

Year 7	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
English	The Human Condition - Fear Exploring 'The Human Condition' and the universal themes of literature, focusing on fear through the study of gothic literature. Students analyze how fear is portrayed, its impact on characters, and its relevance across different cultures and time periods.	The Human Condition - Fear Students apply their understanding of the gothic genre to develop descriptive writing, focusing on creating vivid imagery and atmospheric settings while ensuring technical accuracy in grammar, punctuation, and sentence structure.	W E S T C O M M O N A S S E S S M E N T 1	The Human Condition - Power Reading <i>Animal Farm</i> to explore allegory and deepen understanding of how society functions. Students examine themes of power and its connection to 'The Human Condition,' analysing how authority influences individuals and communities.	The Human Condition - Power Students explore how language is used to manipulate audiences and examine the motives behind the media they consume by analyzing a range of non-fiction texts, developing critical thinking and media literacy skills.	W E S T C O M M O N A S S E S S M E N T 2	The Human Condition - Love Considering different types of love through a study of 'Romeo and Juliet', as well as learning about Literary Heritage and context.	The Human Condition - Love Further exploration of 'The Human Condition' and different types of love through a study of poetry, understanding language, form and structure.
Maths	Number Students develop an understanding of place value and various number types, including whole numbers, decimals, and directed (negative) numbers. They practice rounding and apply addition, subtraction, multiplication, and division across the entire number system.	Number Building on the previous unit, students develop accuracy and fluency by applying the four operations—addition, subtraction, multiplication, and division—across the number system, including decimals and directed (negative) numbers. They also perform arithmetic with fractions, including mixed numbers.		Number & Algebra Students develop skills in performing arithmetic with fractions, including mixed numbers, enhancing their numerical fluency. They also work on algebraic manipulations, simplifying and solving a variety of expressions and equations to deepen their understanding of algebraic principles.	Algebra & Geometry Solve coordinate geometry problems within the Cartesian plane, applying their knowledge to plot and interpret points. Students also interpret and solve perimeter and area problems across a range of real-world and mathematical contexts, developing practical problem-solving skills.		Proportion Interpret ratio problems in diverse contexts, developing their understanding of proportional relationships. Students solve ratio problems involving sharing, simplifying, exchange rates, and explore connections between ratios and fractions to enhance their mathematical reasoning.	Geometry Students understand and perform the four key geometric transformations: reflection, rotation, translation, and enlargement, exploring how each affects shapes' position, size, and orientation within the coordinate plane.
Science - Biology	Cell Structure and Transport Students use microscopes to observe animal and plant cells, identifying and describing their structures. They explore the functions of key cell components and develop an understanding of how substances are transported within and between cells.	Organisation of Living Things Describing the structure and function of the human musculo-skeletal system, including bones, muscles, tendons, and joints, explaining how they work together to enable movement, provide support, and protect vital organs.		Variation and Reproduction Identifying and investigating the causes and types of variation in living organisms, exploring genetic and environmental factors, and understanding how variation contributes to biodiversity and adaptation within populations.	Variation and Reproduction Students study the structure of the human reproductive system, linking key organs and their functions to the processes of reproduction, including fertilisation, gestation, and birth.		Ecosystems and Plants Describing the structure and organisation of ecosystems, exploring different habitats and communities, and investigating the interdependence of living organisms through food chains, food webs, and ecological relationships.	Ecosystems and Plants Exploring the structure of flowering plants and linking these features to their reproductive functions, understanding how parts like petals, stamens, and pistils contribute to pollination, fertilisation, and seed production.

Science - Chemistry	Particles and their Behaviour Explaining and investigating the properties and behaviour of solids, liquids, and gases using the particle theory of matter, understanding how particle arrangement and movement influence changes in state and physical properties.	Particles and their Behaviour Building on prior knowledge, students investigate and explain changes of state using the particle theory of matter. They observe and describe physical changes, deepening their understanding of how particle movement and arrangement affect these processes.		Atoms, Elements and Compounds Identifying atoms, elements, and compounds, and representing them using chemical symbols. Students construct and balance word and symbol equations to describe chemical reactions accurately, building foundational chemistry skills.	Chemical Reactions - Acids and Alkalis Students use the pH scale to identify acids and alkalis, investigating their properties through experiments. They learn to classify substances, understand neutralisation reactions, and explore real-world applications of acids and alkalis.		Separation Techniques Students compare the solubility of various substances and explore different separation techniques, such as filtration, evaporation, and chromatography, to effectively separate components within mixtures.	Separation Techniques Students compare the solubility of various substances and explore different separation techniques, such as filtration, evaporation, and chromatography, to effectively separate components within mixtures.
