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:

For Year 7 students, the Sequences unit develops their ability to recognise patterns, describe relationships between numbers, and begin to generalise using algebra. Pupils learn that sequences are ordered lists of numbers that follow a rule. They investigate how a sequence changes from one term to the next, identify common differences, and use this information to predict future terms. As their understanding grows, students begin to generate sequences from rules, represent patterns visually and numerically, and explore how algebra can be used to describe any term in a sequence. This unit lays important foundations for algebraic thinking, problem solving, and mathematical reasoning throughout Key Stage 3 and beyond.

VOCABULARY:

- Sequence
- Term
- Consecutive
- Common Difference
- Linear Sequence
- Arithmetic Sequence
- Generate
- Nth Term
- Variable
- Expression
- Algebra
- Formula

RECOMMENDED TALKING POINTS:

What is a sequence?
How can you identify the pattern in a sequence?
What is the common difference between consecutive terms?
How can you find the next term in a sequence?
How can you find a missing term in a sequence?
Can you describe the rule of a sequence using words and numbers?
How can you use a rule to generate a sequence?



SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore Plants and the Carbon Cycle, which is a Biology topic. Children have previously learnt that plants are producers that make their own food using sunlight, water, and air, while relying on roots, stems, leaves, and flowers to grow and reproduce They should also understand that animals breathe out carbon dioxide and plants take it in, alongside foundational concepts of how energy moves through food chains and how dead organisms decompose back into the soil.

In this topic children will study the carbon cycle and the mechanisms by which carbon is cycled around the Earth, with photosynthesis being a key stage in this cycle. They will build on their foundational knowledge and move from simply knowing that plants need light to understanding the exact chemical reaction that powers life on Earth. To see this process in action during school lab experiments, students will perform a chemical test using iodine, watching a leaf turn a dramatic blue-black colour to prove that the plant has successfully stored excess food as starch. They will explore how every part of a plant is perfectly engineered for this job; roots are spread wide to absorb water, stems act as transport highways, and thin leaves are packed with green chloroplasts to capture sunlight while using tiny pores called stomata to take in gases. Children will also be diving deeper into how the carbon cycle relies heavily on decay or decompostion, where microscopic bugs, bacteria, and fungi break down dead plants and animals, releasing trapped carbon back into the atmosphere while returning vital nutrients to the soil. We will be diving in to the real life consequences of human activities like deforestation which severely disrupt this natural balance. Cutting down forests removes the trees that would normally clear carbon dioxide from our air, and burning or rotting that wood releases massive amounts of stored carbon all at once, which drives global warming

VOCABULARY:

- **Photosynthesis:** The chemical process where plants use sunlight, water, and carbon dioxide to create their own food (glucose) and release oxygen.
- **Glucose:** A type of sugar produced during photosynthesis that plants use as their primary source of energy.
- **Combustion:** A chemical reaction – burning
- **Respiration:** The chemical process by which living cells break down glucose (food) to release energy
- **Starch:** The form in which plants store excess glucose for later use, which can be identified in the lab using a chemical test.
- **Iodine Solution:** An orange-brown liquid used in science experiments that turns blue-black when it comes into contact with starch.
- **Chloroplast:** The microscopic structure inside a plant cell where photosynthesis takes place, containing the green pigment that traps sunlight.
- **Stomata:** Microscopic pores found mainly on the underside of leaves that open and close to allow gases to enter and exit.
- **Carbon Cycle:** The continuous movement of carbon through the atmosphere, oceans, soil, and living organisms on Earth.
- **Decay/Decomposition:** The natural breakdown of dead organisms and waste material by bacteria and fungi, which recycles nutrients back into the environment.
- **Decomposer:** Microscopic organisms, such as bacteria and fungi, that get their energy by breaking down dead plants and animals.

