SUBJECT: ENGLISH

CURRICULUM THIS HALF TERM:

During this half term, pupils build on the skills developed in Lower school while being introduced to the expectations of secondary English. Reading lessons focus on identifying language and structural methods, selecting evidence and explaining the effect of a writer's choices using PEE-style paragraphs.

Learners explore a range of fiction and non-fiction texts, developing inference skills, tracking themes and considering how writers influence readers. Vocabulary instruction is embedded into every lesson to develop confidence with analytical language.

Writing lessons focus on descriptive and narrative writing alongside the introduction of persuasive speeches and articles. Pupils learn to organise paragraphs effectively, vary sentence structures and edit their work for technical accuracy. Grammar teaching reinforces punctuation, paragraphing and sentence control while encouraging increasingly independent writing.

VOCABULARY:

analyse	Explore something in detail.
method	A technique used by the writer.
structure	How a text is organised.
effect	The impact on the reader.
evidence	Words taken from the text.
inference	Using clues to work something out.
paragraph	A group of linked sentences.
cohesion	How writing links together.
audience	Who the writing is for.
technique	A method used to create an effect.

RECOMMENDED TALKING POINTS:

What text are you studying at the moment?
Which new vocabulary have you learnt this week?
Can you explain the writer's message?
What evidence supports your answer?
How did you adapt your writing for your audience?
What English skill have you improved most this half term?

SUBJECT: MATHEMATICS

CURRICULUM THIS HALF TERM:

Our focus is Place Value, ordering and rounding . This unit builds secure number sense and helps pupils develop confidence in working with whole numbers and decimals. Pupils will deepen their understanding of the value of digits according to their position, recognising how a digit's place changes its worth by powers of ten. They will read, write, compare and order numbers of different sizes, including integers and decimals, using appropriate mathematical language and notation. The unit also strengthens pupils' ability to work flexibly with number lines, estimate positions and identify the relative size of numbers.
A key focus is on rounding numbers to the nearest 10, 100, 1,000 and beyond, as well as rounding decimals to a given number of decimal places or significant figures where appropriate. Pupils learn that rounding is not just a rule to memorise, but a useful tool for estimating, checking the reasonableness of answers and simplifying calculations. Through structured practice, they develop understanding of how to decide which digit controls the rounding and how to interpret the effect of rounding in different contexts. This unit also develops important reasoning and problem-solving skills. Pupils explain and justify comparisons between numbers, use inequality signs correctly, and identify misconceptions about place value, particularly with decimals and larger integers. They learn to spot patterns, make sensible estimates and describe the size of numbers in a clear and accurate way.

VOCABULARY:

- place value
- integer
- decimal place
- significant figure
- powers of 10
- negative number
- rounding
- inequality
- ascending
- descending

RECOMMENDED TALKING POINTS:

How can you tell which number is larger when the digits are different?
Why does the position of a digit change its value?
How do you decide whether to round a number up or down?
Why is rounding useful in real-life situations?

SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore the chemistry topic The Periodic Table, Elements Mixtures and Compounds. In this topic, learners will discover that an element is a pure substance made of only one type of atom. They will begin to identify different elements by their chemical symbols and learn what the numbers on the Periodic Table tell us about individual elements. They will study how all known elements are organized on the Periodic Table into columns called groups and rows called periods and what this can tell us about the reactivity. Learners will investigate how different elements chemically bond together to create a compound with completely new properties, and contrast this with a mixture, where substances are physically mingled but not chemically joined. Finally, learners will master various separation techniques to sort these mixtures, including using filtration for insoluble solids, evaporation and simple distillation for dissolved solids and liquids, fractional distillation for liquids with different boiling points, and chromatography to separate soluble dyes and inks.