Science - Physics	Energy Students describe different energy stores and investigate how energy is transferred between them through various processes, deepening their understanding of energy conservation and transformation in physical systems.	Energy Building on energy stores and transfers, students describe how energy resources generate electricity and compare the power consumption of various electrical appliances to understand energy efficiency.		Waves - Sound and Light Students describe and investigate how sound waves are generated by vibrations, exploring how these waves travel through different mediums and how their properties affect sound perception.	Waves - Sound and Light Building on their understanding of waves, students describe and investigate the properties of light, comparing its behavior to sound waves to deepen their knowledge of wave phenomena.		Space Students use models to describe the Solar System's structure and explain how Earth's rotation and tilt cause day and night as well as the changing seasons.	Space Students describe the structure of the Universe, including galaxies, stars, planets, and other celestial bodies, exploring their relationships and the vast scale of space.
Geography	What do geographers do? Geographers explore and learn about our Earth—its landscapes, environments, and the people who live on it. They help us understand how places are connected, how people interact with their surroundings, and how the world is changing. By studying these patterns, geographers help find solutions to real-life challenges such as climate change, natural disasters, urban growth, and caring for our planet.	Can the world cope with 9 billion people? Exploring how global population growth creates opportunities and challenges in managing food, water, and energy resources sustainably and equitably.		Where is the hardest place to live on Earth? A study of biomes with a focus on Svalbard and the Atacama Desert and how people adapt to live in extreme environments.	How accurate is our world view? Students learn how to build 'factfulness' knowledge and understand levels of global development.		Where does Africa go from here? A synoptic study of the role of colonialism in Africa and new opportunities within the resource rich continent.	Where does Africa go from here? A synoptic study of the role of colonialism in Africa and new opportunities within the resource rich continent.

French	Describing a thing or person Saying what people have Describing things Distinguishing between having and being Talking about a thing or person Talking about doing and making things	Saying what people do Saying what we do Saying what others do (they) Saying 'you' (singular and plural)		Saying how many there are, numbers Describing people (family) Saying what people have Saying what people do (sports)	Saying where people go (places) Saying where people go (countries) Asking questions Using question words Talking about yourself, to and about someone else		Asking questions Using question words Saying people do not do something Describing things and people	Asking questions Expressing future intentions Saying what you <i>want to</i> , <i>can</i> and <i>must</i> do Saying what you <i>don't want to</i> , <i>can't</i> and <i>don't have to</i> do Saying what you <i>know</i> how to do
German	Describing a thing or person Saying what people have Describing things Distinguishing between having and being Talking about a thing or person Talking about doing and making things	Saying what people do Saying what we do Saying what others do (they) Saying 'you' (singular and plural)		Saying how many there are, numbers Describing people (family) Saying what people have Saying what people do (sports)	Saying where people go (places) Saying where people go (countries) Asking questions Using question words Talking about yourself, to and about someone else		Asking questions Using question words Saying people do not do something Describing things and people	Asking questions Expressing future intentions Saying what you <i>want to</i> , <i>can</i> and <i>must</i> do Saying what you <i>don't want to</i> , <i>can't</i> and <i>don't have to</i> do Saying what you <i>know</i> how to do
History	Why did people migrate to Britain? A study of migration through time, from the Vikings through to today. This will include looking at the causes and consequences of migration and how far these have changed over time.	Did the Normans bring a 'truckload of trouble'? An investigation into the consequences of William of Normandy's victory at the Battle of Hastings. Students will consider why England was worth conquering and how William kept control and power.		How far did the monarchs maintain power in the Middle Ages? This enquiry uses a series of case studies to investigate the power and authority of Medieval Kings and how that was increasingly challenged by the Church and the people.	What made Mansa Musa a remarkable leader? This enquiry focuses on the life of Mansa Musa and the Mali Empire in the 13 th and 14 th centuries. Students will compare it to Medieval monarchies in Europe.		How did the Reformation affect ordinary people's lives in Morebath? Students will look at the Reformation through the testimony and evidence of Morebath, a small village on Exmoor.	Why was Charles I executed? Students will explore a range of causes of the English Civil War, and judge what the main cause of the execution of Charles I was through an essay.
