, and Science. Please be aware that all homework tasks will be set as an assignment in Microsoft Teams and will be visible to you as parents on MySchoolPortal.

Throughout the year students will receive regular Grade Cards and there will be two formal Parent's Evenings where you will be invited to discuss progress with your child's teachers. However, we would like to encourage you to raise with us any concerns as they arise. If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher, a list of email addresses can be found within this curriculum guide. If your questions are about a range of subjects, your child's Form Tutor should be your first point of contact and then myself as Head of Year, followed by Mr Fulford, Deputy Head (Academic) and Mr Norman, Deputy Head (Pastoral) are also available.

Mr M Fieldhouse
Head of Year 7

<p>Autumn 1 2025</p>	<p>Pop Art Flags Students will:</p> <ul style="list-style-type: none"> • develop design ideas, taking inspiration from existing flags of the world; • be encouraged to individualise their design to represent their own background or interests; • widen their use of malleable materials through the experimentation and the use of different techniques with clay; • further their understanding of Pop Art and understand its influence on Modern art; and • experiment with a variety of media to evaluate their effectiveness in this process. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Autumn 2 2025</p>	<p>Students will continue to work on their Pop Art Flags</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Spring 1 2026</p>	<p>Hybrid Insects Students will:</p> <ul style="list-style-type: none"> • gain an appreciation for natural history and will understand what an arthropod is; • learn how to record and analyse first-hand observations of insects, working directly from observation; • challenge their preconceptions and promote a creative approach in redesigning insect forms; • develop skilful use of materials and tools; and • extend their ability to analyse and evaluate their own and other's work to be able to adapt and refine work as it develops. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work.

Art cont.

<p>Spring 2 2026</p>	<p>Students will continue to work on their Hybrid Insects</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Summer 1 2026</p>	<p>Aboriginal Art Students will:</p> <ul style="list-style-type: none"> • understand the key aspects of Aboriginal culture and the important role of art; • explore symbols, patterns and colour found in Aboriginal Art; • discover Aboriginal Dreamtime stories; • build on and continue to develop observational drawing skills; • understand natural pigments and where they come from; and • develop their awareness of various types of media that are available to them, such as pencil, pastels, paint, collage etc. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Summer 2 2026</p>	<p>Revision, preparation and feedback around the end of year examination.</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work. • End of year examination

Computer Science

Autumn 1 2025	Introduction <ul style="list-style-type: none"> • Introduction to the system • Housekeeping • Common ways of working Presentation Project <ul style="list-style-type: none"> • Formatting • Using images • Use of colour palates • Use of textboxes • Combining text and images to create an effective message E-Safety Staying safe on the internet using the Smart Rules: <ul style="list-style-type: none"> • Don't meet up with people online, • People may not be who they say they are • Be careful of attachments • Keeping Personal information safe • Don't trust everything that you read online 	<i>Supporting Materials:</i> Exemplar Work <i>Assessment:</i> Module test Project assessment
Autumn 2 2025	Scratch <ul style="list-style-type: none"> • Movement • The Pen tool • Detecting interaction • Introducing randomness • Use of repetition • Modelling Shapes • Colours and backgrounds 	<i>Supporting Materials:</i> Exemplar Work The online Scratch Community Online tutorials Step by Step Instructions <i>Assessment:</i> Project Assessment
Spring 1 2026	Excel <ul style="list-style-type: none"> • Mathematical Formulae • Research Skills • Multiple cells formulae • Cell references • Data collection and manipulation • Formatting • Pixel Art • Astro Pi 	<i>Supporting Materials:</i> Online tutorials Exemplar Work Step by Step Instructions <i>Assessment:</i> Project Assessment

Computer Science cont.

Spring 2 2026	Programming (Small Basic) <ul style="list-style-type: none">• Introduction to the interface• Simple Inputs and outputs• The concept of a variable• Select Statements• Programming Practice AI <ul style="list-style-type: none">• AI Safety• Prompt Engineering• Language Models• Generative AI• Bias• Fake News	<i>Supporting Materials:</i> Online tutorials <i>Assessment:</i> Project Work
Summer 1 2026	Graphic Design <ul style="list-style-type: none">• Drawing simple shapes• The fill and stroke tools• Transparency• GIFS• Combining Paths• Resizing• Common interface tools	<i>Supporting Materials:</i> Exemplar Work Help sheets <i>Assessment:</i> Project Assessment
Summer 2 2026	Exam preparation <ul style="list-style-type: none">• Revision• Exams• Exam feedback	<i>Supporting Materials:</i> Exemplar Work Help sheets <i>Assessment:</i> End of Year Examination

Autumn 1 2025	Workshop Introduction & Health and Safety <ul style="list-style-type: none"> • Workshop machinery • Health and Safety • Machine and tool selection Photo Frame Project <ul style="list-style-type: none"> • H&S • Designing • Material selection • Hand tools • Scroll saws • Pillar drill 	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/ <i>Assessment:</i> Focused practical task Homework / Class Booklet
Autumn 2 2025	Photo Frame Project Work continues on the photo frame project	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/ <i>Assessment:</i> Focused practical task Homework / Class Booklet
Spring 1 2026	Animal LED Lamp Project <ul style="list-style-type: none"> • H&S • Research • Designing and Developing • Working with aluminium • Cutting and finishing aluminium • Waste calculations • Soldering electronics 	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/ <i>Assessment:</i> Focused practical task Homework / Class Booklet
Spring 2 2026	Animal LED Lamp Project <ul style="list-style-type: none"> • Work continues on the animal LED Lamp Project 	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/ <i>Assessment:</i> Focused practical task Homework / Class Booklet

Design & Technology cont.

Summer 1 2026	Laser Cutter / Coaster Project <ul style="list-style-type: none">• H&S• Designing• CAD/CAM• Setting up & use of Laser CAM• Engraving / cutting• Material Finishing	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/ <i>Assessment:</i> Focused practical task Homework / Class Booklet
Summer 2 2026	Revision for and feedback on the End of year assessment <ul style="list-style-type: none">• Focus practical task on CAD/CAM	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/ <i>Assessment:</i> Focused practical task End of year examination

Drama

Autumn 1 2025	Introduction to Drama Students will learn the following Drama conventions through a topic of the teacher's choosing. <ul style="list-style-type: none"> • Freeze frames • Narration and mime • Role play • Hot seating • Characterisation (Facial expression, Tone of voice, Body language, Movement, Gestures and Vocal modulation) • Physicality • Vocal Skills • Thought tracking 	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance
Autumn 2 2025	Students will continue to explore theatrical conventions.	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance
Spring 1 2026	Play Script Students will analyse a play script chosen by their teacher for performance. Students will have to think about both performance and design elements focusing on: <ul style="list-style-type: none"> • Lighting • Set • Costume • Props • Characterisation • Vocal skills • Physicality • Working as part of a group 	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance
Spring 2 2026	Students will continue to analyse a play script	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance

Drama cont.