VOCABULARY:

- Atom: The smallest, most basic building block of matter that cannot be broken down any further by chemical means.
- Element: A pure substance made entirely from one type of atom.
- Periodic Table: A chart that systematically organises all known elements into vertical columns called groups and horizontal rows called periods.
- Compound: A substance formed when two or more different elements are chemically joined together in fixed proportions.
- Mixture: A combination of two or more substances that are physically mingled together but not chemically bonded, meaning they can be easily separated.
- Solute: The solid substance that dissolves into a liquid (e.g., salt or sugar).
- Solvent: The liquid substance that does the dissolving to break down a solid (e.g., water).
- Solution: The clear mixture formed when a solute completely dissolves into a solvent.
- Soluble: A characteristic describing a substance that can dissolve in a particular liquid.
- Insoluble: A characteristic describing a substance that cannot dissolve in a particular liquid.
- Filtration: A separation technique used to separate an insoluble solid from a liquid using filter paper and a funnel.
- Evaporation: A separation technique where a liquid is heated until it turns into gas, leaving behind a dissolved solid.
- Simple distillation: A separation technique used to separate and collect a liquid from a solution by boiling it into steam and then cooling it back into a liquid using a condenser.
- Fractional distillation: A separation technique used to separate a mixture of multiple liquids with different boiling points.
- Chromatography: A separation technique used to split up a mixture of soluble substances, like food dyes or inks, as they travel up chromatography paper at different speeds

RECOMMENDED TALKING POINTS:

How would you separate a mixture of sand and salt water to get the dry sand back?
If you want to separate salt from water but you actually want to keep the water rather than letting it evaporate away, what technique should you use?
How does the Periodic Table help scientists when they are looking at different elements?

Why can chromatography be used to find out if a black felt-tip pen is made of just one ink or a mixture of different colours?

ANY OTHER KEY INFORMATION:

Teaching will support learning by grounding abstract chemical concepts by using hands-on lab experiments as a direct vehicle for learning. Teaching will guide students through practical investigations, such as making copper sulphate crystals or analyzing ink, so they physically experience filtration, evaporation, distillation, and chromatography. To bridge the gap between the macro and microscopic worlds, teaching will utilize physical molecular model kits to visually distinguish between single atoms, bonded compounds, and mixed elements. Teaching will anchor these theories to real-world applications, linking separation techniques to forensic ink analysis, water treatment facilities, and the fractional distillation of crude oil.

SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

This half term, pupils will study key developments in medieval England following the Norman Conquest of 1066. The unit begins with the development of castles, focusing first on the motte and bailey castle and then on the stone keep castle. Pupils will explore why William the Conqueror introduced castles across England, how these structures helped to secure control, and how castle design changed over time in response to the need for stronger defence. The curriculum includes a study of attacking methods such as catapults and siege warfare, alongside defensive features such as murder holes, drawbridges, thick walls, and battlements.

Pupils will then move on to examine life in medieval England. This includes the role of religion and the power of the Church, which influenced daily life, politics, education and social behaviour. The unit also considers crime and punishment in medieval society, enabling pupils to compare attitudes towards law and order in the past with those of today. In addition, pupils will investigate the impact of the Black Death, including its causes, spread and consequences for the population, economy and social structure of England.

The final focus of the half term is the events leading to the death of Thomas Becket. Pupils will learn about the conflict between Becket and King Henry II, and how this dispute reflected wider tensions between the Church and the monarchy. This enquiry will help pupils understand the challenge that Becket's death posed to the idea of the monarch's absolute power, and why this event became historically significant.

VOCABULARY:

- **Motte and bailey** – an early type of castle with a raised mound and enclosed courtyard
- **Stone keep** – a stronger castle built of stone, designed for defence and status
- **Crime and punishment** – the laws and penalties used to maintain order
- **Black Death** – the devastating plague that spread across Europe in the 14th century
- **Plague** – a serious infectious disease
- **Monarchy** – rule by a king or queen
- **Absolute power** – total authority with little or no limitation
- **Martyr** – a person who dies for their beliefs

RECOMMENDED TALKING POINTS:

Why did castle design change from wood to stone?
How did the Church influence the lives of people in medieval England?
Why was the Black Death so significant for medieval England?
Why did Becket's death create a challenge to the power of the monarch?

SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This geography unit explores the dynamic nature of coastlines and the processes that shape them over time. Pupils begin by studying waves, learning how they affect the coastline through continual movement and energy. They investigate how weathering and erosion break down rocks and change the shape of the coast, developing an understanding that coastlines are constantly being altered by natural forces.

Children then examine erosion and landforms, identifying features such as cliffs, caves, arches, stacks and stumps. This helps them to see how different landforms are created through the action of the sea over time. The unit also introduces deposition, enabling pupils to understand how material is transported and deposited to form features such as beaches, spits and bars.

A further focus is the threats to coastlines, including erosion, rising sea levels, flooding and human activity. Pupils consider why some coastlines are more vulnerable than others and how physical and human factors affect risk. This leads into the study of protecting coastlines, where children learn about coastal management strategies such as sea walls, groynes, rock armour and managed retreat. They evaluate how these methods help to reduce erosion and protect communities, whilst recognising that there are advantages and disadvantages to different approaches.

The unit includes the Holderness case study, which provides a real example of a rapidly changing coastline in the UK. Pupils explore the causes and effects of erosion in this area and examine how coastal management has been used in response. This helps them to apply their knowledge to a specific place and understand the human impact of coastal change.

VOCABULARY:

- coastline
- wave
- weathering
- erosion
- deposition

RECOMMENDED TALKING POINTS:

How do waves and erosion shape a coastline over time?
Why are some coastlines more at risk than others?
How can people protect coastlines, and what are the pros and cons of different methods?

SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

In this unit, students will be introduced to the exciting world of game development using Scratch, a visual programming language designed to help learners develop programming skills through creative projects. They will learn how games are planned, designed, programmed, tested, and improved while developing the computational thinking skills that underpin all areas of Computer Science.

Students will explore the core features of Scratch, including sprites, backdrops, costumes, sounds, and code blocks. They will learn how to use sequence, selection, repetition (loops), variables, and broadcasts to create interactive games that respond to user input. As their confidence grows, students will add scoring systems, timers, levels, and simple animations to make their games more engaging and challenging.

Throughout the unit, students will learn how to design algorithms before programming, breaking larger tasks into smaller, manageable steps. They will develop problem-solving skills by testing their games, identifying bugs, and debugging their code to improve functionality and user experience. Students will also learn the importance of planning, evaluating, and refining their work based on feedback and testing.

Creativity plays a key role in this unit, as students will design original characters, stories, and gameplay while considering the needs of different players. They will investigate what makes games fun, fair, and accessible, thinking about clear instructions, balanced difficulty, and effective visual and audio design.

VOCABULARY:

- Algorithm
- Sequence
- Debug
- Evaluate
- Sprite
- Variable
- Loop
- Broadcast

RECOMMENDED TALKING POINTS:

How do game designers create games that are fun, fair and challenging to play?
How can programming bring your own game ideas to life?
Why is testing and improving a game just as important as creating it?

SUBJECT: ART

CURRICULUM THIS HALF TERM:

This half term, pupils will explore the vibrant world of Pop Art, focusing on colour, pattern and decorative design. Students will be introduced to the work of Yayoi Kusama, a contemporary artist known for her bold use of repetition, polka dots and immersive patterns. They will learn about her distinctive style and how her artwork is influenced by personal experiences and themes of infinity and repetition.

The unit will focus on developing students' ability to research and present artist information creatively. Pupils will create a decorative artist research page inspired by Kusama, combining drawing, painting and mixed media techniques. They will explore how layout, colour, pattern and imagery can be used to communicate information in a visually engaging way.

Students will experiment with a range of materials, including paint, pen and collage, to develop their ideas. They will practise using repetition and pattern in their own work, applying Kusama's style to their designs. Emphasis will be placed on presentation, creativity and technical skill, as well as the ability to explain influences and artistic choices.