Art	YEAR 7 — Foundations of Visual Language Infinite Dots Artist: Yayoi Kusama — contemporary installation artist exploring patterns, repetition and mental health through immersive environments. Critical Learning: Colour theory, installation art, pattern in contemporary art, artist intention. Technical Skills: Colour mixing, brush control, painting techniques, observational drawing, 3D construction, modroc sculpture. Creative Development: Personal pattern design, colour harmony, sculptural outcomes. Careers: Textile design, installation art, surface pattern design, fine art.			YEAR 7 — Foundations of Visual Language Hybrid Beasts Artists: Maurice Sendak and Max Ernst — illustration and Surrealism used to explore imagination, storytelling and unusual combinations of imagery. Critical Learning: Surrealism, illustration, visual storytelling, analysing artistic style. Technical Skills: Observational drawing, tonal shading, texture rendering, pen techniques, watercolour painting. Creative Development: Hybrid creature design, imaginative composition, character creation. Careers: Illustration, concept design, character design.			YEAR 7 — Foundations of Visual Language Mapped Identities Artist: Julie Mehretu — contemporary artist exploring identity, place and movement through layered abstract imagery. Critical Learning: Abstraction, architecture in art, identity and place, mixed media processes. Technical Skills: Architectural drawing, continuous line drawing, drawing 'Plein aire', collage layering, acrylic painting, composition. Creative Development: Personal responses to place and environment through abstract outcomes. Careers: Architecture, graphic design, fine art.	

Food & Nutrition Exists as a rotation with DT	What students will learn In this Year 7 Food and Nutrition project, students will learn the foundations of healthy eating, safe food preparation, and practical cooking skills. They will explore how food choices affect health and wellbeing by studying nutrition, balanced diets, and the Eatwell Guide. Students will also investigate how culture, sustainability, and food provenance influence what people eat around the world. Through a range of practical cooking activities, pupils will learn how ingredients can be combined, adapted, and prepared safely to create healthy meals. Along the way, they will develop confidence in the kitchen while learning to make informed and responsible food choices. Skills and activities Students will develop a wide range of practical and theoretical skills, including food preparation, knife skills, measuring, weighing, mixing, and cooking using different methods. They will learn about food hygiene and kitchen safety so they can work responsibly and independently in a practical environment. Through recipes such as stir-fries, couscous salads, and world-inspired dishes, students will explore macronutrients and micronutrients, adapting meals for health, taste, and dietary needs. Lessons gradually build confidence, starting with basic preparation skills before moving on to more complex cooking techniques and recipe adaptation. Students will also investigate food provenance, seasonality, sustainability, and the ethical and environmental impacts of food production and consumption. Assessment and support Students are supported through regular teacher feedback, practical demonstrations, modelling, and clear step-by-step instruction. Progress is checked through questioning, Ten Zone activities, self-assessment, and practical outcomes, allowing students to reflect on and improve their skills over time. Students will evaluate the success of their dishes by considering nutrition, presentation, taste, and practicality, while identifying ways they could improve future outcomes. The unit is designed to be inclusive, with visual aids, structured routines, and additional support available so that all students can build confidence, develop independence, and enjoy learning valuable food and nutrition skills.																						
