

ENGLISH	<p>Students will begin with an introductory unit about Shakespeare, focusing on 'The Tempest'. They will explore the plot and analyse extracts from the text through reading in class and drama activities. Developing confidence in understanding Shakespeare's language, students will discuss and respond to the text, building upon the skills studied in 'The Bone Sparrow' to practise using evidence to support their explanations.</p> <p>In the second half term, students will read and respond to classic mythical tales. They will begin to analyse the tales, reflect on world literature and explore how this has impacted modern texts. In addition, students will develop their creative writing skills ready to undertake a descriptive writing assessment at the end of the unit.</p>
MATHEMATICS	<p>In the spring term, students will study the following topics:</p> <ul style="list-style-type: none"> • Solving problems with addition and subtraction • Addition and subtraction of fractions • Solving problems with multiplication and division • Fractions and percentages of amounts • Directed number <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
SCIENCE	<p>During spring term, Year 7 students will learn about the following topics:</p> <ul style="list-style-type: none"> • Sexual reproduction in animals • Electricity • Atoms, elements and compounds • Muscles and Bones <p>More information can be found about these topics on the science curriculum page of the school website.</p>
ART	<p>Students will continue to study insects in a range of media. They will develop skills in colour theory through watercolour and colouring pencils. Students will learn how to mix and apply colour effectively. They will then research Impressionist art, and they will design and make their own clay tile.</p>
COMPUTING	<p>Topics to be covered this term include writing increasingly complex control programs using flow charts and using digital technology to enhance pictures. Students will learn to use a GUI based coding system which covers a diagrammatic overview of object - orientated programming with use of variables, sub-routines, conditions and loops. We will then be covering hardware and software which will include inputs, outputs and processing as well as systems, operating and security software.</p>
COOKING AND NUTRITION	<p>Students will continue to develop their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
DESIGN AND TECHNOLOGY	<p>Students will begin to explore a range of materials and equipment to produce functional products. Students will begin to consider how electronics can be used in products along side the work of others. The design development will involve greater annotations and reflection with significant reference to the consumer they are designing for. Students are encouraged to work more independently and complete further research both at home and using school laptops to extend their knowledge of materials.</p>
DRAMA	<p>This term, students will study Greek Theatre & Myths. The aim of the unit is to demonstrate how research and development are key aspects of drama. Students will also explore physical and vocal skills in response to a historical style of theatre and complete a research project into the time period.</p>
FRENCH	<p>After briefly retrieving prior knowledge on appearance/height (from the end of last term), students will learn how to describe personalities in French, discovering the difference in masculine and feminine spellings of various traits. We then move on to clothes with adjectival agreement featuring once more and using new "er" verb "porter" (wear). Students will have a first try at describing a photo, what the person looks like and what they are wearing to merge new and existing knowledge. From there, grammar and vocabulary regarding weather is introduced, before we move to describing where we live and types of home.</p>

GEOGRAPHY	Students will continue to learn and complete their topic about earthquakes and volcanoes, and they will consider if we can ever live safely with them. They will use their map skills to locate and describe distributions of tectonic and seismic hazards before case studying major volcanoes and earthquakes. This topic will see students studying old favourites like types of volcanoes and question the predictability and preparedness for earthquakes and volcanoes. Their knowledge will be informed by Ilan Kelman's book on natural disasters. Students will be encouraged to link their learning and geographical skills using the key concepts, so they can continue to see the connections in their learning. They will then move onto great rivers and explore some of the world's greatest rivers both locally and globally.
HISTORY	Students will complete their study into the Norman Conquest. The focus will then switch to an in-depth investigation into life in Medieval England. Our big questions will be centred on 'How much influence did the Church have in Medieval times?' 'How was the monarchy challenged in Medieval times?' and 'Why did the peasants revolt in Medieval times?' Throughout, students will continue to develop their skills of source analysis and extended writing.
LIFESKILLS	Within the 'Life Beyond School' topic, students will explore different aspects of the 'workplace', including business structures, jobs and opportunities and hierarchy within the workplace. Diversity and equal opportunities will feature in this topic alongside exploring enterprise skills and qualities. In the second half of the spring term, students will start to explore the different types of relationships they can have with those around them and how these can be influenced by heritage and diversity. Students will also consider how prejudice, discrimination and stereotypes negatively influence relationships and why they need to be challenged as a result.
MUSIC	'The Classical Music of North India' Students will develop an understanding of music from this tradition. They will participate in performing and composing activities based on the techniques used by Indian musicians.
PHYSICAL EDUCATION	PE courses will continue to be in the following areas: netball, dodgeball, table tennis, badminton, gymnastics, sports hall athletics, rugby, football and basketball. Games lessons will focus on developing skills and will include aspects of fitness. Students will be required to transfer the skills and tactics they learnt during the autumn term into various sports.
RELIGION, PHILOSOPHY & ETHICS	In the first half-term, students will explore why Christians believe that Jesus was 'God on Earth' and the relevance of this belief in today's society - does the world need a 'saviour' today? They will also explore how beliefs are expressed through art, worship and actions. The theme for the second half term is 'Do prophets influence us today?' Students will look at examples of prophets from different religions and investigate the impact they had on the world both then and now. They will then go on to investigate what problems there are in the world today and question whether there is a need for a modern prophet.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.