Summer 1 2026	Devising Students will apply skills learnt this year in devising and play scripts in a thematic unit. Performance will use a range of stimuli and there will be a focus on: <ul style="list-style-type: none">• Analysis of a stimuli• Role Play• Physical theatre• Characterisation• Devising• Working on and off text	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance
Summer 2 2026	Students will review their work from the year	<i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance

Autumn 1 2025	<p>Survivor: Transactional Writing Scheme of Work</p> <p>Students will study a range of rhetorical devices, non-fiction texts and transactional writing forms.</p> <ul style="list-style-type: none"> • To learn the triplets of persuade/argue/explain and inform/advise and describe • To widen vocabulary and to use it for effect • To develop group work skills • To develop problem solving skills 	<p><i>Wider reading:</i> <i>Lord of the Flies</i> by William Golding <i>Robinson Crusoe</i> by Daniel Defoe</p> <p><i>Writing Assessment:</i> <i>Students will write a persuasive letter.</i></p>
Autumn 2 2025	<p>The study of the play <i>Frankenstein</i> adapted by Philip Pullman. Students will focus on the features of a play, including:</p> <ul style="list-style-type: none"> • Dramatic techniques • To understand the Gothic Genre • Characterisation • Themes • Language and structural devices • Audience response 	<p><i>Wider reading:</i> Extracts from Mary Shelley's <i>Frankenstein</i> <i>The Graveyard Book</i> by Neil Gaiman</p> <p><i>Reading Assessment:</i> Essay question on how the Monster is presented in the play.</p>
Spring 1 2026	<p>The study of the novel 'A Monster Calls' by Patrick Ness. Students will focus on the following skills:</p> <ul style="list-style-type: none"> • To explore the development of themes, settings and characters in a novel • To select key words, phrases and devices, and identify them by their correct term • To write an effective description, using a range of language features. 	<p><i>Wider Reading:</i> <i>The Rest of Us Just Live Here</i> by Patrick Ness</p> <p><i>Wonder</i> by R. J. Palacio</p> <p><i>Assessment:</i> Descriptive writing</p>
Spring 2 2026	<p>The study of the novel 'A Monster Calls' by Patrick Ness. Students will focus on the following skills:</p> <ul style="list-style-type: none"> • To explore the development of themes, settings and characters in a novel • To select key words, phrases and devices, and identify them by their correct term • To develop detailed explanations of multiple meanings created in a text • To analyse how the writer uses language and structure to achieve effects 	<p><i>Assessment:</i> Essay exploring the theme of grief.</p>

English cont.

Summer 1 2026	Introduction to Poetry <ul style="list-style-type: none">• To explore a range of poetry from different centuries and cultures• To select key words, phrases and identify them by their correct term• To develop detailed explanations of the emotions and meanings created in a poem• To analyse how poets use language and structure to achieve effects	<i>Assessment:</i> Write an essay on an unseen poem.
Summer 2 2026	Preparation for and feedback on the End of Year Examination.	<i>Assessment:</i> Presentation End of Year Examination

Autumn 1 2025	Module 1 La rentrée Point de départ Pronounce key sounds, numbers Unit 1: Talking about brothers, sisters, age Unit 2: Describing a classroom Unit 3: Likes, dislikes	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com
Autumn 2 2025	Module 1 (continued) Unit 4: Describing yourself & others Unit 5: Saying what you do Unit 6: Creating a video about yourself	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com <i>Assessment:</i> An end of Module 1 test covering at least 2 language-based skills.
Spring 1 2026	Module 2 En classe Point de départ Talking about colours and time Unit 1: School subjects Unit 2: School uniform Unit 3: Describing a school day En plus: Christmas in France	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com
Spring 2 2026	Module 2 (continued) En classe Unit 4: Learning about a typical French School Unit 5: Saying what there is/isn't	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com <i>Assessment:</i> An end of Module 2 test covering at least 2 language-based skills.

French cont.

Summer 1 2026	General revision of all topics studied thus far examination techniques	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com
Summer 2 2026	Revision for and feedback on End of Year Examination of Modules 1-2	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com <i>Assessment:</i> End of Year Examination covering all 4 language-based skills

Geography

<p>Autumn 1 2025</p>	<p>Our Amazing World What is Geography?</p> <ul style="list-style-type: none"> • Identify the different types of geography • Describe key terms / themes in the subject <p>Beautiful natural places</p> <ul style="list-style-type: none"> • Identify important natural wonders • Locate continents, countries and oceans • SKILL: Longitude and Latitude • Research an important natural wonder • SKILL: Research and presentation <p>Our Amazing Rivers</p> <ul style="list-style-type: none"> • Locate the world's major rivers • Identify the importance of rivers • Describe river processes • Explain river processes and impact on landforms • The water cycle • To understand factors that influence flooding – infiltration (other drainage basin key terms) • Fieldwork 	<p><i>Supporting materials:</i> All lesson resources and supporting materials can be found on OneNote</p> <p>Educate questions will be set in class and as homework. These can be revisited to help support learning.</p> <p><i>Assessment:</i> George the Geographer poster Short quizzes on locational knowledge Presentation on natural wonders Fieldwork report Mid-topic test River Thames Scheme report</p>
<p>Autumn 2 2025</p>	<p>Our Amazing World (continued)</p> <p>Mapping Our Amazing World</p> <ul style="list-style-type: none"> • OS map skills on river and coasts • OS map skills on human settlements <p>Our Frozen World</p> <ul style="list-style-type: none"> • Ice Ages • Ice Sheet importance (global water cycle) • Glaciers as tourist hotspots • Post-glacial landscapes (Lake District) 	<p><i>Supporting materials:</i> All lesson resources and supporting materials can be found on OneNote</p> <p>https://www.ordnancesurvey.co.uk/mapzone/</p> <p>Educate questions will be set in class and as homework. These can be revisited to help support learning.</p> <p><i>Assessment:</i> Map skills questions End of topic test to cover all of Autumn Term 1&2</p>

Geography cont.

