Y7 Subject - ENGLISH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Private Peaceful**	Students explore themes of war, loyalty, family and sacrifice through Morpurgo's novel. They develop inference, evidence selection and analytical writing skills whilst considering how writers shape readers' responses	Ongoing assessment through retrieval practice, annotation, discussion, reading responses, analytical paragraphs and extended writing. Unseen end of unit assessment	**Reading**: Answer the question asked with a clear point. **Author's craft:** Explain how language and structure shape meaning and influence readers' responses. **Writing:** Produce imaginative writing for a clear purpose and audience, with organised paragraphs, deliberate vocabulary choices and increasingly accurate spelling and punctuation.
Spring	**Murder Most Unladylike**	Students explore mystery and detective fiction, focusing on inference, characterisation and suspense. They consider how writers construct narratives and engage readers whilst developing their own creative writing.	Ongoing assessment through reading journals, inference tasks, discussion, analytical responses and creative writing. Unseen end of unit assessment	**Reading:** Prove a point by choosing strong evidence. **Author's craft:** Explain how writers create suspense and shape reader responses through language and structure. **Writing:** Craft engaging narratives using description, dialogue and structural features.
Summer	**A Midsummer Night's Dream**	Students are introduced to Shakespeare through the study of character, comedy, conflict and dramatic techniques. They explore how meaning is created through language, performance and dramatic structure.	Ongoing assessment through performance, discussion, extract annotation, retrieval activities and analytical writing. Unseen end of unit assessment	**Reading** Embed strong evidence into writing to guide the reader. **Author's craft:** Explain how Shakespeare's language and dramatic methods create meaning and effect. **Writing:** Construct analytical paragraphs that weave quotations accurately into their own sentences and link ideas clearly, using accurate spelling and punctuation.

Y7 Subject- ENGLISH

How families can support	Useful links	Enrichment Opportunities
Encourage regular reading at home, including fiction and non-fiction texts. Discuss books, characters and themes together to deepen understanding and enjoyment. Support the completion of homework and independent reading tasks. Encourage the use of ambitious vocabulary in both speech and writing. Help pupils revise key terminology and writing techniques. Promote proofreading and redrafting to develop confidence and accuracy as writers.	• BBC Bitesize English https://www.bbc.co.uk/bitesize/subjects/z3kw2hv • Oak National Academy English https://www.thenational.academy/subjects/english [thenational.academy] • National Literacy Trust https://literacytrust.org.uk/ • British Library Discovering Literature https://www.bl.uk/discovering-literature • Royal Shakespeare Company Learning Zone https://www.rsc.org.uk/learning-learning-zone/ • Local library services and eBook platforms Cambridgeshire Libraries: https://www.cambridgeshire.gov.uk/residents/libraries-leisure-culture/libraries eBooks and eAudiobooks available through the library service via Libby and BorrowBox	Reading Club Creative Writing Club World Book Day activities Carnegie Shadowing Scheme Theatre visits and performances Author talks Literary competitions

Y7 Subject- MATHS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Sequences, Algebraic Notation, Expressions and Equations, Place Value, Ordering and Rounding, Four Operations, Averages and Range, Rounding and Estimation	Students develop fluency with number and algebra through sequences, algebraic notation and simple equations. They learn to recognise patterns, represent mathematical relationships and manipulate expressions. They build confidence with place value, decimals and integers, applying the four operations to a range of calculations and problems. Students also explore statistical measures including averages and range, whilst developing estimation and rounding skills to assess the reasonableness of answers.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Classwork and homework tasks • Reasoning and problem-solving activities • Teacher questioning and discussion • End-of-topic assessments • Quest test in November	**Number:** Understand place value, rounding, estimation and calculations involving integers and decimals. **Algebra:** Recognise and extend sequences, use algebraic notation, substitute into expressions and solve one- and two-step equations. **Statistics:** Calculate and interpret mean, median, mode and range. **Problem Solving:** Apply mathematical methods accurately & mathematical reasoning.
Spring	Graphing Data, Fractions, Decimals and Percentages, Directed Number, Fractions and Percentages of Amounts, Perimeter and Area	Students learn to represent and interpret data using a variety of graphs, identifying patterns, trends and relationships. They develop their understanding of fractions, decimals and percentages, making connections between different numerical representations. Students extend their understanding of negative numbers and directed calculations before applying fractions and percentages to real-life contexts. They also develop geometric reasoning through the calculation of perimeter and area, solving practical problems involving measures and units.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Classwork and homework tasks • Graph interpretation activities • Reasoning and problem-solving investigations • End-of-topic assessments • Quest test in March	**Statistics:** Construct and interpret charts, graphs and scatter diagrams. **Number:** Convert between fractions, decimals and percentages and apply these to calculations and problem solving. **Directed Number:** Use negative numbers confidently in all four operations. **Geometry and Measure:** Calculate perimeter and area of a range of shapes and solve related problems. **Problem Solving:** Select appropriate mathematical methods and communicate reasoning clearly.
Summer	Speed, Distance and Time, Properties of Number, Add and Subtract Fractions, Angles and Polygons	Students apply number skills in practical contexts involving time, timetables, speed, distance and travel. They investigate number properties including factors, multiples, prime numbers, powers and roots to strengthen their understanding of numerical structure. Students develop fluency in adding and subtracting fractions before exploring geometric concepts relating to angles, polygons and parallel lines. They are encouraged to solve increasingly complex problems, explain their reasoning and make connections between mathematical concepts.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Classwork and homework tasks • Practical and problem-solving activities • Teacher questioning and discussion • End-of-topic assessments • Quest test in June	**Ratio and Measure:** Solve problems involving speed, distance and time. **Number:** Understand factors, multiples, prime factorisation, powers and roots. **Fractions:** Add and subtract fractions, mixed numbers and improper fractions. **Geometry:** Calculate and reason with angles in lines, triangles, quadrilaterals and polygons. **Mathematical Reasoning:** Develop logical arguments, justify methods and communicate solutions using mathematical vocabulary.