- **Deforestation:** The large-scale clearing or burning of forested land, which reduces the planet's ability to absorb carbon dioxide from the air

RECOMMENDED TALKING POINTS:

If a plant only takes in carbon dioxide gas and water, how does it end up making the solid sugars and starch that we are eating right now
Why does a plant bother to convert its leftover glucose into starch? Why not just keep it as sugar?
How does being thin and wide help this leaf catch sunlight and breathe in gases?
When humans cut down or burn a massive forest, how does that disrupt the natural carbon cycle in two different ways at the same time?

SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

Topic 1: Kings Under Fire

This half term, pupils will explore the challenges faced by medieval monarchs and consider how power was tested through conflict, law and rebellion. Learning will begin with the signing of Magna Carta, with a focus on why this document was significant and how it limited royal authority. Pupils will then investigate whether King John really was that bad, using evidence to examine different historical interpretations. The unit will also include the legend of Robin Hood, encouraging discussion about fact, fiction and the values reflected in the stories people told. Finally, pupils will study the Peasants' Revolt and the causes and consequences of unrest in medieval England.

Topic 2: The Tudors

Later in the half term, pupils will move on to the Tudor period, developing their understanding of religious change and royal power. Lessons will cover the differences between Catholics and Protestants, helping pupils to identify key beliefs and explain why tensions arose. Pupils will also study Henry VIII's wives, considering how marriage, succession and politics shaped the monarchy. The Reformation will be explored as a major turning point in English history, and pupils will learn about King Edward and his role during this period of change.

VOCABULARY:

- monarchy
- rebellion
- interpretation
- Reformation
- Succession

RECOMMENDED TALKING POINTS:

Why do you think Magna Carta was an important moment in history?
In what ways did the Tudor period bring change to religion in England?
How can we decide whether a historical figure was treated fairly by historians?

SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This half-termly overview for Year 7 Geography focuses on Russia and introduces pupils to the country's location, physical geography, climate, population patterns and contemporary issues. The sequence is designed to develop geographical knowledge, place understanding and core analytical skills through a combination of map work, discussion, source analysis and structured writing.

1. Introduction to Russia

Pupils will locate Russia on a world map and explore its position across Europe and Asia. They will identify neighbouring countries, major cities and the significance of Russia's size and scale.

2. Physical Features of Russia

Pupils will examine Russia's main physical landscapes, including plains, forests, rivers and mountain ranges. Emphasis will be placed on how physical geography affects settlement and economic activity.

3. Ural Mountains

Pupils will study the Ural Mountains as a key geographical feature and continental divide. They will consider their importance as a natural boundary between Europe and Asia.

4. Different Climates of Russia

Pupils will compare the varied climates across Russia, including tundra, subarctic and temperate regions. They will explore how latitude, distance from the sea and continentality influence climate patterns.

5. Population

Pupils will investigate population distribution, density and migration in Russia. They will explain why some areas are densely populated while others remain sparsely populated.

6. Rural v Urban Development

Pupils will compare life and development in rural and urban areas. They will consider access to services, employment and infrastructure, and discuss regional inequalities.

7. Conflict

Pupils will explore key conflicts linked to Russia, focusing on geography's role in political and economic tensions. This will encourage careful use of evidence and balanced discussion.

VOCABULARY:

- Continent
- Climate
- Population density
- Urban
- Rural

RECOMMENDED TALKING POINTS:

Why is Russia considered a country of contrasts?
How do physical features influence where people live?
What are the main differences between rural and urban life in Russia?



SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

Introduction to Interactive Media
Pupils will move from creating media that an audience watches to creating media that an audience can **interact with**. They will explore buttons, hyperlinks, navigation and user choices.

Activities will include:

- Exploring interactive websites and presentations
- Identifying buttons and hyperlinks
- Creating a simple interactive presentation
- Designing a menu screen
- Creating buttons to move between pages
- Adding images, text, sound and video
- Testing whether another person can navigate their project
- Making improvements based on feedback

VOCABULARY:

- Interactive
- Multimedia
- Hyperlink
- Button
- Navigation
- Menu
- User
- Audience
- Screen
- Choice
- Link
- Media
- Test
- feedback

RECOMMENDED TALKING POINTS:

What makes a digital activity interactive?"