<p>Spring 1 2026</p>	<p>Geography of Sport</p> <ul style="list-style-type: none"> • What is a sport? What is the geography of sport? • Globalisation and sport • What generates success in sport? • Jobs in sport • Sport as a business • Who struggles in the sport industry? • Is sport fair? 	<p><i>Supporting materials:</i> All lesson resources and supporting materials can be found on OneNote</p> <p><i>Assessment:</i> Poster of the globalised nature of one team. End of Topic Test.</p>
<p>Spring 2 2026</p>	<p>Geography of Crime</p> <ul style="list-style-type: none"> • Who suffers from crime? • Types of crime • Mapping crime • Neighbourhood statistics • Designing out crime 	<p><i>Supporting materials:</i> All lesson resources and supporting materials can be found on OneNote</p> <p><i>Assessment:</i> Mapping crime questions. Crime report. End of topic test.</p>
<p>Summer 1 2026</p>	<p>Place Investigation (about their hometown / area)</p> <ul style="list-style-type: none"> • Information about the local area • Hypothesis (including justification) • Methods • Data presentation • Data analysis • Conclusions • Evaluation 	<p><i>Supporting materials:</i> All lesson resources and supporting materials can be found on OneNote</p> <p><i>Assessment:</i> The full place investigation, section by section, to achieve an overall mark (much like an A Level piece of coursework!)</p>
<p>Summer 2 2026</p>	<p>Revision for and feedback on the End of Year Examination</p>	<p><i>Supporting materials:</i> All lesson and revision resources and supporting materials can be found on OneNote</p> <p>https://www.ordnancesurvey.co.uk/mapzone/</p> <p><i>Assessment:</i> End of Year Examination</p>

<p>Autumn 1 2025</p>	<p>Module 1 <i>Meine Welt und ich</i> Unit 1: Introducing yourself. Learning how to pronounce German words. Unit 2. Counting to 19. Using verbs with 'sein' To be Unit 3: Using the German Alphabet. Using the verb 'wohnen' to say where you live Unit 4: Describing your character. Using 'mein(e)' 'dein(e)'</p>	<p><i>Supporting materials:</i> www.languagesonline.org.uk www.wordreference.com</p>
<p>Autumn 2 2025</p>	<p>Unit 5: Q&As about your belongings. Using the verb 'haben' + indefinite article Unit 6 Preparing a poster presentation. Writing skills. Checking work.</p>	<p><i>Supporting materials:</i> www.languagesonline.org.uk www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 1 test covering at least 2 language-based skills.</p>
<p>Spring 1 2026</p>	<p>Module 2 <i>Familie und Tiere</i> Unit 1: Talking about pets. Using pronouns Unit 2: Talking about 'superpets'. Using 'kann' + infinitive Unit 3: Talking about family members and age. More practice of present tense verbs.</p>	<p><i>Supporting materials:</i> www.languagesonline.org.uk www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 2 test covering at least 2 language-based skills.</p>
<p>Spring 2 2026</p>	<p>Unit 4: Describing family members. Using adjectives with nouns. Unit 5: Talking about birthdays. Using ordinal numbers (1st, 20th etc). Unit 6: Developing speaking skills. Practising asking and answering questions</p>	<p><i>Supporting materials:</i> www.languagesonline.org.uk www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 2 test covering all 4 language-based skills.</p>

German cont.

Summer 1 2026	General revision of all content covered thus far <ul style="list-style-type: none">• Particular focus on writing skills• Revision techniques	<i>Supporting materials:</i> www.languagesonline.org.uk www.wordreference.com <i>Assessment:</i> <i>None</i>
Summer 2 2026	End of Year 7 examination of all content covered thus far Feedback	<i>Supporting materials:</i> Revision Guide www.languagesonline.org.uk www.wordreference.com <i>Assessment:</i> End of year examination covering all 4 skills

Autumn 1 2025	The Norman Conquest <ul style="list-style-type: none"> • What was England like before the Battle of Hastings? • Why was England a battlefield in 1066? <ul style="list-style-type: none"> ○ Medieval monarchy ○ Contenders for the throne 	<p><i>Supporting materials:</i> <i>SHP History Year 7- Ian Dawson and Maggie Wilson</i> <i>Rediscovering Medieval Realms- Colin Shepherd</i> <i>All lesson resources and materials on OneNote</i></p> <p><i>No formal assessment in this first half term: homework and classwork will be graded.</i></p>
Autumn 2 2025	The Norman Conquest (cont) <ul style="list-style-type: none"> • Why was England a battlefield in 1066? (cont) <ul style="list-style-type: none"> ○ Battle of Stamford Bridge ○ Battle of Hastings ○ Historians' views on events ○ Reasons for William's victory • How did William take control of England? <ul style="list-style-type: none"> ○ Use of terror ○ Castles ○ Cultural changes ○ Feudal system and Domesday Book 	<p><i>Supporting materials:</i> <i>SHP History Year 7- Ian Dawson and Maggie Wilson</i> <i>Rediscovering Medieval Realms- Colin Shepherd</i> <i>All lesson resources and materials on OneNote</i></p> <p><i>Assessment essay:</i> Why did William win the Battle of Hastings?</p>
Spring 1 2026	Power and religion in medieval England <ul style="list-style-type: none"> • Why was the Church so important in peoples' lives? <ul style="list-style-type: none"> ○ Medieval views of the afterlife ○ Role of priests, monks and nuns • Why was the Archbishop of Canterbury murdered? <ul style="list-style-type: none"> ○ Henry II and Thomas Becket ○ Relationship between Church and State ○ Story of the murder • Who were England's medieval monarchs? 	<p><i>Supporting materials:</i> <i>SHP History Year 7- Ian Dawson and Maggie Wilson</i> <i>Rediscovering Medieval Realms- Colin Shepherd</i> <i>All lesson resources and materials on OneNote</i></p> <p><i>Assessment essay:</i> Narrative account of the murder of Thomas Becket.</p>
Spring 2 2026	Power and religion in medieval England (cont) <ul style="list-style-type: none"> • Who had the power in the Middle Ages? <ul style="list-style-type: none"> ○ Barons' rebellion against King John ○ Magna Carta ○ Where did our Parliament come from? ○ Who was the most powerful English king? 	<p><i>Supporting materials:</i> <i>SHP History Year 7</i> <i>Rediscovering Medieval Realms</i> <i>All lesson resources and materials on OneNote</i></p> <p><i>Assessment:</i> Why did the barons rebel against King John?</p>

History cont.

