

<p>ENGLISH</p>	<p>In the first half of the term, students will develop their understanding and enjoyment of poetry in a topic known as “Words That Burn”. They will read a range of poems focusing on human rights, become confident in analysing language, as well recreating writer’s methods in their own writing. We aim to encourage students to feel enthusiastic about reading and writing poetry, as well as approaching poetry in a critical way.</p> <p>In the second half of the term, students will focus on Travel Writing developing the skills to write interesting and engaging forms of persuasive writing. Throughout the term, students will also have an opportunity to improve their confidence delivering presentations by sharing their writing in front of their peers.</p>
<p>MATHEMATICS</p>	<p>Year Seven students will complete the following units of work:</p> <ul style="list-style-type: none"> • Constructing, measuring and using geometric notation • Developing geometric reasoning • Developing number sense • Sets and probability • Prime numbers and proof <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>
<p>SCIENCE</p>	<p>Students will study 4 different science topics:</p> <ul style="list-style-type: none"> • Energy (physics) • Acids and alkalis (chemistry) • Ecosystems (biology) • Sound (physics) <p>More details about the topics can be found on the science curriculum page of the school Knowledge Organisers section.</p>
<p>ART</p>	<p>Students will begin the ‘Culture’ project this term. They will look at a range of artwork from different cultures, such as African Art, Aztec Art, Indian Art and Chinese Art. Students will focus their projects on masks, patterns and textures. By the end of the year, students will have creatively designed their own compositions based on the culture they are most inspired by.</p>
<p>COMPUTING</p>	<p>This term we will be looking at hardware, networking, security and the internet. We will cover all of the major components which make up a ‘LAN’, ‘WAN’ and ‘PAN’, as well as ‘networking topologie’s and ‘layers’. Students will then get an introduction to ‘Python programming’. This is the first true object-orientated programming language that students will have tackled and will start them on their journey towards learning other programming languages in later years. The focus will be on core programming constructs and the ability to create and manipulate variables.</p>
<p>COOKING & NUTRITION</p>	<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>
<p>DESIGN & TECHNOLOGY</p>	<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 alongside 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>

<p>DRAMA</p>	<p>In the first half of the summer term, students will go on an adventure through space, time and fairy tale worlds, while also embarking on a journey of learning and self-discovery. Students will be led in activities designed specifically to test their creativity, imagination and the application of drama skills they already possess. Students will end the year by learning and applying new drama techniques to explore the stimulus of 'people'. Students will work in small groups to explore concepts: joining a new class, new neighbours, new friends and finally, how we treat and absorb new and often different ideas and people.</p>
<p>FRENCH</p>	<p>Students will work on perfecting French speaking and role play skills to develop their pronunciation, French accent and confidence in asking and answering questions. Building on last term's "places around town" work, they will learn directions vocabulary, with an opportunity to present "asking for directions" dialogues in class for assessment. The subsequent topic areas are "rooms in the house" and "objects in our bedrooms", when students will create "ma chambre triaramas" to present new French words learnt. In the second half of the summer, students will move on to learning how to tell the time – even trying a time ballet – what they do in the evening and how to describe their daily pre-school routines.</p>
<p>GEOGRAPHY</p>	<p>Students will continue learning about great rivers. They will explore a range of river landforms and discover how and why some rivers bend. They will also investigate the impact of extreme weather events and use their numeracy skills to draw and interpret flood hydrographs. They will continue to build on their use of geographical skills and key concepts. Their final topic will be exploring the impact of tourism, through the good, the bad and the ugly.</p>
<p>HISTORY</p>	<p>Students will explore a couple of key questions in the summer term. They will study the Tudor era with a focus on what caused religious conflict in the sixteenth century. The final 'Big Question' of the academic year will be linked to the Stuart age: 'Why did the English kill their king?' Through the study of these questions, students will continue to refine their source-related skills, such as those of deduction and evaluation.</p>
<p>LIFE SKILLS</p>	<p>This term, students will explore the statutory relationships topic, including: Female Genital Mutilation, developing self-worth, recognising healthy and unhealthy relationships, recognising and challenging media stereotypes, and age-appropriate aspects of consent. The intention is to enable students to develop safe, positive relationships in all aspects of life. In the second part of the term, financial decision making is the focus, including how to make safe financial choices, saving and budgeting and ethical consumerism.</p>
<p>MUSIC</p>	<p>The topic for the term is 'Film Music'. This genre will be explored through the integrated activities of performing, composing and listening. The students will learn about the important role music plays in films and how composers use musical devices to create a particular mood or atmosphere. They will develop their keyboard skills by learning to play chord sequences and improvising 4-bar phrases. Finally, they will compose a piece of music for a science fiction film, using the online music resource: Soundtrap.</p>
<p>PHYSICAL EDUCATION</p>	<p>PE lessons will focus on athletics, with the students having the opportunity to develop skills in both field and track events. Throwing skills will primarily be more specific to javelin and shot put. In games-based lessons, students will have the opportunity to develop the skills and knowledge of tactics in striking and fielding games such as cricket and rounders. Within both sports, students will have the opportunity to experience playing in various positions such as bowling, fielding and batting.</p>

**RELIGION,
PHILOSOPHY &
ETHICS**

This term, students will investigate beliefs about the nature of God, the creation of the universe and the role of humans in the world, followed by a short unit where students will explore the link between religion and environmentalism. The students will then move on to a unit of work which explores the role of art, music and architecture in religious and spiritual expression.

In addition, students will have an opportunity to create their own creative piece of spiritual artwork, with a chance of being entered into NATRE's national Spirited Arts competition. The themes for the competition this year are as follows:

- Faith in humanity: "No to racism, yes to respect"
- Looking beyond
- How do we envisage God?
- Wise words? Holy words?
- Green faith, green future?
- Why do animals matter?

More information about these themes can be found at:

<https://www.natre.org.uk/about-natre/projects/spirited-arts/>

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.