Y7 Subject - MATHS

How families can support	Useful links	Enrichment Opportunities
• Encourage regular practice of times tables and number facts. • Support completion of homework and independent study tasks. • Help students practise calculations involving fractions, decimals and percentages. • Discuss how maths is used in everyday situations such as shopping, travel, cooking and budgeting. • Encourage the use of mathematical vocabulary when explaining methods and reasoning. • Promote resilience and a positive attitude when tackling challenging problems.	**Useful Links** • BBC Bitesize Maths: https://www.bbc.co.uk/bitesize/subjects/z38pycw • NRICH: https://nrich.maths.org • Corbettmaths: https://corbettmaths.com • Dr Frost Maths: https://www.drfrost.org • Maths Genie: https://www.mathsgenie.co.uk	• UK Mathematics Trust (UKMT) Junior Challenges • Puzzle and Problem-Solving Challenges • NRICH Challenge Question • Times Tables and Numeracy Challenges • Cross-curricular STEM Projects • Maths Careers and Enterprise Events

Y7 Subject- COMPUTER SCIENCE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Digital Onboarding**: MS OneDrive, MS Word, Draw.IO **Computer Systems**: IPOS Model, Hardware components	Students develop digital literacy and organisational skills through the effective use of Microsoft 365 tools. They learn how to organise files and folders, select appropriate software for different tasks, and work safely and responsibly in online environments They build understanding of how computer systems function through the Input, Process, Output and Storage (IPOS) model. Students explore internal and external hardware components, applying the IPOS framework to explain their roles. They also develop an understanding of abstraction through the use of system diagrams to represent and communicate how computers operate.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Practical MS 365 tasks • Online safety activities and discussions • Teacher questioning and observation • Draw.io modelling task • End-of-unit assessment	**Digital organisation**: Use Microsoft 365 tools, organise files and folders, and select appropriate software for different tasks. **Online safety**: Understand how to work safely, responsibly and securely online. **Computer systems**: Explain the IPOS model and identify the functions of internal and external hardware. **Abstraction and modelling**: Use system diagrams to represent and explain how computer systems operate.
Spring	**Modelling Data**: Travel Itinerary Project, Microsoft Excel	Students develop data handling and problem-solving skills through the creation of a realistic travel itinerary. They learn how to collect, organise and present information using spreadsheets, applying accurate calculations to manage costs, timings and budgets. Through planning and evaluating a complex project, students develop independence, creativity and attention to detail while using digital tools to support decision-making and organisation.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Spreadsheet modelling • Research and planning activities • Teacher questioning and observation • Travel itinerary project milestones	**Data handling**: Organise, record and present information accurately using spreadsheets. **Spreadsheet modelling**: Use formulas and calculations to solve problems and manage budgets. **Project planning**: Break complex tasks into manageable stages and monitor progress. **Problem solving**: Evaluate options and make informed decisions using data.
Summer	**Visual Programming**: Scratch Programming, Game Development	Students develop computational thinking and programming skills through the design and creation of an original Scratch game. They learn how to decompose problems, plan solutions and use visual programming constructs such as sequencing, selection and repetition. Through designing, testing and refining their projects, students develop creativity, resilience and debugging skills while producing an interactive game that responds to user input.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Guided programming activities • Design and planning documentation • Teacher questioning and observation • Scratch project	**Computational thinking**: Break problems into smaller parts and design effective solutions. **Programming fundamentals**: Apply sequencing, selection and repetition to create programs. **Debugging and testing**: Identify, fix and refine errors to improve program performance. **Creative development**: Design and develop an original interactive digital product.