Summer 1 2026	Medieval life and people <ul style="list-style-type: none">• Was 1348 the end of the world?<ul style="list-style-type: none">○ Origins of the Black Death○ Spread of the Black Death○ Symptoms of the Black Death• What were the effects of the Black Death?<ul style="list-style-type: none">○ Mortality rates○ Short and long term impacts• What was it like to live in the shadow of the Black Death?<ul style="list-style-type: none">○ Impact on feudal system○ Reaction of peasants, nobles and crown• Key events and features of the Peasants' Revolt• Case study: Wharram Percy• Project: the time traveller's guide to medieval England	<i>Supporting materials:</i> <i>SHP History Year 7- Ian Dawson and Maggie Wilson</i> <i>Rediscovering Medieval Realms- Colin Shepherd</i> <i>All lesson resources and materials on OneNote</i> <i>Assessment:</i> Sources: what can sources tell us about the Black Death?
Summer 2 2026	Revision for and feedback on the End of Year Examination	<i>Supporting materials:</i> <i>SHP History Year 7- Ian Dawson and Maggie Wilson</i> <i>Rediscovering Medieval Realms- Colin Shepherd</i> <i>All lesson resources and materials on OneNote</i> <i>Assessment:</i> End of Year Examination

Autumn 1 2025	<p>De Romanis Chapter 1: The Olympian Gods</p> <ul style="list-style-type: none"> • Content and sources • Vocabulary 1 • Nouns and adjectives • Verbs • Case endings • Nominative and accusative • Stems, declensions and gender • Singular and plural 	<p><i>Supporting materials:</i> The Textbook De Romanis Companion Site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).</p>
Autumn 2 2025	<p>De Romanis Chapter 2: Roman Heroes</p> <ul style="list-style-type: none"> • Sources and content • Vocabulary 2 • Nouns in 3 genders • 2-1-2 adjectives • 3rd declension adjectives • Prepositions 	<p><i>Supporting materials:</i> The Textbook Interactive Program on school network.</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).</p>
Spring 1 2026	<p>De Romanis Chapter 2: Roman Heroes</p> <ul style="list-style-type: none"> • Adjectives without nouns • The perfect tense • Irregular verbs 	<p><i>Supporting materials:</i> The Textbook De Romanis Companion Site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).</p>
Spring 2 2026	<p>De Romanis Chapter 3: Roman Gods</p> <ul style="list-style-type: none"> • Sources and content • Vocabulary 3 • The ablative case • Prepositions and compound verbs • Conjugations and principal parts • Infinitives 	<p><i>Supporting materials:</i> The textbook De Romanis Companion Site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).</p>

Latin cont.

Summer 1 2026	De Romanis Chapter 3: Roman Gods <ul style="list-style-type: none">• Sum, eo and possum• Adverbs• Verb stems and imperfect tense• Imperfect tense and person endings• Further uses of ablative	<i>Supporting materials:</i> The Textbook De Romanis companion site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).
Summer 2 2026	Revision for and feedback on End of Year Examination	End of Year Examination

<p>Autumn 1 2025</p>	<p>Module 1: Using numbers</p> <ol style="list-style-type: none"> 1. to carry out calculations from information given in charts and tables 2. to know and use financial vocabulary 3. to order positive and negative numbers using a number line 4. to use and apply comparison symbols such as > (greater than) and < (less than) – <i>these symbols will be seen in biology</i> 5. to calculate addition, subtraction and multiplication problems involving directed numbers 6. use and apply directed number calculations in a real-life context <p>Module 2: Angles</p> <ol style="list-style-type: none"> 1. to use a protractor to measure an angle 2. to use a protractor to draw an angle 3. to understand and recognise notation for angles and straight lines 4. to know the properties of parallel and perpendicular lines 5. to calculate angles on a straight line 6. to calculate angles around a point 7. to identify vertically opposite angles 8. to calculate angles in parallel lines 9. to know that the angle sum of a triangle is 180° 10. to know that the angle sum of a quadrilateral is 360° 11. to know and use the properties of triangles 12. to use angles, construction and measuring skills with confidence, fluency and accuracy (constructing triangles and quadrilaterals) <p>Module 3: Perimeter, area and volume</p> <ol style="list-style-type: none"> 1. to use a simple formula to work out the perimeter of a rectangle 2. to use a simple formula to work out the area of a rectangle 3. to work out the perimeter and area of compound rectilinear shapes by using simple formulae 4. to calculate the area of a triangle 5. to calculate the area of a parallelogram 6. to calculate the area of a trapezium 7. to calculate the surface area of cubes and cuboids 8. to calculate the volume of cubes and cuboids 9. use and apply knowledge of areas and perimeters in a real-life context <p>Module 4: Decimal numbers</p> <ol style="list-style-type: none"> 1. To understand ideas of place value – with particular emphasis on numbers on a number line 2. to multiply and divide decimal numbers by powers of 10 with particular emphasis on how the digits of the numbers move around. 3. to use rounding to estimate answers to calculations, to spot possible errors 4. to order decimals, including numbers with different decimal places 5. to add and subtract decimal numbers 6. to multiply and divide decimal numbers 7. solve multi-step problems involving decimals in a familiar context 	<p><i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths</p> <p><i>Assessment:</i> 1 Class Test 1 online homework weekly 1 written homework weekly</p>
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Mathematics cont.

<p>Autumn 2 2025</p>	<p>Module 5: Statistics</p> <ol style="list-style-type: none"> to calculate and use the mean, mode, median and range of a set of raw data to solve problem style questions involving mean, mode, median and range e.g., <i>mean from 2 sets of data</i> to identify types of data – qualitative, quantitative, discrete and continuous to create an ungrouped frequency table from a set of raw, discrete data by tallying and represent the information on a line graph. to understand the link between a set of raw data and the corresponding ungrouped frequency table in order to calculate mean, mode and median from a simple ungrouped frequency table to be able to read and interpret different statistical diagrams to develop a greater understanding of data collection to apply data handling skills to a real-life situation <p>Module 6: Working with numbers</p> <ol style="list-style-type: none"> to recognise and use square numbers up to 225 (15^2) and corresponding square roots to round numbers to more than one decimal place to round numbers to one or two significant figures to use the conventions of BIDMAS to carry out calculations to use an efficient written method of multiplication without a calculator to use an efficient written method of division without a calculator to convert between common metric units to use measurements in calculations to recognise and use appropriate metric units to apply number skills in real-life contexts 	<p><i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths</p> <p><i>Assessment:</i> 1 Class Test 1 online homework weekly 1 written homework weekly</p>
<p>Spring 1 2026</p>	<p>Module 7: Algebra</p> <ol style="list-style-type: none"> to use algebra to write simple expressions and recognise equivalent expressions to substitute numbers into expressions to work out their value to apply arithmetic rules to algebraic expressions to use substitution in the context of formulae to construct formulae from contextual situations to use a formula to calculate costs <p>Module 8: Fractions</p> <ol style="list-style-type: none"> to find common equivalent fractions to write fractions in their simplest form to compare and order two fractions to add and subtract fractions with different denominators to covert between mixed numbers and improper fractions to add and subtract simple mixed numbers with different denominators to explore fractions in the context of the part-whole relationship 	<p><i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths</p> <p><i>Assessment:</i> 1 Class Test 1 online homework weekly 1 written homework weekly</p>