Throughout the unit, pupils will reflect on their progress and evaluate their work, developing confidence in discussing art. This project encourages creativity, independence and an appreciation of contemporary art and its connection to personal expression.

VOCABULARY:

- Pattern – A design that repeats in a regular way.
- Repetition – Using the same element, such as shapes or colours, multiple times.
- Composition – The arrangement of elements in an artwork.
- Influence – The effect an artist or style has on your own work.
- Motif – A repeated design or image, such as dots or shapes.
- Colour Palette – The range of colours used in an artwork.
- Texture – How a surface looks or feels.
- Layout – How information and images are organised on a page.
- Contrast – Differences between elements, such as light and dark colours.

RECOMMENDED TALKING POINTS:

What do you notice about Yayoi Kusama's use of pattern and repetition?
How have you used colour and layout to make your research page visually engaging?
What materials and techniques did you choose, and why?
How has Kusama influenced your own artwork?

SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

This six-lesson unit helps pupils build their knowledge and understanding of the orchestra by exploring the main instrument families: string, woodwind, brass and percussion. Pupils learn to identify the characteristics of each family and deepen their awareness of how orchestral instruments are grouped and played.

Alongside this, pupils develop their keyboard skills by learning to perform a well-known orchestral melody, *Going Home*. They begin by playing the melody in the C position, before moving on to the F position and learning how to move out of position confidently. As the unit progresses, they practise performing the full melody and then add an accompaniment part, developing coordination and musical independence.

The unit also supports pupils' understanding of notation, as they learn to identify notes from C to octave C on the stave through performance. By the end of the unit, pupils prepare a complete performance of *Going Home* that includes both melody and accompaniment, while showing elements of musical expression such as phrasing, dynamics and control.

Overall, this unit combines listening, performing and notation work to develop pupils' practical musicianship, instrumental technique and appreciation of orchestral music.

VOCABULARY:

- **Orchestra** - A large ensemble traditionally used in classical music and film music
- **Ensemble** - A group of musicians performing together e.g. a choir, band or orchestra
- **Strings** - A family of instruments in the orchestra which use bowed or plucked strings to produce a sound
- **Woodwind** - A family of instruments in the orchestra which use air to produce the sound
- **Stave** - a set of five lines used in music to show different notes
- **Brass** - a family of instruments in the orchestra made of brass metal, that produce sound by buzzing air through the instrument
- **Percussion** - a family of instruments in the orchestra which are hit or shaken to make the sound
- **Tuned** - instruments that can play pitched sounds
- **Untuned** - instruments that only play sounds without clear pitch
- **ABA structure** - a structure with three sections where the first and last are the same and the middle section is different

RECOMMENDED TALKING POINTS:

What do we mean by families of instruments?
Do you know any of the families and which instruments belong to each?

SUBJECT: DESIGN TECHNOLOGY

CURRICULUM THIS HALF TERM:

Principles of materials and manufacturing.
In this unit, pupils will explore the properties of sheet materials and learn how they can be shaped, joined and used in design and making activities. They will gain practical experience of working with a range of materials and begin to understand how different materials are suitable for different purposes.
Pupils will learn how to handle, shape and join sheet materials using a variety of manufacturing processes. They will also investigate different ways of fixing materials together, including mechanical fixings and adhesives, to see which methods work best for different situations.

Throughout the unit, pupils will be encouraged to experiment with different sheet materials, shape materials using suitable tools and techniques, test a range of joining methods, compare the strengths and weaknesses of different fixings, explain why a particular material or method is suitable and make choices based on function and purpose.
This unit supports the development of important learning skills, including problem solving, practical making skills, careful handling of tools and materials, testing and evaluating, making informed choices and explaining design decisions.