Y7 Subject – COMPUTER SCIENCE

How families can support	Useful links	Enrichment Opportunities
• Show an interest by asking what your child is learning, creating or solving in ICT lessons. • Encourage responsible use of technology and discuss how to stay safe and secure online. • Support the completion of homework and independent project work. • Explore how technology is used in everyday life, industry and future careers. • Encourage problem-solving and resilience when technical challenges arise. • Provide opportunities to practise digital skills through creative projects, coding activities or digital media creation at home.	• BBC Bitesize (ICT & Computer Science) • MIT Scratch (visual programming) • draw.io and YouTube Beginner Academy • W3Schools (coding reference) • LearnFree course (computer basics)	• Join an ICT/Computer Science or STEM related club • Watch Crash Course Computer Science videos • Code challenges/projects e.g. MIT Scratch, edabit, Project Euler, or leetcode

Digital Wisdom	Critical Thinking	Character	Serving Global Society
• Use digital tools safely, responsibly and effectively. • Organise files, folders and digital resources efficiently. • Evaluate the reliability and accuracy of information found online. • Understand the importance of online safety, privacy and security. • Select appropriate software and digital tools for different tasks. • Develop confidence using productivity, modelling and programming software.	• Break complex problems into smaller, manageable parts. • Analyse systems and identify inputs, processes, outputs and storage. • Evaluate different solutions and select appropriate approaches. • Debug programs by identifying, testing and correcting errors. • Interpret data to support decision-making and planning. • Use logical reasoning to explain and justify solutions.	• Demonstrate resilience when solving technical and programming challenges. • Show creativity when designing digital products and projects. • Work independently and collaboratively to achieve goals. • Develop perseverance through testing, refining and improving work. • Take responsibility for digital behaviour and online conduct. • Build confidence when presenting ideas and solutions.	• Understand how technology influences communication, work and daily life. • Recognise the role of digital systems in solving real-world problems. • Explore careers and opportunities within computing and technology. • Appreciate the importance of cyber security and responsible technology use. • Develop digital skills that support future education, employment and citizenship. • Consider the impact of technology on individuals, communities and society.

Y7 Subject - BIOLOGY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Organisms	Introduction to science The human skeleton Bone structure Joints Muscles Cell structure Using a microscope Specialised cells	Quiz on naming different skeletal bones Writing to explain how muscles and skeleton work together to produce movement Practical assessment on use of a microscope Test on functions of parts of a cell End of term test	1. Can explain that parts of the human skeleton work as a system for support, protection, and movement. 2. Can understand that antagonistic pairs of muscles create movement when one contracts and the other relaxes. 3. Can use a light microscope to observe and draw cells 4. Can label the parts of an animal and plant cell accurately
Spring	Ecosystems	Food webs and food chains Predator and prey cycles Pollination and food security Identify parts of a plant linking structure to function Stages of plant reproduction Seed dispersal	Task on food webs and chains Research on the impact of pollinators on food security Practical activity: dissect a flower and identify the different parts End of unit test	1. Can combine food chains to form a food web. 2. Is able to describe the interaction between predator and prey populations. 3. Knows the process of fertilisation, germination and seed dispersal
Summer	Genes	Explain how characteristics are inherited Variation and environment Puberty and Adolescence Stages of development of a foetus Fertilisation and implantation The developmental stages of a foetus The menstrual cycle, contraception and fertility	Plot a bar chart of different types of data Questions on the difference between puberty and adolescence Mid unit quiz Paper based activity on the stages of development in a foetus In class discussion making links End of unit test	1. Can represent variation within a species using graphs. 2. Is able to describe the main changes that take place during puberty. 3. Can describe the main features of male and female reproductive system, causes of low fertility and the development of a foetus. 4. Knows the main stages of the menstrual cycle

Y7 Subject- BIOLOGY

How families can support	Useful links	Enrichment Opportunities
To check Teams for homework and support in preparation for assessments and encourage learning and use of the key words in their glossary.	www.kerboodle.com www.bbcbitesize.com	Complete some Science Challenge tasks Join STEM club for enrichment "What if?" break club

Y7 Subject - PHYSICS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Welcome to Science Forces	Key skills Safety Working in a laboratory Introduction to forces Balanced and unbalanced forces Gravity and calculating weight Measuring and calculating speed Describing a journey on a distance-time graph	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of term topic tests.	1.Can draw simple force diagrams. 2. Can measuring the magnitude of forces **(Scientific Skills)** 3.Can solve calculations to work out the speed of an object
Spring	Electricity	Drawing and making electric circuits Potential difference and voltage Current in series and parallel circuits Resistance, conductors and insulators Calculating voltage Electric charge	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of topic tests.	1. Can build simple circuits to test conductivity **(Scientific Skills)** 2. Can solve calculations to work out the resistance of an object 3. Can describe the behaviour of current in series and parallel circuits.
Summer	Energy	Types of energy How energy is transferred Food and fuel Energy resources Energy and power Energy dissipation Calculating efficiency	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of topic tests.	1. Can research and present an informative poster **(scientific skills)** 2. Can make judgements on the suitability of various energy resources. 3. Can calculate the efficiency of various devices.