Design & Technology Exists as a rotation with Food and Nutrition	In this scheme of work students, we be taught the Knowledge, Understanding and Skills needed to engage in an Iterative process of Designing and Making. Design and Evaluation Concepts in this unit: <table><tr><th>Teaching hours</th><th>Iterative design process Design/Make/Evaluate</th><th>Design brief and specification Identify/reformulate/problem solving</th><th>User needs and context Research/exploration/Sustainability /test</th><th>Developing Innovation/function/appeal</th><th>Evaluation and communication Drawing/modelling/annotating/ analysing</th></tr><tr><td>20</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table> Making Concepts in this unit: <table><tr><th>Materials and Properties Knowledge/appropriate selection</th><th>Tools and Equipment Safe use of; Hand/machine</th><th>Simple and Complex processes Limitations and potential</th><th>CAD/CAM Emerging technologies</th><th>Structures Materials/mechanical systems/forces</th></tr><tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table> What students will learn In this Year 7 Design and Technology project, students will learn how designers solve real-life problems by designing and making a useful desk tidy product. They will explore how imagination and creativity can be used alongside practical skills to improve everyday spaces. Pupils will follow an <i>iterative design process</i>, which means they will design ideas, make them, test how well they work, evaluate them, and then improve them. Along the way, they will think about who the product is for, how it should look and function, and how design choices can affect the environment. Skills and activities Students will develop a wide range of skills, including drawing designs by hand and using computer software (CAD) to prepare work for the laser cutter and 3D printers. They will safely use workshop tools and equipment to measure, cut, shape, join and finish materials such as wood and acrylic. Lessons gradually build confidence, starting with design ideas and drawing techniques, then moving on to hands-on making in the workshop. Health and safety is taught throughout so that students learn to work responsibly and independently. Assessment and support Students are supported through regular feedback, practical demonstrations, and clear step-by-step teaching. Progress is checked through discussions, Ten Zone questions, self-assessment, and reviewing how designs improve over time. At the end of the unit, students will evaluate their final product and show how it could be improved in the future. The unit is designed to be	Teaching hours	Iterative design process Design/Make/Evaluate	Design brief and specification Identify/reformulate/problem solving	User needs and context Research/exploration/Sustainability /test	Developing Innovation/function/appeal	Evaluation and communication Drawing/modelling/annotating/ analysing	20	✓	✓	✓	✓	✓	Materials and Properties Knowledge/appropriate selection	Tools and Equipment Safe use of; Hand/machine	Simple and Complex processes Limitations and potential	CAD/CAM Emerging technologies	Structures Materials/mechanical systems/forces	✓	✓	✓	✓	✓
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inclusive, with extra support, visual aids, and clear routines in place so that all students can succeed, build confidence, and enjoy learning practical design and technology skills.

Music	Introduction to Music An introduction to the 8 elements of music: Melody, Harmony, Rhythm, Dynamics, Form/Structure, Timbre, Tonality and Texture Students explore each element through their voice and body percussion. Basic music notation is introduced in this unit via Graphic Score and music notation Rhythm and Treble Clef. Towards the end of the unit, students learn the Piano keyboard layout and the treble clef.		Soul Music Students explore Soul music in this unit and the band layout and instrumentation. They build their knowledge of Pitch and the Treble Clef on the keyboard, with a focus on building major/minor chords. Chords and Tab reading are introduced with the Ukulele. Students perform a version of 'Stand by Me' in small groups, bringing together Vocal, Keyboard, Ukulele and Rhythm skills.		Texture, Structure and Rhythm Students explore how different Textures in music are created, through composing a rondo piece of music. Students learn how to compose and edit music in GarageBand music software through live inputting and MIDI editing. They learn about how 'rules' in music composition; such as note value limits, pentatonic scale, dynamics and structure, give the piece shape and direction. Students then develop Rhythm and Ensemble skills through exploring African drumming and Samba techniques.	
	Drama	Introduction to Drama and Performance Skills This unit introduces students to Drama through practical exploration of performance skills and theatre techniques. Pupils build confidence through games and short performance tasks while learning core skills such as focus, projection, basic physical and vocal skills, and collaboration. Key techniques include still image, polished	Dracula – Creating Atmosphere This unit supports the study of Gothic Fiction in English. Students explore atmosphere and tension through the gothic tale of <i>Dracula</i> . Using voice, movement, lighting effects, and still image, pupils develop an understanding of how mood is created on stage. The unit focuses on suspense, pacing, and physical and vocal techniques, encouraging students to make imaginative choices and communicate meaning clearly to an	Characterisation Using Scripts and Stanislavski This unit introduces students to scripted drama and character development through short scenes and extracts. Pupils explore key elements of Stanislavski's system, including Given Circumstances, Characterisation, Emotion memory, Magic 'If' and Units & Objectives to create truthful and believable character performance. Emphasis is placed on vocal expression, body	Cornish Folktales – From Scenes to Performance Drawing inspiration from Cornish folklore, this unit focuses on storytelling and ensemble performance. After building performance of the tale of Tristan and Yseult as a whole class, students work in groups to create their own performance interpretation of another tale. Students develop original scenes using narration, character, and movement, gradually	Whodunnit – Genre and Performance This unit explores the conventions of the mystery genre through the creation of a <i>whodunnit</i> performance. Students investigate character archetypes, clues, and plot structure, using improvisation and scripted elements to develop narrative clarity. The unit emphasises genre-specific performance skills, planning and teamwork, and effective communication of story and

	improvisation, and basic characterisation, laying strong foundations for ensemble work and confident performance.	audience.	language, and rehearsal discipline, supporting students to develop confidence in sustaining character within performance.	shaping their work into a structured performance. The unit builds skills in collaboration, transitions, stagecraft, and audience awareness, celebrating local heritage while developing creative and performance confidence.	suspense.	consolidating work from across Year 7.