Mathematics cont.

Spring 1 2026 cont.	Module 9: Sequences <ol style="list-style-type: none"> 1. to use function machines to generate inputs and outputs 2. to use given inputs and outputs to work out a function 3. to recognise, describe and generate linear and geometric sequences 4. to identify missing terms in a sequence 5. to identify the nth term of a linear sequence 6. to use the nth term to work out any term in a sequence 7. to explore square and triangular numbers as sequences 8. to know and generate the Fibonacci sequence and Pascal's triangle 9. use and apply knowledge of sequences in a context 	
Spring 2 2026	Module 10: Coordinates and graphs <ol style="list-style-type: none"> 1. to use coordinates to identify and locate position points in all four quadrants 2. to draw a graph using a simple linear rule 3. to know the connection between pairs of coordinates and the relationship shown in an equation and a graph 4. to recognise and draw linear graphs with values of x and y 5. to recognise and draw the graphs of $y = x$ and $y = -x$ 6. to recognise and draw graphs of the form $x + y = a$ 7. to draw and use real-life graphs to know how graphs can be used in real-life situations 8. to apply graphing skills in a real-life situation Module 11: Percentages <ol style="list-style-type: none"> 1. to know equivalences between common fractions, decimals and percentages 2. to understand and use percentages greater than 100% 3. to calculate a fraction of a quantity without a calculator 4. to calculate a percentage of a quantity with a calculator using the idea of multipliers 5. to know when it is appropriate to use a calculator 6. to calculate the result of a percentage change 7. to apply percentage skills in a real-life context Module 12: Probability <ol style="list-style-type: none"> 1. to know the vocabulary of probability 2. to know and use the 0-1 probability scale 3. to use sample space diagrams to work out the probability of a combined event 4. to know the difference between theoretical and experimental probability 5. to calculate and use experimental probability 6. to use experimental and theoretical probability in a real-life context 	<p><i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths</p> <p><i>Assessment:</i> 1 Class Test 1 online homework weekly 1 written homework weekly</p>

Mathematics cont.

<p>Spring 2 2026 cont.</p>	<p>Module 13: Symmetry</p> <ol style="list-style-type: none"> 1. to recognise shapes that have reflection symmetry 2. to draw lines of symmetry on a shape 3. to recognise shapes that have rotational symmetry 4. to find the order of rotational symmetry of a shape 5. to be able to transform a shape by reflection in vertical and horizontal mirror lines 6. to use a coordinate grid to reflect shapes along lines described using $y = a$, $x = a$, $y = x$ and $y = -x$, 7. to be able to transform a shape by rotation 8. to be able to transform a shape by translation 9. to understand that reflections, rotations and translations produce congruent images 10. to recognise and fully describe reflections, rotations and translations <p>to apply aspects of symmetry in real-life contexts</p>	
<p>Summer 1 2026</p>	<p>Module 14: Equations</p> <ol style="list-style-type: none"> 1. to find missing numbers in simple calculations 2. to solve equations involving one operation 3. to solve equations involving two operations 4. to use algebra to set up and solve equations 5. to identify and solve multi-step linear equations <p>Module 15: Ratio</p> <ol style="list-style-type: none"> 1. to know ratio notation 2. to use ratios to compare quantities 3. to write a ratio in its simplest terms – <i>could calculate surface area : volume ratios from data on the Maths in biology worksheet in the Maths and Science folder</i> 4. to write ratios in the form 1:x - <i>could calculate surface area : volume ratios from data on the Maths in biology worksheet in the Maths and Science folder</i> 5. to use ratios to find totals and missing quantities – <i>e.g., divide 24 in the ratio 1:3 or Joe and Jim share £24 in the ratio 1:3, if Joe gets £5 how much does Jim get?</i> 6. to write ratios to compare more than two items 7. to use and apply the connection between ratios and fractions as a proportionality relationship 8. to use ratios in a real-life context <i>e.g., in chemistry CO_4 could be represented as the ratio of carbon to oxygen being 1 : 4.</i> <p>Module 16: Interpreting data</p> <ol style="list-style-type: none"> 1. to read and interpret data from pie charts 2. to draw a pie chart – with exact and inexact angles 3. to use the averages and range to compare and interpret data sets 4. to carry out a statistical survey 5. to use charts and diagrams to interpret data and write a report 6. to apply data interpretation skills in everyday situations 	<p><i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths</p> <p><i>Assessment:</i> Revision assessment 1 online homework weekly 1 written homework weekly</p>

Mathematics cont.

Summer 1 2026 cont.	Module 17: 3D shapes <ol style="list-style-type: none">1. to know the names and properties of common 3D shapes2. to establish the rule connecting faces, edges and vertices in 3D shapes (Euler)3. to use isometric paper to represent shapes made from cubes4. to draw nets for 3D shapes5. to construct 3D shapes from nets, including more complex shapes6. to represent 3D shapes using plans and elevations to solve 3D shape problems in everyday situations	
Summer 2 2026	<ul style="list-style-type: none">• Revision for End of Year Examination• Review of End of Year Examination• Feedback on End of Year Examination Results of End of Year Examination will determine Year 8 set	<i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths <i>Assessment:</i> End of Year Examination Two 1hr examinations