Y7 Subject- PHYSICS

How families can support	Useful links	Enrichment Opportunities
Homework is set fortnightly. Please keep an eye on Teams for notice of homework and assessments. Please support your child in revising seriously for assessments, as all content revised now will help build a foundation for GCSE exams. Likewise, please encourage your child to revisit the content at regular intervals, and to seek support from us if needed.	https://www.bbc.co.uk/bitesize/subjects/zh2xsbk www.kerboodle.com	Complete Science Challenge tasks Read science magazines such as New Scientist Play logic puzzles or strategy games Attend STEM enrichment clubs

Y7 Subject- CHEMISTRY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Matter	Introduction to science Particle model States of matter Changes of state Diffusion and Gas pressure Inside Particles	Low -stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of term topic tests.	1. Can understand the different particle arrangements in solids, liquids and gases and use these to explain their properties. 2. Can understand that by changing conditions, such as temperature or pressure, we can change the state of a substance between solid, liquid and gas. **(Scientific Skills)** 3. Can understand solutions and solubility of substances and how distillation can be used to separate substances.
Spring	Chemical Reactions	Acids and Alkalis Indicators and pH Acid Strength Neutralisation Making Salts Metals and acids Metals and Oxygen Metals and Water Displacement reactions	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of term topic tests.	1. Can understand the pH scale and how it us used to categorize acids and alkalis. Also be able to describe neutralisation and uses of indicators. 2. Can explain how a salt and be from a neutralisation reaction. (**Scientific Skills)** 3. Can understand the reaction of metals, the reactivity series and displacement reactions.
Summer	The Earth	Structure of the Earth Rocks Rock Cycle Solar system Day and Night The Moon	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of term topic tests.	1. Can understand the layers of the Earth and the three types of rock that make up its structure; igneous, metamorphic and sedimentary. 2. Can understand that rocks are altered in the rock cycle, that takes place constantly, involving changing conditions. 3. Can understand and explain using knowledge of the Earth and its rotation, how we have seasons, day and night and changes in the Moon.

Y7 Subject - CHEMISTRY

How families can support	Useful links	Enrichment Opportunities
Ensuring homework is completed to the best of the students ability. Revision of topics using websites and verbal testing. Checking use and understanding of vocabulary and key terms	KS3 Science - BBC Bitesize www.Cognitoedu.org www.kerboodle.com	Science challenge tasks STEM club Trips and Visits inlcuding Sir Isaac Newton's House

Y7 Subject- GEOGRAPHY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Map Skills	Introduction to Geography Mental maps and sketch maps Measuring maps Ordnance Survey Maps Grid Referencing Showing heights on maps	Written Paper Knowledge checks Reading and drawing graphs Use of maps	**Ability to recall subject specific knowledge**.-Defining general geographical terms and those specific to map skills **Use of map skills-** ability to apply the skills learnt to locate and describe features on maps.
Spring	River Systems	The Water Cycle Features of a river River Processes River Landforms How we use rivers Causes of flooding Impacts of flooding Responses to flooding	Written paper Knowledge checks Reading and describing geographical resources e.g. maps, diagrams, graphs Gap fills Research and Presentations	Ability to describe patterns and concepts in a geographical context. Ability to use geographical skills to determine information Ability to recall geographical terms or knowledge and show an understanding of the Rivers topic. Ability to use previously learned map skills in a rivers context.
Summer	Living Planet Africa	Weather and Climate The causes of weather How we measure weather The UKs climate zones Climate graphs Global climate zones Ecosystems In depth studies into 3 biomes Presentation project	Written paper Knowledge checks Reading and describing geographical resources e.g. maps, diagrams, graphs Gap fills Research and Presentation	Ability to use detail to explain points that are made in answers. Ability to use geographical skills to determine information **Ability to recall subject specific knowledge** on the topic of climates and ecosystems Ability to recall information from previous content.

Y7 Subject- GEOGRAPHY

How families can support

Ensuring homework is completed to the best of the students ability.

Revision of topics using websites and verbal testing.

Checking use and understanding of vocabulary and key terms.

Encouraging interest through reading, watching documentaries or visiting natural and urban areas.

Natural history and zoology museums

Useful resources

- Map symbols, direction and contour lines - BBC Bitesize
- Measuring distances and grid references - BBC Bitesize
- The water cycle - The water cycle and river terminology - KS3 Geography (Environment and society) Revision - BBC Bitesize
- Flooding - Rivers and flooding - KS3 Geography (Environment and society) Revision - BBC Bitesize
- Processes in the river - BBC Bitesize
- Rivers are part of the water cycle. Learn about river processes and landforms in this geography guide for students aged 11 to 14 from BBC Bitesize. - BBC Bitesize
- Cold environments guide for KS3 geography students - BBC Bitesize
- Global biomes guide for KS3 geography students - BBC Bitesize
- Weather - KS3 Geography - BBC Bitesize
- Climate - KS3 Geography - BBC Bitesize

	Support	Stretch	Challenge
Map Skills	"Maps and Mapping (Geography Starts Here)" - Annalees Lim	"Maps (DK Eyewitness Series)" - DK	"Prisoners of Geography: Our World Explained in 12 Simple Maps - Tim Marshall & Grace Easton
River Systems	"Raging Rivers"- Anita Ganeri (Horrible Geography)	"The River: An Epic Journey to the Sea" - Hanako Clulow	"Rivers: A Very Short Introduction" - Nick Middleton
Living Planet	"Everything You Need to Know About the Environment" - DK	"Desperate Deserts" and "Bloomin Rainforests" - Anita Ganeri (Horrible Geography)	"Adventures of a young naturalist"- David Attenborough