Computing	 Office 365 Basics & Applications Using cloud-based tools like Word, PowerPoint, and Excel to create, edit, save, and share work. Understanding login systems, file types, and how to access work securely from different devices.	 Excel Spreadsheets Entering and organising data in rows and columns, using formatting to improve clarity, applying basic formulas, and creating charts to present information clearly, including simple budgeting tasks.	 Networks Understanding different types of networks (LAN, WAN, PAN) and how devices like routers, switches, and wireless access points connect computers and allow them to communicate and share resources.	 Cyber Security & Encryption Understanding why data must be protected, recognising threats like phishing and interception, and learning how encryption and ciphers help keep information secure during storage and transmission.	 Python Programming (Turtle) Using Python Turtle to create drawings by writing code with movement commands, angles, and loops, helping develop understanding of sequencing and repetition in programming.	 Python Programming (Core Skills) Writing simple Python programs using variables, inputs, outputs, and loops. Understanding how to structure code to solve problems and produce clear, logical outcomes.

PE	The Key Stage 3 Physical Education curriculum is designed to provide all learners with a broad, balanced, and challenging programme that develops physical competence, confidence, and a lifelong engagement in physical activity. Across Years 7 to 9, students are supported in: - Developing a wide range of physical skills and techniques - Making and applying effective decisions in a variety of contexts - Analysing and evaluating performance to improve outcomes - Building knowledge and understanding of fitness, health, and wellbeing - Demonstrating resilience, persistence, and a strong work ethic The curriculum is underpinned by the belief that all students can succeed in PE through effort, reflection, and purposeful practice. A clear understanding of how learning takes place enables students to take ownership of their progress and become independent learners. Students experience a wide range of activities, including: Football, basketball, rugby, fitness, netball, handball, table tennis, orienteering, gymnastics, dance, cricket, badminton, athletics, and rounders. The curriculum also aims to develop transferable skills such as leadership, communication, teamwork, and respect, preparing students for both Key Stage 4 and lifelong participation in physical activity.
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PSHE	Mental and physical Health How is Year 7 Different? How will we work together in PSHE? What are my aspirations? Why Are Friends Important? How do we communicate effectively? How do I stay resilient? How do I keep myself safe? (bullying focus) Media literacy - How do I keep myself safe online? What do I need to keep myself healthy?	Healthy Relationships Why is personal hygiene important? What happens at puberty? How do we manage puberty changes? Why Am I Feeling Like This? What are the different types of relationships? What is a healthy relationship?	Living in the Wider World What are the steps for administering CPR and what is the recovery position? How do I stay safe near water? (RNLI) How do I look after my Emotional Wellbeing and Mental Health? What is the best way of dealing with peer pressure? What makes a good community? How do I feel about 'difference'?
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Religious Education	Module 1: Christianity The journey covers the fundamental Christian story and beliefs: • Christianity – what are the main beliefs? • How can Christians believe in the Trinity and Monotheism? • What was the story of Jesus? • What do Christians think will happen after death? • How do Christians worship? Pupils encounter God, Jesus, Trinity, monotheism, death/afterlife and worship.	Module 2: Islam Islam similarly begins with foundational beliefs and practices: • Islam – what are the main beliefs? • How is Tawhid so very powerful? • Why do the town elders not like Muhammad? • What are a Muslim's views of an afterlife? • What is it like inside a mosque? This establishes Tawhid, Muhammad, the beginnings of Islam, akhirah/afterlife and worship.	Module 3: Buddhism The Buddhism sequence moves from the Buddha's central diagnosis of human existence towards the Buddhist solution: • Buddhism – what are the main beliefs? • What did he mean by life is suffering? • How can Buddhists stop suffering? • Can reincarnation stop? This gives pupils the foundations for understanding dukkha, the Buddhist response to suffering, enlightenment and nirvana.	Module 4: Theist & Non-Theist This module introduces pupils to the idea that people have different beliefs about God and religion. Pupils explore: • What is Atheism? • What is Humanism? • Why do some choose religion, and some don't? • How do Theist & non-Theist beliefs compare? • Can we put beliefs into categories? The module helps pupils understand that worldviews range from religious belief to non-belief, and that people may reach different conclusions about God, meaning and how we should live.
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