

ENGLISH	During the course of this term, in line with the national Key Stage 3 curriculum, students will study a range of fiction including whole books and poetry, prose and non-fiction. In the first half term, students will read and respond to 'The Bone Sparrow' by Zana Fraillon. They will explore a range of different characters and themes such as friendship and family, grief and loss, hope, fear and freedom. This unit will continue into the first half of the term. During the unit, students will practise their oracy skills through discussion and debate. They will also be introduced to the features of academic writing. In the second half of this term, students will begin exploring fantasy narratives and analyse how writers create different aspects of the fantasy genre in the written form. Students will develop their writing skills by applying and building on their current grammatical knowledge, punctuation, vocabulary and literary devices to write imaginatively and to create their own version of a fantasy narrative. The students will also learn and understand new vocabulary with the help of context and dictionaries.
MATHEMATICS	Students will study the following units of work: • Sequences • Understand and use algebraic notation • Equality and equivalence • Place value and ordering • Fraction, decimal and percentage equivalence Greater detail about the content of the units can be found on the maths curriculum page of the school website or in the courses section of your child's Dr Frost account.
SCIENCE	After a short introduction topic to science in secondary schools, students will study the following topics: • The particle model • Cells and organs systems • Forces • Mixtures and separation More information can be found about these topics on the science curriculum page of the school website.
ART	Students begin with the 'Entomology' project. This will introduce key skills in drawing. They will be learning how to use the grid method, how to blend with tonal pencils, mark-making techniques in pen and how to blend colouring pencils. They will work from a variety of images of insects and insects in resin to develop observational skills. Techniques taught at this stage will help students to gain confidence and will be key to all future projects. The 'Entomology' project continues in to the Spring Term.
COMPUTING	Students will be introduced to the school's IT systems including their homework platforms and other commonly used school software. They will practise how to send emails and practise creating their own instruction manuals for a piece of software. Following this the learning focus will be on Online Safety which will include obtaining an Online Safety Alliance (OSA) certificate.



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COOKING & NUTRITION	In cooking and nutrition, the course will begin with food hygiene. Students will begin to design their own recipes. They will prepare their own ingredients and look at the nutritional content of food and the benefits of a healthy, balanced diet. 90% of the dishes cooked will be savoury.
DANCE	Students will immerse themselves in the world of Matthew Bourne's "Nutcracker!", analysing how a professional dance work communicates story and character. Through practical exploration, students will master the core dance elements: actions, space, dynamics and relationships. This foundational study will build their creative and technical vocabulary.
DESIGN & TECHNOLOGY	Students will explore sustainability with a particular focus on timber. They will begin to consider the wider social, moral, cultural and spiritual implications of material choices and products, reflecting on their roles as both manufacturers and consumers. Pupils will learn and practise technical drawing skills, including isometric drawing, to communicate and develop their design ideas effectively. They will then apply these skills in a practical context by working with timber. In our second unit, students will study the work of designer Yinka Ilori, exploring his use of bold colour, pattern and storytelling. Inspired by his approach, students will design and create a product that combines creativity with eco-conscious principles, resulting in a final outcome that is both visually engaging and environmentally responsible.
DRAMA	Students will begin the year studying an introductory unit for new starters to secondary level drama. Many students will have had drama lessons in primary school, but it is likely that the groups' experiences may vary greatly. This unit of study offers an opportunity for them to get to know each other and develop their social and teamworking skills, while also establishing some basic techniques that can be carried on throughout the rest of the academic year with more complex and/or thematic content.
FRENCH	Students will start the autumn term revising work from their primary school – numbers/age, family members, classroom descriptions - ensuring that they are confident in the phonetic/grammatical/lexical foundations of the language. They will move on to master how they can discuss about their immediate world including what they do at school: free-time, likes and dislikes, descriptions of their appearance/personality and what they wear and study at school. Students will practise listening and reading skills, including pronunciation and French accent, and also strive for greater confidence in writing with accuracy, especially centring on the impact of gender on adjectival agreement.
GEOGRAPHY	Students will begin the term by discovering what makes a great geographer through the topic of 'Fantastic Places'. They will travel the globe investigating regions and countries of the world informed by Tim Marshall's book, 'Prisoners of Geography'. Students will apply their geographical skills to a range of OS maps and aerial photographs. Students will then move onto tectonics and study the restless Earth through the topic of 'Days that shook that world'. Students will investigate the causes and impacts of volcanoes and earthquakes and enquire if we can ever live safely with these hazards. They will revisit, retrieve, reuse and develop their map skills.



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HISTORY	Students will begin the year with a unit based on the development of historical skills such as deduction and evaluation. Students will then learn about Constantinople in the 11 th century, before investigating the factors which drove medieval Baghdad's thirst for knowledge. Subsequently, students will look at the origins of Christianity as an organised religion, before assessing how disruptive the Normans were to life in Anglo-Saxon England. Throughout the term, students will learn to develop their understanding of chronology, interpretation of sources and to explore the causes and consequences of historical events. This course will be built on stories related to how medieval rulers across the world sought to develop, increase and maintain their power and authority.
LIFE SKILLS	This term students will focus on two Big Questions: What is self-awareness and why is it important? What do I need to know to keep myself safe and healthy? These questions are health and wellbeing topics, and will cover a range of issues such as settling into secondary school, forming and maintaining healthy friendships, respectful behaviours, the importance of good personal hygiene and the emotional and physical changes linked to puberty.
MUSIC	Students will develop an understanding of the origins and characteristics of the Blues. They will learn the standard chord pattern and will improvise phrases using the Blues scale. Towards the end of term, students will compose a piece based on the 12 bar Blues structure.
PHYSICAL EDUCATION	In Physical Education, students will develop skills across a variety of sports including netball, football, rugby, basketball, gymnastics, dance and sports hall athletics. This term, the focus will be on building skills and effectively applying them in game situations. We aim to introduce students to new sports and skills they may not have experienced in primary school, while also refining skills they have already practised. As the term progresses, students will learn to recognise and apply effective game play strategies and select appropriate skills for different scenarios.
RELIGION, PHILOSOPHY AND ETHICS	For the first half-term, students will initially study a short introductory unit to RPE where they will explore what is meant by the terms 'religion' and 'worldview' along with their relevance in today's world. Following this, 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. This unit will be continued and completed by Christmas.

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.