Enrichment Opportunities

Humanities club afterschool

Zoology Enrichment

Basic Botany Enrichment

Lunchtime Documentaries

Humanities library with suggested reading

Trip to Stonham Barns Owl Sanctuary to look at ad

Y7 Subject - HISTORY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Conquering Britain	**History:** To know what history is and to understand how we study it. **England before 1066:** **Claimants to the Throne:** To Understand why different people believed they should be King of England **The Battle of Stamford Bridge:** To understand why Harold won **The Battle of Hastings:** To find out the strengths and weaknesses of the different soldiers at the Battle of Hastings **William's Problems:** Identify the challenges facing William after the Battle of Hastings. Evaluate which challenges posed the greatest threat. Suggest how William's problems could be solved.	End of topic test Weekly homework assignments Knowledge check	Demonstrates developing knowledge and understanding of the events, people and developments studied. Describes causes, consequences, changes and significance using relevant historical knowledge and evidence. Uses sources and interpretations to make simple supported judgements.
Spring	Medieval Britain	Castles Life in the Medieval Period and the Feudal System Heraldry Crusades The Black Death depth study The Peasants Revolt	End of topic test Weekly homework assignments Knowledge check	Demonstrates developing knowledge and understanding of the events, people and developments studied. Describes causes, consequences, changes and significance using relevant historical knowledge and evidence. Uses sources and interpretations to make simple supported judgements.
Summer	Wars of the Roses	Stephen and Matilda Thomas Becket – crown vs church Edward II Henry V Wars of the Roses The Princes in the Tower Battle of Bosworth Henry VII Henry VIII Project	End of topic test Weekly homework assignments Knowledge check	Demonstrates developing knowledge and understanding of the events, people and developments studied. Describes causes, consequences, changes and significance using relevant historical knowledge and evidence. Uses sources and interpretations to make simple supported judgements.

Y7 Subject – HISTORY

How families can support	Useful links	Enrichment Opportunities
Watching related documentaries and films with children. Encouraging children to read around the topics we are studying. Taking children to museums – Stansted Mountfitchet Castle, Anglo-Saxon Village at West Stow	BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zk26n39 Online history encyclopedia http://www.spartacus.schoolnet.co.uk/ Roman, Tudor, Victorian and 1900+ artefacts. https://www.objectlessons.org/s47/ School site with information on a range of topics. https://historylearning.com/	Humanities Club Humanities Library Documentary Club **Watch:** BBC 1066: A Year to Conquer England **Read:** The Time Traveller's Guide to Medieval England by Ian Mortimer **Listen:** You're Dead to Me Podcast (BBC Sounds) **Explore:** The British Museum and National Archives Websites

Y7 Subject- CLASSICS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Gladiators and the Amphitheatre Introduction to Latin	**Latin:** Nouns (1st-3rd declension, without neuters); nominative and accusative; adjectives (2-1-2). Present verb tense of the verb to be. **Culture:** Gladiators and the Amphitheatre language through Latin animal names and the Roman vivarium. Students will also be looking at the Colosseum through VR and the life of a Gladiator in Rome.	Latin translation test at end of term to assess acquisition of Latin language component of first term. In class translation and practice of nouns with simple verbs .	Understand and apply Latin grammar concepts in translation. This term is nouns, adjectives and the use of simple verbs. Can recall and use vocabulary for translation tasks Explain the types of gladiators and events that happened at the vivarium. Understanding of Roman entertainment.
Spring	Roman Education Verb Introduction	**Latin:** Regular verb person endings; the infinitive; the imperative (singular and Plural). Looking at conjugations and how to use in simple English to Latin examples. **Culture:** Roman Education. Look at what the Roman curriculum would look like, how they would write, comparison to Greek Education and rewards/punishments.	Latin conjugation test to assess understanding of how to conjugate verbs and apply them in simple sentences. Vocabulary test to check acquisition of important words. In class translation and practice of nouns with the conjugation of verbs.	Understand and apply the conjugation of regular verbs in the present. Can recall and use vocabulary for translation tasks. Explain How the Roman education system worked. Compare it to the Greek system with rewards and punishments.
Summer	Prepositions introduction Fables and Slavery	**Latin**: Prepositions with the accusative case, Plural nouns (1st – 3rd declension, without neuters), **Culture:** Slavery and the history of enslaved peoples by the Romans. How manumission worked for enslaved people. The work of Aesop and Phaedrus. Students will be creating their own fables with moral endings.	Latin language test on prepositions and Nouns Vocabulary test on newly acquired words. In class practice of translation and work on prepositions.	Understand how to apply Latin prepositions in sentences. To explain how to spot Latin plural nouns and how we translate them. Can recall and use vocabulary for translation tasks. Explain how fables worked as a secret language and how to create their own fable.