SUBJECT: ART

CURRICULUM THIS HALF TERM:

In this Year 7 Art unit, pupils will explore the creative world of **textiles**, learning how fabric can be used as a medium for artistic expression. They will investigate how artists and designers use colour, pattern, texture and stitch to create decorative and functional pieces. Pupils will study examples of textile art from a variety of cultures and traditions, developing an understanding of how textiles can communicate ideas, tell stories and reflect identity.

Throughout the unit, pupils will experiment with a range of textile techniques, including designing, stitching, fabric manipulation and surface decoration. They will learn how artists combine materials, colours and patterns to create visually interesting outcomes. By exploring the work of textile artists and designers, students will gain inspiration for their own designs and begin to understand the importance of planning, testing and refining creative ideas.

As their skills develop, pupils will design and create their own textile piece, considering how colour, texture and pattern can be used to achieve a particular effect. They will evaluate their work throughout the process, identifying strengths and areas for improvement. This unit encourages creativity, problem-solving, patience and craftsmanship while helping students appreciate the role of textiles in both art and everyday life.

VOCABULARY:

- Textiles
- Fabric
- Pattern
- Texture
- Stitch
- Appliqué
- Design
- Embellishment
- Weaving
- Composition

RECOMMENDED TALKING POINTS:

What materials did you use in your textile project?
How can texture change the appearance of an artwork?
What patterns or designs inspired your work?
Which textile techniques did you enjoy using most?
Why is planning important when creating a textile piece?

SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

This unit develops pupils' understanding of minimalism as a musical style, exploring both its context and its key musical features. Pupils learn how minimalist compositions are built using repetition, gradual change and layered patterns, and they begin to recognise how these elements create interest over time. Through listening, performing, composing and improvising, pupils gain a practical introduction to the style.

The unit begins with pupils using rhythmic ostinati in minimalism, helping them understand how repeated rhythmic patterns can form the basis of a composition. They then move on to creating a melodic ostinato, which introduces repeated pitch patterns and shows how melody can also be used in a minimalist way. These activities help pupils hear how small musical ideas can be developed into larger structures.

As the unit progresses, pupils work on creating and improvising contrasting ostinati. This allows them to combine different rhythmic and melodic layers, building texture and experimenting with balance, repetition and variation. They learn how to shape a piece by adding and adjusting layers while keeping the overall minimalist style. This process encourages creativity, active listening and careful decision-making.

The final part of the unit focuses on developing a minimalist composition. Pupils apply their learning by refining their ideas, combining ostinati and making thoughtful choices about how their music progresses. This gives them the opportunity to compose in a style that relies on subtle changes and repeated patterns rather than dramatic contrasts.

By the end of the unit, pupils should have a clearer understanding of the features of minimalism and be able to use rhythmic and melodic ostinati in their own compositions. The unit supports composition, improvisation, listening and evaluation, while giving pupils a strong foundation in an important twentieth-century musical style.

VOCABULARY:

- Minimalism - Minimalism is a style of music that emerged in the 1960s in the USA, defined by its use and repetition of minimal musical ideas.
- Ostinato - An ostinato (plural: ostinati) is a short musical idea that is repeated.
- Percussion - A percussion instrument is one that produces a sound by being hit. These can be tuned (with pitched notes) or untuned (with no pitch).
- Pentatonic scale - A pentatonic scale is a set of five notes.
- Dm pentatonic scale - The Dm (D minor) pentatonic scale includes the notes D, F, G, A and C.
- Texture - The texture of music is how many layers of sound are playing at the same time. We can describe it as thick (lots of layers) or thin (few layers).
- Improvise - If you improvise you make something up on the spot.
- Pitch - Pitch is how high or low the sound is.
- Retrograde - If you retrograde a melody it reverses the order of the notes.

RECOMMENDED TALKING POINTS:

What is minimalism in music, and what are some of its main features?
What is an ostinato, and how can rhythmic and melodic ostinati be used in a composition?

