

Year 7

| Term | Autumn 1 | | | | | | | | Autumn 2 | | | | | | | Spring 1 | | | | | | Spring 2 | | | | | | Summer 1 | | | | | Summer 2 | | | | | | | | | | | | |
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| Date | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | | | | | | |
| Art | Introduction to Art painting, colour mixing, and paint techniques. Introduction to key European art movement Fauvism ■ | | | | | | | | Introduction to Art painting, colour mixing, and paint techniques. Introduction to key European art movement Impressionism | | | | | | | Introduction to Art. Drawing tone and mark making. Introduction to Cubism | | | | | | European Art timeline. Impact of photography and the Abstract Expressionists. | | | | | | Art and the impact of culture. Mexican Art Frida Kahlo and Day of the Dead Japanese printmaking and Vincent Van Gogh. | | | | | Art and the impact of culture. Mexican Art Frida Kahlo and Day of the Dead Japanese printmaking and Vincent Van Gogh. | | | | | | | | | | | | |
| Computer Science | Impact of Technology | | | | | | | | Using Media | | | | | | | Networking | | | | | | Programming in Scratch | | | | | | Programming in Scratch | | | | | Spreadsheet Basics | | | | | | | | | | | | |
| Dance | Introduction to Actions and Space (Music video) | | | | | | | | Introduction to Actions and Space (Around the World) | | | | | | | Introduction to Dynamics (Street Dance) | | | | | | Key terminology and Dynamics (Lindy Hop) | | | | | | Introduction to Dance Relationships (Musical Theatre) | | | | | Introduction to Dance Relationships (Contemporary choreography) | | | | | | | | | | | | |
| Drama | Foundation Skills!! | | | | | | | | Applied Foundational Skills. Scripted performance - Buzzy Malone | | | | | | | Devising/Storytelling | | | | | | Devising/Storytelling | | | | | | Physical Theatre & Mime | | | | | Physical Theatre & Mime | | | | | | | | | | | | |
| English | Prose: Jane Eyre | | | | | | | | Prose: Short Stories | | | | | | | Shakespeare: The Tempest | | | | | | Creative/Narrative Writing | | | | | | Poetry: War and Conflict | | | | | Non-Fiction: Rhetoric | | | | | | | | | | | | |
| Geography | Geographical Skills | | | | Introduction to Global Climate | | | | Development | | | | | | | Rivers | | | | | | The World of Work | | | | | | The Middle East | | | | | Fieldwork Investigation | | | | | | | | | | | | |
| History | Empires East and West c.1000 | | | | | | | | Norman conquest and control | | | | | | | The Crusades and medieval life | | | | | | Challenges to medieval monarchs | | | | | | Challenges to medieval monarchs part 2 | | | | | The Renaissance | | | | | | | | | | | | |
| Maths | 7.01 Number Skills / 7.00 Basic Numeracy | | 7.02 Order of Operations | | | 7.03 Introduction to Algebra | | | 7.04 Prime, Factors and Multiples | | 7.05 Expanding and Factorising | | 7.06 Adding and Subtracting | | 7.07 Perimeter | | Pause / Revise / Catch Up | | 7.08 Mean | | 7.09 Multiplication and division | | 7.10 Area of triangles and quadrilaterals | | 7.11 Fraction Manipulation | | 7.12 Adding and Subtracting Fractions | | 7.13 Comparing and Ordering Fractions | | 7.14 Fractions of amounts | | 7.15 Polygons | | 7.16 Angles | | 7.17 Coordinates | | Revision/EoY Assessments | | 7.18 Time | | End of term gap filling / EOY assessment review | | |
| MFL | Unit 1 The Basics | | | | | | | | Unit 1 The Basics | | | | | | | Unit 2 My Family | | | | | | Unit 2 My Family | | | | | | Unit 3 School Subjects | | | | | Unit 4 Where i live | | | | | | | | | | | | |
| Music | 7.1: Rhythm and Pule | | | | | | | | 7.2: Singing and the Musical Elements | | | | | | | 7.3: Melodic Understanding: Hooks, Riffs and Ostinatos | | | | | | 7.3: Melodic Understanding: Hooks, Riffs and Ostinatos | | | | | | 7.4: Instruments of the orchestra | | | | | 7.4: Instruments of the orchestra | | | | | | | | | | | | |