VOCABULARY:

- Tier 1: Sheet, glue, stick, fix, make, cut, bend, fold, join, tape, card, paper, plastic, wood, strong, weak.
- Tier 2: Material, shape, handle, suitable, choice, process, method, test, compare, explain, experiment, design, function, purpose, accurate, improve.
- Tier 3: Sheet materials, manufacturing, mechanical fixing, adhesive, joining technique, fastening, rivet, screw, nut, bolt, staple, laminate, prototype, components, construction.

RECOMMENDED TALKING POINTS:

Why do different sheet materials need different shaping and joining methods?
What is the difference between a mechanical fixing and an adhesive?
How can testing help us choose the most suitable material or joining method?
Why is it important to explain the choices we make in Design Technology?

SUBJECT: PE

CURRICULUM THIS HALF TERM:

Young people will focus on developing their basketball skills by using a range of tactics and strategies to overcome opponents in direct competition. They will also engage in self-reflection, analysing their performances compared to previous ones to demonstrate improvement and strive to achieve their personal best. This aims to enhance their physical abilities while fostering a spirit of competition and personal growth.

VOCABULARY:

- Team
- Opponent
- Basket/hoop
- Backboard
- Net
- Free throw
- Foul
- Out of bounds
- Dribble
- Pivot
- Set shot
- Jump shot
- BEEF (balance, elbow, eyes, follow through)
- Positioning
- Communication
- Decision making

RECOMMENDED TALKING POINTS:

Recommended conversation talking point question:
What have you learnt about basketball?
Which skill do you feel most confident at?
Which skills do you feel are most difficult?

ANY OTHER KEY INFORMATION:

Suitable footwear
Suitable clothing
Refillable water bottle

SUBJECT: RE

CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 7 students will explore the question, *"What is religion?"* They will examine the key features of religion, including beliefs, practices, worship, sacred texts, ethics and community. Students will investigate a variety of world religions and consider how religious beliefs influence individuals, societies and cultures. Through discussion, enquiry and critical thinking, they will explore different perspectives on religion, including why some people are religious and why others are not. Students will be encouraged to reflect on their own views and develop a deeper understanding of the role religion plays in the modern world

VOCABULARY:

- **Faith** – Trust or confidence in religious teachings or spiritual ideas.
- **Worship** – Acts of devotion towards a deity or sacred power.
- **Sacred Text** – A holy book that is important within a religion.
- **Ethics** – Principles that help people decide what is right and wrong.
- **Worldview** – A person's way of understanding and interpreting the world.

RECOMMENDED TALKING POINTS:

What are the main features of a religion?
How can religion influence the way people live?
Why do different people have different beliefs about religion?

SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

Starting secondary school is a big change, and it is normal to feel excited, nervous, or even worried. In this unit, students will explore how changes and transitions can affect their emotions and wellbeing. They will learn that everyone experiences change differently and that there are positive ways to manage challenges.

Students will develop skills to help them settle into secondary school successfully. This includes building confidence, making new friends, and learning how to ask for support when needed. They will also explore strategies for coping with stress, managing emotions, and maintaining a positive mindset.

The unit encourages students to set personal and learning goals. By identifying their strengths and areas for improvement, they can take responsibility for their own progress and celebrate their achievements. Goal-setting helps students stay motivated and develop resilience when facing difficulties.

Social and emotional skills are an important part of this learning. Students will practise communication, teamwork, empathy, and problem-solving. These skills can help them build healthy relationships, work well with others, and feel more confident in new situations.

VOCABULARY:

- **Emotional wellbeing** – How well we understand and manage our feelings.
- **Transition** – Moving from one stage or situation to another, such as primary to secondary school.
- **Resilience** – The ability to recover from difficulties and keep trying.
- **Empathy** – Understanding and sharing how another person feels.
- **Mindset** – The way we think about ourselves and our abilities.
- **Goal-setting** – Planning targets to help us improve and succeed.
- **Stress** – Feelings of pressure or worry caused by challenges or demands.
- **Independence** – Being able to make decisions and take responsibility for yourself.

