

<b>ENGLISH</b>	<p>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 second term.</p> <p>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.</p>
<b>MATHEMATICS</b>	<p>At the start of Year Seven, students will study the following units of work:</p> <ul style="list-style-type: none"> <li>• Sequences</li> <li>• Understand and use algebraic notation</li> <li>• Equality and equivalence</li> <li>• Place value and ordering</li> <li>• Fraction, decimal and percentage equivalence</li> </ul> <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>
<b>SCIENCE</b>	<p>After a short introduction topic to science in secondary schools, students will study the following topics:</p> <ul style="list-style-type: none"> <li>• The particle model</li> <li>• Cells and organs systems</li> <li>• Forces</li> <li>• Mixtures and separation</li> </ul> <p>More information can be found about these topics on the science curriculum page of the school website.</p>
<b>ART</b>	<p>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.</p>
<b>COMPUTING</b>	<p>All year groups will start the year looking at internet safety and the efficient management of files. Students will then cover hardware, software and network infrastructure. They will also take an in-depth look at mathematics in computing as well as advanced formulae within spreadsheets. Students will learn how to define new programming procedures using python programming. This will lead to an introduction to the major components of object orientated programming and the various components which make up a software program.</p>



## AUTUMN TERM 2023 - YEAR SEVEN

<b>COOKING &amp; NUTRITION</b>	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.
<b>DESIGN AND TECHNOLOGY</b>	Students will begin to explore a range of materials and computer-aided design software and computer-aided manufacture to produce functional products. Students will begin to go into detail about the social, moral, cultural and spiritual aspect of different materials and products, including thermoforming plastics. The design development will involve greater annotations and reflection with significant reference to the consumer they are designing for.
<b>DRAMA</b>	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 group's 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.
<b>FRENCH</b>	Students will start the autumn term revising work from their primary school, ensuring that they are confident in the foundations of the language. They will move on to master how to describe themselves and their immediate world: families, pets, appearance/size and school items. Students will develop their pronunciation and French accent and also gain more confidence in writing with accuracy. They will be introduced to the important grammar concept of adjectival agreement when describing pencil case items, appearance and pets.
<b>GEOGRAPHY</b>	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.
<b>HISTORY</b>	Students will begin the year with a unit based on the development of historical skills such as deduction and evaluation. Students will then ask what it was like to live in Celtic Britain before investigating what it may have been like to live under the rule of the Roman Empire. Subsequently, students will explore Anglo-Saxon and Viking Britain. 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.



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<b>LIFE SKILLS</b>	Within the first topic this term, 'Health and Wellbeing', students will explore the challenges of moving to a new school and how to establish and manage friendships. Students will also identify their personal strengths and effective study and revision techniques before moving on to think about their emotional literacy and personal safety strategies including basic first aid. In the second half term, within the statutory relationships topic, students will focus on diversity, prejudice and discrimination and how to challenge them. Students will consider the ways in which prejudice, stereotypes and discrimination can be challenged effectively in different situations, with a look at stereotypes in the media and how this can lead to changes in attitudes and behaviour. They will explore the signs and effects of bullying, including online bullying and how to effectively respond and support themselves and others.
<b>MUSIC</b>	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.
<b>PHYSICAL EDUCATION</b>	In Physical Education, students will develop their skills in the following areas of activity: netball, football, rugby, hockey, gymnastics and sports hall athletics. This term will be based around developing skills and adapting them to game situations. It is important that students are exposed to new sports that they may not have had the opportunity to participate in during primary school, whilst also developing already practised skills. As the term progresses, students should develop an understanding of what effective game play looks like and which skills can be used in different situations.
<b>RELIGION, PHILOSOPHY AND ETHICS</b>	For the first half-term, students will be exploring how equality is taught within Sikhism and what impact this has on our local community. In the second 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.

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.