| Physical Education | Skills and techniques in isolation and small games. Lead a partner in simple activity. Demonstrate appropriate strength, stamina and suppleness across activities.■ | | | | | | | | Skills and techniques in isolation and small games. Lead a partner in simple activity. Demonstrate appropriate strength, stamina and suppleness across activities. | | | | | | | Demonstrate and understands simple tactics. Communicate with verbal and non-verbal skills. Conducts own warm-up. | | | | | | Demonstrate and understands simple tactics. Communicate with verbal and non-verbal skills. Conducts own warm-up. | | | | | | Analyse own and others performance. Leading by example and resilience. Understand how physical activity contributes to healthy active lifestyle. | | | | | Analyse own and others performance. Leading by example and resilience. Understand how physical activity contributes to healthy active lifestyle. | | | | | | | | | | | | |
| PSHE | Valuing myself and others: working in a team. | | Valuing myself and others: respecting differences | | | Valuing myself and others: managing mental and emotional health. | | | The Political System of the UK. | | Liberties, Rules and Laws | | Voting and Elections in the UK. | | | Puberty and managing change. | | Body satisfaction and self-concept. | | Identifying and challenging bullying. | | Diet and Exercise. | | Hygiene and dental health | | Sleep hygiene. | | Rights in the community | | Relationship Boundaries | | Unwanted contact | | Smoking and vaping | | FGM and forced marriage | | Uses of money | | | | | | | |
| Religious Studies | Religion, Locally and Nationally | | | | Origins of Abrahamic Faiths | | | | Origins of Abrahamic Faiths | | | | | | | Study of Judaism | | | | | | Study of Judaism | | | | | | Study of Christianity | | | | | Study of Christianity | | | | | | | | | | | | |
| Science | Particles | | | | | | Cells | | Cells and organisation | | Fundamentals of Physics | | | | | Chemical changes | | | | | | Organ systems | | Sound and light | | | | Sound and light | | Materials | | | Materials | | Life cycles | | | | | | | | | | |
| Technologies: Food | Level 1 Food & Nutrition Basic Health & Safety Eatwell Guide (Technology rotation) | | | | | | | | Level 1 Food & Nutrition Basic Health & Safety Eatwell Guide (Technology rotation) | | | | | | | Level 1 Food & Nutrition Basic Health & Safety Eatwell Guide (Technology rotation) | | | | | | Level 1 Food & Nutrition Basic Health & Safety Eatwell Guide (Technology rotation) | | | | | | Level 1 Food & Nutrition Basic Health & Safety Eatwell Guide (Technology rotation) | | | | | Level 1 Food & Nutrition Basic Health & Safety Eatwell Guide (Technology rotation) | | | | | | | | | | | | |
| Technologies: Product Design | Design and Make a Mechanical Card (Technology rotation) | | | | | | | | Design and Make a Mechanical Card (Technology rotation) | | | | | | | Design and Make a Mechanical Card (Technology rotation) | | | | | | Design and Make a Mechanical Card (Technology rotation) | | | | | | Design and Make a Mechanical Card (Technology rotation) | | | | | Design and Make a Mechanical Card (Technology rotation) | | | | | | | | | | | | |
| Technologies: Textiles | Students will design and create an embellished seascape and have an introduction to hand embroidery. (Technology rotation) | | | | | | | | Students will design and create an embellished seascape and have an introduction to hand embroidery. (Technology rotation) | | | | | | | Students will design and create an embellished seascape and have an introduction to hand embroidery. (Technology rotation) | | | | | | Students will design and create an embellished seascape and have an introduction to hand embroidery. (Technology rotation) | | | | | | Students will design and create an embellished seascape and have an introduction to hand embroidery. (Technology rotation) | | | | | Students will design and create an embellished seascape and have an introduction to hand embroidery. (Technology rotation) | | | | | | | | | | | | |