Y7 Subject- CLASSICS

How families can support	Useful links	Enrichment Opportunities
Support revision for tests. Help with Vocabulary tests.	https://www.bbc.co.uk/bitesize/topics/zwmpfg8 https://orbis.stanford.edu/	Humanties Club after school Library resources in both the school library and in Classics room.

Y7 Subject- DRAMA

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Introduction to Drama **From October half term Les Misérables – Musical Theatre & Performance**	**Topics** Introduction to Drama**,** Confidence and teamwork, Freeze frames, Thought. Tracking, Mime, Vocal skills, Characterisation, Improvisation, Narration, Cross-cutting, Slow motion, Creating dramatic tension, Devising, Rehearsal and, performance, Evaluation and reflection Explore the story, characters and historical context of *Les Misérables*. • Develop musical-theatre skills through acting, singing and movement. • Learn and rehearse selected songs from the musical. • Develop ensemble singing, projection, diction, breathing and musical timing.	Practical devising assessment Group performance Characterisation Vocal skills Physical skills Use of Drama techniques Collaboration and teamwork Practical musical-theatre performance. • Performance of selected scenes and songs from *Les Misérables*. •	**Explain** how freeze frames, thought tracking, mime, narration, cross-cutting and slow motion communicate ideas, and how musical theatre combines acting, singing and movement. **Develop** creating, performing and characterisation skills through collaboration, rehearsal and ensemble work, using vocal and physical skills, projection, diction and stage presence. **Analyse** how drama techniques, acting through song and performance choices communicate characters, emotions and meaning to an audience. **Evaluate** their own and others' rehearsal and performance work, identifying strengths and areas for improvement.
Spring	**Les Misérables – Musical Theatre & Performance**	• Explore Valjean, Javert, Fantine, the Thénardiers, Marius, Éponine, Cosette and Enjolras. • Learn how to act through song and communicate meaning through lyrics. • Develop characterisation, stage presence, movement and ensemble skills. • Rehearse scenes and songs towards a final performance.	Vocal and physical Assessment of acting, singing and movement. • characterisation. • Projection, diction and stage presence. • Ensemble skills, timing and focus. • Ability to communicate character and emotion through song.	**Explain** how characterisation, status, relationships and motivation shape the interpretation of a script. **Develop** vocal, physical and rehearsal skills to create convincing characters and communicate meaning in performance. **Analyse** how proxemics, use of space and performance choices establish relationships, tension and atmosphere. **Evaluate** their own and others' rehearsal and performance work, identifying strengths and areas for improvement.
Summer	**Macbeth – Shakespeare & Devising a Modern Production**	Explore the story, key characters and themes of Shakespeare's Macbeth, including ambition, power, loyalty, guilt and the supernatural. • Use selected extracts to introduce Shakespeare's language and explore meaning through performance. • Develop characterisation through vocal and physical skills. • Explore key moments through improvisation, freeze frames and thought tracking. • Reimagine the story in a modern setting, using a mixture of original language and pupils' own dialogue. • Work collaboratively to devise, rehearse and perform short scenes for a modern production. • Evaluate how performance choices communicate character, tension and atmosphere.	Practical assessment through the development, rehearsal and performance of a modern adaptation of a Macbeth scene. • Assessment of understanding of the story, characters and themes. • Effective use of vocal and physical characterisation, dramatic techniques and space.	**Explain** the key themes in Shakespeare's *Macbeth*, including ambition, power, loyalty, guilt and the supernatural. **Develop** characterisation, vocal and physical skills through improvisation, adaptation and devising a modern interpretation of the play. **Analyse** how tension and use of space communicate meaning to an audience. **Evaluate** their own and others' work through rehearsal and performance.

Y7 Subject- DRAMA

How families can support	Useful links	Enrichment Opportunities
Encourage confidence and creativity Discuss what pupils are learning in Drama Encourage participation in school productions Watch live theatre where possible Discuss characters and performances in TV, film and theatre Help pupils learn lines when required Encourage regular reading to develop vocabulary and imagination *Les Misérables* Encourage pupils to practise songs and lyrics at home. • Help pupils learn lines and rehearse their roles. • Encourage pupils to listen to the musical and become familiar with its characters and story. • Encourage confidence in singing and performing. • Attend school performances and celebrate participation in Drama and Musical Theatre.	BBC Bitesize – Drama National Theatre learning resources Royal Shakespeare Company education resources Digital Theatre+ Local theatre websites and productions School Drama and enrichment information *Les Misérables* School-provided *Les Misérables* rehearsal tracks and resources. • BBC Bitesize Drama. • National Theatre learning resources. • Digital Theatre+ where available through school. • Approved rehearsal materials for *Les Misérables School Edition*.	School musical – *Les Misérables: School Edition* Auditions and performance opportunities Wednesday Drama enrichment Lunchtime rehearsals and workshops Acting, singing and ensemble opportunities Theatre trips and live performance Opportunities to support backstage and technical theatre *Les Misérables* Audition for the school production of *Les Misérables*. • Attend lunchtime/after-school singing and rehearsal sessions. • Take part in school Drama and Musical Theatre clubs. • Opportunities to perform principal and ensemble roles. • Theatre trips and professional productions where available.