Music

Autumn 1 2025	UNIT 1: Musical Elements & Samba <ul style="list-style-type: none"> • What are the key musical elements? • How do you perform and compose polyrhythms and cross-rhythms? • What is syncopation? • What are the main musical features and instruments of Samba music? • How do you compose and structure a Samba piece? 	<i>Supporting materials:</i> Class workbook - OneNote PowerPoints on MS Teams Samba drums <i>Assessment:</i> 1) Group performance and composition of a Samba drumming piece 2) Samba music listening test
Autumn 2 2025	UNIT 2: Singing techniques <ul style="list-style-type: none"> • How and why do we warm up before we sing? • How do you sing smoothly and with articulation? • How do you show good stage presence during a vocal performance? • Perform a song in the Halliford Song Contest 	<i>Supporting materials:</i> Class workbook - OneNote PowerPoints on MS Teams Song recordings YouTube demonstration videos <i>Assessment:</i> 1) Group singing performance of a chosen song (Song Contest) 2) Singing techniques listening test
Spring 1 2026	UNIT 3: Understanding notation <ul style="list-style-type: none"> • What are the notes of the treble and bass clef? • What are rhythm note values? • What are time signatures? • What are key signatures? • Composition of a four-bar rhythm 	<i>Supporting materials:</i> Class workbook - OneNote PowerPoints on MS Teams https://www.instructables.com/id/How-to-Read-Sheet-Music-for-Beginners/ <i>Assessment:</i> Music theory test

Music cont.

Spring 2 2026	UNIT 4: Composing a melody & Introduction to the keyboard <ul style="list-style-type: none">• How do you perform using a range of keyboard playing techniques, including playing with both hands together?• How do you use appropriate fingering on the keyboard?• How do you form and play a chord?• How do you compose an effective melody?	<i>Supporting materials:</i> Class workbooks - OneNote PowerPoints on MS Teams Keyboards YouTube demonstration videos <i>Assessment:</i> Keyboard performance of chosen study piece
Summer 1 2026	UNIT 5: Listening & Analysing <ul style="list-style-type: none">• What are the musical instrumental families?• What is timbre?• What is the layout of the orchestra?• What are the main musical features of Classical and Jazz music?• How do you analyse music using key terms?	<i>Supporting materials:</i> Class workbook - OneNote PowerPoints on MS Teams <i>Assessment:</i> Listening and analysing questions on instruments of the orchestra and the features of Classical and Jazz music
Summer 2 2026	Revision Feedback from examinations	<i>Supporting materials:</i> Class workbooks PowerPoints on MS Teams Revision guide <i>Assessment:</i> End of Year Examination

Physical Education

Autumn 1 2025	Rugby: <ul style="list-style-type: none"> • Core skills • Tackle technique – if comfortable to try • Basic passing • Evasion skills • Basic rucking • Game awareness • Focus on safety 	<i>Supporting materials/ websites:</i> BBC Sport, RFU, <i>Assessment:</i> Formative Summative Peer
Autumn 2 2025	Cross-country: <ul style="list-style-type: none"> • Warm up and cool down • Idea of pacing • Awareness of fitness levels • Various routes and distances completed • Team pursuit • Concepts of training progression introduced • Phases of a warmup and cool down • Exercise effects on the body 	<i>Supporting materials/ websites:</i> BBC Sport, UK Athletics <i>Assessment:</i> Formative Summative Peer
Spring 1 2026	Gymnastics Core skills focus for overall athletic development: <ul style="list-style-type: none"> • Rolling • Jumping • Balancing • Principles of compositional gymnastics/flow • Performance 	<i>Supporting materials/ websites:</i> BBC Sport, UK Gymnastics <i>Assessment:</i> Formative Summative Peer
Spring 2 2026	Indoor Cricket: <ul style="list-style-type: none"> • Catching and throwing • Chase and retrieve – short and long barriers • Batting (grip, front foot, back foot, pull and cut shots) • Bowling • Application of skills to indoor game formats 	<i>Supporting materials/ websites:</i> BBC Sport, ECB <i>Assessment:</i> Formative Summative Peer

Physical Education cont.

Summer 1 2026	<p>Throughout the Summer term athletics takes place. Two events are looked at in each lesson from a selection of throwing, jumping and track.</p> <p>Throwing events: safety measures, grip and stance, low to high, trajectory, power and control, rules. Jumping events: safety, run up, take off, body position, landing, power and control.</p> <p>Track: safety, pacing, starts, phases, technique, breathing, psychological aspects.</p>	<p><i>Supporting materials/ websites:</i> BBC Sport, UK Athletics</p> <p><i>Assessment:</i> As the boys go through the years the input and technical language used is developed and peer assessment and feedback become more prominent as the boys become more independent with their learning. Times, distances and heights are regularly recorded, and the emphasis is on personal development.</p>
Summer 2 2026	<p>Athletics will continue to take place. Two events are looked at in each lesson from a selection of throwing, jumping and track.</p> <p>Sports Day</p>	

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

<p>Autumn 1 2025</p>	<p>Transition and safety Transition to secondary school and personal safety in and outside school, including first aid.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • How to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school how to establish and manage friendships how to improve study skills. • how to identify personal strengths and areas for development personal safety strategies and travel safety, e.g., road, rail, and water • how to respond in an emergency basic first aid 	<p><i>Additional Resources:</i></p> <p>Transition - KS2 PDMU - BBC Bitesize</p> <p>Supporting school transitions Resources YoungMinds</p> <p>Info and advice Childline</p> <p>First aid British Red Cross</p>
<p>Autumn 2 2025</p>	<p>Living in the wider world In this topic, we explore how people are different, why people are different and why being different helps us in life. We discuss the idea of tolerance, understanding, acceptance and discrimination. Students learn:</p> <ul style="list-style-type: none"> • about identity, rights, and responsibilities about living in a diverse society. • how to challenge prejudice, stereotypes, and discrimination the signs and effects of all types of bullying, including online how to respond to bullying of any kind, including online how to support others. 	<p><i>Additional Resources:</i></p> <p>Search NSPCC</p> <p>Discrimination, hate crime and equality Childline</p> <p>- Taking control of your online safety Childline</p>
<p>Spring 1 2026</p>	<p>Health and wellbeing Food, exercise, and a healthy mind is explored during this topic. We research and analyse how our daily intake of food; fitness and our minds can impact our health. Students learn:</p> <ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity, and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty about personal hygiene • how to recognise and respond to inappropriate and unwanted contact 	<p><i>Additional Resources:</i></p> <p>A fun way to learn about health</p> <p>WEBSITES CAMHS Resources</p> <p>Our work with children and families Action For Children</p> <p>Puberty and your body Childline</p>