RECOMMENDED TALKING POINTS:

How can starting secondary school affect our emotions and wellbeing, and why do people experience change differently?
What strategies can we use to manage stress, build confidence, and ask for support when facing new challenges?
How can goal-setting, resilience, communication, and empathy help us succeed and develop positive relationships in secondary school?

SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

In Year 7, pupils will begin to learn and use Spanish nouns as part of the Languages curriculum. Nouns are naming words for people, places, animals, and things. Learning Spanish nouns helps pupils build confidence in speaking, listening, reading, and writing in another language.

Pupils will learn common nouns linked to familiar topics such as family, school, pets, food, colours, hobbies, and places in town. Examples include *la casa* (the house), *el perro* (the dog), *la escuela* (the school), and *el libro* (the book). They will practise saying, reading, and recognising these words in different activities.

For pupils with Special Educational Needs (SEN), learning will be supported through repetition, visual aids, pictures, games, matching activities, and clear modelling by the teacher. New vocabulary will be introduced in small steps and revisited regularly to help pupils remember key words. Opportunities for overlearning and frequent practice will be provided.

Pupils will also learn that Spanish nouns are either masculine or feminine. They will be introduced to articles such as el and la, and will practise using them correctly with nouns. Teachers will provide scaffolds such as vocabulary mats, word banks, and sentence frames to support understanding.

Success will be measured through participation, recognition of key vocabulary, and the ability to use nouns in simple spoken and written sentences. Pupils will be encouraged to communicate meaning rather than focus on perfection. Positive feedback and adapted resources will help build confidence and independence.

VOCABULARY:

Family

- la madre – mother
- el padre – father
- la hermana – sister
- el hermano – brother
- la abuela – grandmother
- el abuelo – grandfather
- la familia – family

School

- la escuela – school
- el libro – book
- el bolígrafo – pen
- el lápiz – pencil

- la regla – ruler
- la mochila – bag
- la clase – classroom

Pets and Animals

- el perro – dog
- el gato – cat
- el pez – fish
- el pájaro – bird
- el conejo – rabbit
- el caballo – horse

RECOMMENDED TALKING POINTS:

¿Tienes un perro o un gato?
(Do you have a dog or a cat?)

¿Qué hay en tu mochila?
(What is in your school bag?)

¿Cuál es tu comida favorita: la pizza o el pan?
(What is your favourite food: pizza or bread?)

SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

During this half term, Year 7 pupils will begin to develop a clearer understanding of themselves as learners and future employees. The careers programme will focus on identifying personal skills, strengths and weaknesses, with pupils encouraged to reflect on what they do well, where they may need support, and how they can improve over time. They will explore how their abilities link to different subjects in the curriculum, such as communication in English, problem-solving in mathematics, creativity in art and design, and teamwork in PE and science. Pupils will also consider how extra-curricular activities, including clubs, sports, music, volunteering and house events, can help to develop transferable skills such as resilience, leadership, organisation and cooperation. This supports early career awareness by helping pupils recognise that skills can be built in and beyond the classroom.

VOCABULARY:

- **Skills**: Abilities that help a person complete tasks effectively
- **Strengths**: Things a person does well
- **Weaknesses**: Areas where a person needs to improve or needs support
- **Transferable skills**: Skills that can be used in many different subjects, jobs and situations
- **Communication**: The ability to share ideas clearly and listen carefully
- **Teamwork**: Working well with other people to achieve a shared goal
- **Resilience**: The ability to keep going when work is difficult
- **Career**: The jobs and roles a person may do throughout their working life
- **Goal**: Something a person aims to achieve

RECOMMENDED TALKING POINTS:

What subjects or activities help you to feel confident, and why?
Which personal strengths could help you in different careers?
What is one area you would like to improve, and how could you do that?
How do clubs or activities outside lessons help you build useful skills?
Why is it important to understand your skills before thinking about future careers?