Y7 Subject – ART

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Landscape: mark-making, tonal value and colour	For the first half term students will explore landscape through drawing using tonal line and shading to consolidate key skills around recording and rendering. Artists studied include Claude Lorrain and Vincent van Gogh. For the second half term the focus moves on to colour work, exploring the colour wheel, colour mixing with wet media and the inventive use of colour to create landscape images using the Fauvist movement as a guide. Students will develop a large A4 or A3 painting using mixed media approaches to create an expressive response to a landscape image.	Questionnaire : Keywords and concepts Written analysis : Compare artists works using keywords Practical assessments : Mark-making practise sheet Extended outcome : Extended drawing outcome	Explore and Experiment with media Developing skills controlling tone and texture using mark-making and shading skills ... Record from observation and imagination developing skills exploring line drawing and compositional devices... Understanding artists and influences Refining understanding of links to Van Gogh and Lorrain, the Fauvists and contemporary landscape artists ...
Spring	Urban landscape: Using perspective to render buildings and streets	Students will learn how to use two point perspective techniques to render images of buildings and various urban environments. Starting with one-point perspective students will learn how to use vanishing points, horizons, rulers and pencil to create illusory three-dimensional architectural forms. Historical styles and features on different periods will be discussed and considered. Two-point perspective skills will be developed to create images of streets, towns and finally a building of the student's own invention. This will have locational features such as trees, hills and clouds added to bring in the skills learned in the first term to create an extended piece of work.	Written analysis : Identify key features of architectural styles Practical assessments : City drawings using perspective Extended outcome : Invent a building using 2 point perspective effects	Explore and Experiment with media Developing skills controlling tone and texture using mark-making and shading skills ... Record from observation and imagination developing skills exploring line drawing and compositional devices...
Summer	Ceramics and South American Civilisations	Exploring Pre-Columbian South American civilisations, and pattern and decoration as cultural identifiers. Using photographic and video sources we will learn about the various cultures of the pre-Columbian period, exploring how marks, patterns, colours and forms can be used to create a three-dimensional artwork. Students will devise their own mug inspired by these features but not appropriating cultural heritages. Using slabbed clay, stamping and high and low relief students will create their design as a ceramic piece and be able to glaze it in a limited range of glaze colours before bringing it home.	Questionnaire : Written analysis : Practical assessments : Extended outcome :	Explore and Experiment with media Developing core clay skills for constructing with clay using joining and decorating techniques ... Record from observation and imagination Develop and refine design skills to create a model for a vessel ... Understanding artists and influences Can explain or describe the patterns or decoration of Pre-Colombian cultures ...

Y7 Subject –ART

How families can support	Useful links	Enrichment Opportunities
Help with occasional internet image research at home Have basic drawing or painting equipment for a child to use independently	https://www.nationalgallery.org.uk/ https://www.tate.org.uk/art https://hepworthwakefield.org/our-art-artists/	Art Club – Wednesday after school 4-5pm Set Design, jewellery making, make-up and many other enrichment opportunities each term

Y7 Subject -MUSIC

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Folk Music of the British Isles Basic Keyboard Skills	Singing British folk music, including sea shanties. What makes them so enduring? How are they so accessible? Incorporating the instruments we will use in other projects into performances of these songs to add complexity and bring them into our hands. Basics of playing the keyboard – where to put the fingers, how to move between hands, where to find the notes. Chromatic scales and composition Triadic chords and melody simultaneously with simple rhythms, moving towards different rhythms in each hand	Assessed practical performance	**Developing their skills in vocal technique –** Control of vocal performance including breathing, diction, and interpretation **Developing their skills in ensemble awareness –** Performing with others and blending with the group time and sound **Developing their skills in keyboard technique –** Control of hands and individual fingers, understanding of basic keyboard pieces
Spring	Pentatonic scales and improvisation Program music – emotion, mood, and imagery	Pentatonic (five note) scales on keyboards and xylophones, incorporating xylophone playing technique Call and response phrases in the piece Arriba, utilising a set pattern Improvisation using a five-note scale, and learning when to go outside of limits for musical effect What is program music? How does music create an image in our minds? Can a composer truly make us think of whatever they want? Learning about the different factors that go into a piece of music (instruments and their timbre, tempo, dynamics, texture) and how they create certain effects. Using that, within small groups, to compose a piece of music based on a piece of art.	Short improvised exercises Group performance Short writing tasks Group composition	**Can develop their improvisation creativity** **Can analyse musical features** **Developing their skills in compositional collaboration**
Summer	Renaissance Dance Music	Learning about one of the earliest genres we have a significant amount of surviving knowledge about, Renaissance Dance Music (pavanes and galliards primarily). Drones, open 5ths, set 4/4 or 3 /4 patterns. Performing an arrangement of some Renaissance dances, as well as performing the dances that they accompanied. Learning about the various Renaissance instruments.	Listening exercises Group composition & performance	**Developing their skills in ensemble awareness** **Developing their skills in instrumental technique** **Can analyse through listening**