<p>Spring 2 2026</p>	<p>Relationships</p> <p>Throughout our lives we will have a multitude of different relationships with different people. Building relationships, Self-worth, romance, and friendships (including online) and relationship boundaries</p> <p>Students learn:</p> <ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent. 	<p><i>Additional Resources:</i></p> <p>Healthy relationships NSPCC</p> <p>Healthy and unhealthy relationships Childline</p> <p>Act On It Now</p> <p>Resources for children and young people, parents, carers and professionals</p>
<p>Summer 1 2026</p>	<p>The year in focus</p> <p>"The Year in Focus" is a dynamic, reflective unit designed to help Year 7 students at Halliford School explore their personal growth, social awareness, and academic journey throughout their first year of secondary school. It encourages students to engage with key themes such as identity, belonging, emotional literacy, and respectful relationships, while also developing critical thinking and self-expression.</p> <p>This unit acts as a narrative arc for the year, allowing students to periodically reflect on their experiences, set goals, and celebrate progress—both individually and collectively. Importantly, it remains flexible and responsive, incorporating specific topics that arise organically through:</p> <ul style="list-style-type: none"> • Student Voice: Insights from class discussions, surveys, or informal feedback • Safeguarding Concerns: Emerging needs identified through pastoral care or incident trends • Parent/Tutor/Head of Year Feedback: Themes raised during meetings, reports, or communications <p>By embedding these real-time reflections into the curriculum, The Year in Focus ensures that PSHE remains relevant, inclusive, and emotionally attuned to the lived experiences of Halliford students.</p>	

PSHE cont.

Summer 2 2026	Reflection and assessment In this final unit of the year, students are encouraged to reflect on the wide range of topics and skills they have explored in PSHE. Over the course of the year, they will have developed their understanding of key themes such as emotional wellbeing, healthy relationships, personal safety, identity and diversity, and responsible decision-making. They will have engaged in discussions around mental health, consent, online safety, and managing peer pressure, while also building resilience, empathy, and self-awareness. This unit allows students to consolidate their learning, recognise how their attitudes and behaviours may have evolved, and appreciate the relevance of PSHE in their everyday lives. It also provides a space to celebrate personal growth and set meaningful goals for the future. This is the time students will sit an end of year assessment, to show what they have learnt over the year of topics.	
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Religious Studies

Autumn 1 2025	Philosophy This unit introduces scholars to the study of philosophy. It encourages scholars to think deeply about their personal worldviews and offers opportunities to reflect of the nature of reality, knowledge and existence.	<i>Supporting materials/ websites:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources <i>Assessment:</i> Prior knowledge quiz Guided reading quiz
Autumn 2 2025	Students will continue to work on Philosophy	<i>Supporting materials/ websites:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Assessment support <i>Assessment:</i> Short knowledge test Short written assignment
Spring 1 2026	Judaism This unit will cover the beliefs and practices with the faith. This will continue for the entire term. <ul style="list-style-type: none"> - Jews and Judaism today - The TaNaKh - Creation stories in Genesis - Abraham, Isaac and the covenant - Moses and the Exodus 	<i>Supporting materials:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> Research and comprehension assignment Short written answers assignment
Spring 2 2026	Students will continue to work on Judasim: <ul style="list-style-type: none"> - The Ten Commandments - Jacob's Dream and Making Israel - The Synagogue - Passover - Bar/Bat Mitzvah 	<i>Supporting materials/ websites:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> Evaluative essay Jewish sacred space assignment

Religious Studies cont.

Summer 1 2026	Spirited Arts Within this unit, student will explore religious and philosophical ideas through creative expression. Students will be encouraged to think deeply about spiritual and ethical questions, express their personal beliefs and values, and engage with diverse worldviews using a wide range of artistic forms, including drawing, painting, poetry, photography, sculpture, and digital media. It also helps build confidence, creativity, and critical thinking skills, while giving students a national platform to showcase their work and be part of a wider conversation about religion and the human experience by having the opportunity to enter the prestigious National Spirited Arts competition by NATRE.	<i>Supporting materials:</i> PowerPoints Art examples <i>Assessment:</i> Research Spirited Arts piece
Summer 2 2026	Students will continue to work on Spirited Arts	<i>Assessment:</i> End of Year Examination on all topics

<p>Autumn 1 2025</p>	<p>Organisms: Movement 8.1 Exploring the human skeleton 8.2 Understanding the role of joints and muscles 8.3 Examining interacting muscles 8.4 Exploring problems with the skeletal system</p> <p>Organisms: Cells 8.5 Understanding organisation of organisms 8.6 Describing animal and plant cells 8.7 Understanding adaptations of cells 8.8 Exploring cells 8.9 Understanding unicellular organisms</p>	<p><i>Supporting materials/ websites:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 8</p> <p>Online resources: ● Twig ● BBC Bitesize</p> <p><i>Assessment:</i> Ongoing assessment of classwork and homework Practical assessments Cell model Unit test</p>
<p>Autumn 2 2025</p>	<p>Introduction to Science and the Laboratory ● Safety and Equipment</p> <p>Matter: Particle Model 5.1 Using particles to explain matter 5.2 Understanding solids 5.3 Understanding liquids and gases 5.4 Exploring diffusion 5.5 Explaining changes of state</p> <p>Matter: Separating Mixtures 5.6 Separating mixtures 5.7 Exploring solutions 5.8 Understanding distillation 5.9 Exploring chromatography</p>	<p><i>Supporting materials:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 5</p> <p>Online resources: ● Twig ● BBC Bitesize</p> <p><i>Assessment:</i> Ongoing assessment of classwork and homework Practical assessments Unit test</p>
<p>Spring 1 2026</p>	<p>Forces: Speed 1.1 Understanding Speed 1.2 Describing journeys with distance-time graphs 1.3 Exploring journeys on distance-time graphs 1.4 Investigating the motion of a car on a ramp 1.5 Understanding relative motion</p> <p>Forces: Gravity 1.6 Understanding forces 1.7 Understanding gravitational fields 1.8 Understanding mass and weight 1.9 Understanding gravity</p>	<p><i>Supporting materials:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 1</p> <p>Online resources: ● Twig ● BBC Bitesize</p> <p><i>Assessment:</i> Ongoing assessment of classwork, homework and project work Practical assessments Unit test</p>

Science cont.