SUBJECT: DESIGN TECHNOLOGY

CURRICULUM THIS HALF TERM:

In this unit, pupils will explore how food supports a healthy lifestyle. They will learn about the importance of healthy eating, balanced meals and choosing foods that help the body to grow, stay active and feel well. Pupils will be introduced to key food preparation skills, including washing, peeling, chopping, mixing and assembling simple dishes safely and hygienically. They will begin to understand where food comes from, how different ingredients can be used, and why some foods should be eaten more often than others.

Throughout the unit, pupils will be encouraged to look closely at a range of foods and discuss which are healthy and which should be eaten less often, learn about the different food groups and why they are important, talk about how food helps the body to stay healthy and strong, follow simple recipes and prepare basic food items safely, practise good hygiene, including washing hands and using clean equipment, taste, compare and evaluate different foods and think about how to make healthier choices.

This unit supports the development of important learning skills, including making healthy choices, following instructions, using tools and equipment safely, developing food preparation skills, understanding hygiene and safety and evaluating and discussing food products.

By the end of the unit, pupils will have developed a basic understanding of health and nutrition and will be able to make simple, healthy food choices through practical food preparation activities.

VOCABULARY:

Tier 1	Tier 2	Tier 3
food	healthy	nutrition
drink	choice	hygiene
fruit	balanced	food group
vegetable	prepare	ingredients
meal	important	recipe
snack	careful	diet

RECOMMENDED TALKING POINTS:

What does it mean to eat healthily?
Why do we need to eat different foods?
What foods help us to grow strong?
What does hygiene mean in the kitchen?
Why do we wash our hands before handling food?
How can we prepare food safely?



SUBJECT: PE

CURRICULUM THIS HALF TERM:

Young people will engage in enhancing their physical skills and artistic expression. They will perform dances using advanced techniques across various styles and forms, allowing them to explore creativity and rhythm. Additionally, students will develop their technique in gymnastics, fostering both fitness and teamwork. A key component of our programme will involve analysing their performances against previous efforts, encouraging them to demonstrate improvement and strive for their personal best.

VOCABULARY:

- Travel
- Gesture
- Balance
- Control
- Coordination
- Timing
- Formation
- Transition
- Symmetry
- Rotation

RECOMMENDED TALKING POINTS:

What was on movement or motif you used in your dance or gymnastics routine and how did it show travel, turn, jump or stillness?
Dow did you use levels, speed, direction and space in your routine?
How did you make your routine more interesting?
Can you describe when you used good posture and balance?
How has your performance improved an what did you do to achieve your personal best?
Why is centre of gravity important?
What is important on take off and/or landing?

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?" and consider why religion is important to many people around the world. They will investigate some of the key features of religions, including beliefs, sacred texts, worship, places of worship, symbols, festivals and communities. Students will learn that religions are diverse and that people within the same religion may express their beliefs in different ways. They will also consider how religious and non-religious worldviews can influence identity, values, decisions and everyday life. Through discussion, stories, images, comparison activities and personal reflection, pupils will develop their ability to ask thoughtful questions, recognise similarities and differences, and show respect for a range of beliefs and perspectives.

VOCABULARY:

- Religion – A way of life involving shared beliefs, practices and traditions, often relating to God or the sacred.
- Belief – Something a person accepts as true or important.
- Faith – Trust or confidence in a religious belief or teaching.
- Worldview – The way a person understands the world and their place in it.
- Religious – Connected to a religion or its beliefs and practices.
- Non-religious – Not following a religion; people may still have strong values and beliefs.
- Sacred – Considered holy or especially important in a religion.
- Worship – Ways people show devotion or respect in their religion.
- Prayer – Speaking or communicating with God or a divine being.
- Ritual – An action or series of actions carried out in a meaningful, traditional way.
- Symbol – An object, picture or sign that represents an idea or belief.
- Place of worship – A building or space where people gather for religious activities.
- Community – A group of people connected by shared interests, beliefs or experiences.
- Identity – The qualities, beliefs and experiences that help make someone who they are.
- Respect – Treating people and their beliefs with care and consideration.

RECOMMENDED TALKING POINTS:

What do you think religion means?
Can you name some ways people show their religious beliefs?
How might religion or a worldview affect someone's everyday choices?
Why is it important to respect people with different beliefs, including those who are non-religious?

SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

This Year 7 PSHE unit helps pupils explore the characteristics of healthy and unhealthy friendships and understand the importance of positive, respectful relationships. Pupils will learn how trust, kindness, communication, and mutual respect contribute to strong friendships, while also recognising behaviours that can make relationships unhealthy, such as manipulation, exclusion, or peer pressure. The unit also develops pupils' understanding of bullying, including different forms such as physical, verbal, social, and online bullying. Students will learn how to identify bullying behaviours, respond safely and confidently to incidents, access support when needed, and understand their role in creating an inclusive and respectful school community where everyone feels valued and safe.

VOCABULARY:

- Manipulation
- Intimidation
- Discrimination
- Exclusion
- Empathy
- Assertiveness
- Resilience
- Harassment
- Intervention
- Bystander
- Stereotype
- Vulnerability

RECOMMENDED TALKING POINTS:

What are the characteristics of a healthy friendship, and how can you recognise when a friendship has become unhealthy?
How can peer pressure and bullying affect a person's wellbeing, confidence, and relationships?
What actions can you take if you experience, witness, or become aware of bullying, both in person and online?

SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

In this unit, Year 7 pupils will learn how to introduce themselves in Spanish and exchange basic personal information. They will develop the language needed to discuss their name, age, nationality, where they live, languages they speak, and their interests. The unit provides a foundation for future language learning by building confidence in speaking, listening, reading, and writing.

Pupils will be taught to:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak confidently and communicate personal information using increasingly accurate pronunciation and intonation.
- Initiate and develop conversations, asking and answering questions.
- Express ideas and opinions in speech and writing.
- Read and understand short texts, identifying key information and language patterns.
- Write sentences and short paragraphs using a range of vocabulary

VOCABULARY:

Greetings

- *Hola – Hello*
- *Buenos días – Good morning*
- *Buenas tardes – Good afternoon*
- *Buenas noches – Good evening/night*
- *Adiós – Goodbye*
- *Hasta luego – See you later*

Personal Information

- *Me llamo… – My name is…*
- *Tengo … años. – I am … years old.*
- *Vivo en… – I live in…*
- *Soy de… – I am from…*
- *Soy inglés/inglesa. – I am English.*

SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

During this half term, pupils will be introduced to a range of job sectors and industries, including health and social care, education, construction, engineering, retail, hospitality, creative and digital industries, finance, public services, and the environment. They will explore the different roles within each sector, the skills and qualifications commonly required, and how workplaces contribute to society. Pupils will also be introduced to the concept of labour market information (LMI). This includes information about the types of jobs available, employment trends, skills shortages, qualifications, salaries, and future changes in the world of work. At this stage, the focus should be on developing awareness rather than making fixed career decisions.

VOCABULARY:

- Career – the progression of learning, training and employment that a person experiences over time.
- Job – a paid role or task undertaken by an individual.
- Occupation – a type of work or profession, such as nursing, plumbing or journalism.
- Sector – a broad area of employment, such as healthcare or construction.
- Industry – a group of organisations involved in similar economic activity.
- Employer – a person or organisation that provides paid work.
- Employee – a person employed by an organisation or individual.
- Qualification – an award or certificate showing that a person has completed learning or training.
- Skill – an ability developed through learning, practice or experience.
- Labour market information – information about employment opportunities, skills, qualifications and job trends.
- Transferable skill – a skill that can be used in different subjects, jobs, or situations.
- Apprenticeship – a paid employment route combining workplace training with study.

RECOMMENDED TALKING POINTS:

Which job sectors or industries interest you, and what attracts you to them?
What skills do people develop through school subjects, hobbies, clubs or responsibilities at home?
Why might labour market information be useful when learning about careers?
How could technology and environmental changes affect jobs in the future?
Why is it important to avoid making assumptions about who can do a particular job?