<p>Spring 2 2026</p>	<p>Reactions: Metals and Non-metals 6.1 Using metals and non-metals 6.2 Exploring the reactions of metals with acids 6.3 Understanding displacement reactions 6.4 Understanding oxidation reactions</p> <p>Reactions: Acids and Alkalis 6.2 Exploring the reactions of metals with acids 6.5 Exploring acids 6.6 Exploring alkalis 6.7 Using indicators 6.8 Exploring neutralisation 6.9 Investigating neutralization</p>	<p><i>Supporting materials:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 6</p> <p>Online resources: • Twig • BBC Bitesize</p> <p><i>Assessment:</i> Ongoing assessment of classwork, homework and project work Practical Assessments Unit test</p>
<p>Summer 1 2026</p>	<p>Energy: Energy Costs and Transfers 3.3 Looking at the cost of energy use in the home 3.5 Using electricity responsibly 3.1 Understanding energy transfer by fuels and food 3.2 Comparing rates of energy transfers 3.4 Getting the electricity we need 3.6 Energy stores and transfers 3.7 Exploring energy transfers 3.8 Understanding potential energy and kinetic energy 3.9 Understanding elastic energy</p>	<p><i>Supporting materials:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 3</p> <p>Online resources: • Twig • BBC Bitesize</p> <p><i>Assessment:</i> Ongoing assessment of classwork, homework and project work Practical Assessments Unit test</p>
<p>Summer 2 2026</p>	<p>Revision for and feedback on the End of Year Examination</p>	<p><i>Supporting materials:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 9</p> <p>Online resources: • Twig • BBC Bitesize</p> <p><i>Assessment:</i> Year 7 End of Year Examination</p>

Autumn 1 2025	Module 1 Mi vida Unit 1: Introducing yourself, greetings, pronunciation Unit 2: Talking about your personality, using adjectives Unit 3: Talking about age, brothers and sisters, using “tener”	Supporting materials: <i>¡Viva! Libro 1</i> www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com www.linguascope.com Assessment: Continuous evaluation throughout Module 1 covering all 4 language-based skills.
Autumn 2 2025	Module 1 Mi vida Unit 4: Saying when your birthday is, using numbers and the alphabet Unit 5: Talking about your pets Unit 6: Developing writing skills	Supporting materials: <i>¡Viva! Libro 1</i> www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com www.linguascope.com Assessment: An end of Module 1 test covering all 4 language-based skills.
Spring 1 2026	Module 2 Mi tiempo libre Unit 1: Saying what you like to do, giving opinions using “me gusta” + infinitive and justifications Unit 2: Saying what you do in your spare time, using –ar verbs in the present tense	Supporting materials: <i>¡Viva! Libro 1</i> www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com www.linguascope.com Assessment: Continuous evaluation throughout Module 1 covering all 4 language-based skills. Grammar test – present tense –ar verbs
Spring 2 2026	Module 2 Mi tiempo libre Unit 3: Talking about the weather, using “cuando” Unit 4: Saying what sports you do, using “hacer” and “jugar” Unit 5: Developing reading skills Unit 6: Developing speaking skills	Supporting materials: <i>¡Viva! Libro 1</i> www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com www.linguascope.com Assessment: An end of Module 2 test covering all 4 language-based skills.

Spanish cont.

Summer 1 2026	Revision of Modules 1 & 2 General revision of Modules 1 – 2	<i>Supporting materials:</i> <i>iViva! Libro 1</i> www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com www.linguascope.com <i>Assessment:</i> No assessment
Summer 2 2026	Revision for and feedback on the End of Year Examination of Modules 1-2	<i>Supporting materials:</i> <i>iViva! Libro 1</i> www.languagesonline.org.uk, www.classtools.net www.Edpuzzle.com www.wordreference.com www.linguascope.com <i>Assessment:</i> End of Year Examination

Homework Timetable 2025-2026

*One English homework will be reading for the Accelerated Reading programme.

** One Maths homework will be set via the Sparks platform.

- Religious Studies homework will be set on the day of the lesson. However, this will only be once or twice per half term.
 - Science homework will be set on only one of the days shown each week.
 - No homework will be set for Drama, Computer Science, Physical Education, Games or PSHE.
- The approximate time for homework in Year 7 is 20-30 minutes per subject and opportunities to be intellectual curiosity (OPTIC) will be shared too.
- Students who are entitled to extra time in tests and examinations may wish to practise using extra time when doing their homework if required.

7J

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	English* Language 1 (Period 5)		Maths**		Science		Science Maths** Language 2 (Period 6)		English*	
Every other week	A Latin	B Music	A	B	A History	B D&T	A	B	A Art	B Geography

7K

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	English* Language 1 (Period 5)		Science		Science		Maths** Language 2 (Period 6)		English* Maths**	
Every other week	A Art	B Geography	A History	B D&T	A Latin	B Music	A	B	A	B

7L

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	English* Language 1 (Period 5)		Maths** Science				Maths** Language 2 (Period 6)		English* Science	
Every other week	A History	B Design Tech	A	B Music	A Latin	B Geography	A Art	B	A	B

Homework Timetable 2025-2026

Week-by-week overview to support homework weeks

Autumn Term	
1. w/c 1 st September (Thurs-Fri only)	None
2. w/c 8 th September	None
3. w/c 15 th September	Core only
4. w/c 22 nd September	Core only
5. w/c 29 th September	Core only
6. w/c 6 th October	A
7. w/c 13 th October	B
HALF TERM	
1. w/c 3 rd November	A
2. w/c 10 th November	B
3. w/c 17 th November	A
4. w/c 24 th November	B
5. w/c 1 st December	A
6. w/c 8 th December (No Friday lessons)	B

Spring Term	
1. w/c 5 th January (Wed-Fri only)	A
2. w/c 12 th January	B
3. w/c 19 th January	A
4. w/c 26 th January	B
5. w/c 2 nd February	A
6. w/c 9 th February	B
HALF TERM	
1. w/c 23 rd February	A
2. w/c 2 nd March	B
3. w/c 9 th March	A
4. w/c 16 th March	B
5. w/c 23 rd March (No Friday lessons)	A

Summer Term	
1. w/c 13 th April	A (Thurs and Fri only)
2. w/c 20 th April	B
3. w/c 27 th April	A
4. w/c 4 th May	B
5. w/c 11 th May	REVISION
6. w/c 18 th May	REVISION
HALF TERM	
1. w/c 1 st June	REVISION
2. w/c 8 th June	EoY Examination reflection
3. w/c 15 th June	EoY Examination reflection
4. w/c 22 nd June	Academic Collaboration Week
5. w/c 29 th June	Summer Work