Y7 Subject -MUSIC

How families can support	Useful links	Enrichment Opportunities
Encourage musical curiosity at home - try a variety of radio stations in the car or in the kitchen, and don't be afraid if it's something unfamiliar to you! If your child expresses an interest, consider individual lessons on top of class.	KS3 Music - BBC Bitesize https://www.soundtrap.com/home/ (Soundtrap – free online composing application)	Cambridge as a city has any number of musical events going on; whether that is through the university and colleges, or local ensembles or bands, there is always a concert or workshop if you have a free evening. Learning an instrument in school is a great opportunity, and our school band provides a great place to use it

Y7 Subject – SPANISH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	All about me, my family, my free time	Introducing yourself and your personality using *soy* (I am). Using adjectives ending in -o/-a; Saying what languages you speak. Using different verbs to have a conversation Talking about age, brothers and sisters. Using the verb *tener* (to have) Using singular and plural nouns Saying what there is in your area. Using singular and plural indefinite articles. Using singular adjectives Describing a photo in Spanish. Pronouncing different letter sounds correctly Learning about places in the Hispanic world. Dictation and translation skills Using question words Talking about birthdays. Giving opinions using *me gusta* + infinitive Free time. Using -ar verbs in the present tense. Using the verb *ir* (to go). Using *hacer* (to do) and *jugar* (to play) Listening for context and cognates Learning about Christmas in Mexico.	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use the three different verbs in the present tense to have a conversation **Concept Area 2** Can use *-ar* verbs in the present tense **Concept Area 3** Can use *hacer* (to do) and *jugar* (to play)
Spring	Animals Physical appearance Food and drinks	Finding out about animals in Spain and Latin America. Understanding descriptions of animals Describing pets. Using possessive adjectives Describing hair and eyes. Using adjectives correctly Describing families. Learning higher numbers 30-100 Talking about other people. Forming questions Talking about food. Using adverbs of frequency and time expressions Dictation and translation skills Ordering food and drink. Understanding prices Listening for gist. Developing strategies for dealing with distractors Giving your opinion on tapas. Creating a tapas menu	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use adjectives correctly **Concept Area 2** Can form questions **Concept Area 3** Can use adverbs of frequency and time expressions
Summer	School	Learning about schools in different Spanish-speaking countries. Using the verb *estar* (to be) Saying which subjects you study and when. Using -ir verbs in the present tense Giving opinions about school subjects. Using me gusta(n) + el, la, los, las Describing your school. Using the verbs *es, está, hay* (it is, it is, there is/are) Talking about what you do at school. Using the 'we' form and asking questions in the 'you' plural form Describing a future school trip to Barcelona – introduction to the near future tense. Reading for gist and for detail. Dictation and translation skills Starting to combine two tenses together. Writing a longer text about your school. Checking that your written work is accurate Reading about a dream school. Producing a virtual school tour	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use the verb *estar* (to be) **Concept Area 2** Can use *me gusta(n) + el, la, los, las* **Concept Area 3** Is beginning to work with two tenses together

Y7 Subject –SPANISH

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week Testing your child regularly on new vocabulary; Listening to your child reading aloud in the target language. Watching films together with Spanish audio and/or subtitles. Explore cultural opportunities – speaking with a Spanish-speaking relative, visiting local Spanish eateries and cultural events.	https://activehub.pearson.com KS3 Spanish - BBC Bitesize Spanish games and learning activities Duolingo - The world's best way to learn a language	Language competitions in Languages Week, Spring Term Exploring hispanic culture - cultural events, online research, watching MFL films, listening to the radio, language competitions, cultural visits to restaurants, museums and art galleries. Listening to Spanish music and radio RNE - Radio Nacional en directo y programas | RNE Audio

Y7 Subject – FRENCH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Introducing yourself Classroom language Likes and dislikes Describing yourself and others Free time	French sounds. Numbers 1-31. Talking about brothers, sisters and age Using the verb *avoir.* Using the indefinite article: *un*, *une.* Using the singular forms of *avoir.* Describing a classroom. Gender of nouns. Indefinite and definite articles (singular and plural). Comparing classrooms in different countries in the French-speaking world Learning about the French language and where it is spoken Using the verb *aimer* + the definite article. Using the singular forms of *aimer.* Discussing likes and dislikes Using adjective agreement. Adjective agreement (masculine and feminine singular) Using the singular forms of *être* / Using *être* in negative sentences Dictation and translation skills. Saying what you do. Recognising and understanding infinitives of *–er* verbs Using possessive adjectives: *mon*, *ma*, *mes*	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can understand and use the verb *avoir* (to have) **Concept Area 2** Can use position and agreement of colour adjectives **Concept Area 3** Can conjugate regular *–er* verbs in the present tense
Spring	Free Time Sport Animals Higher numbers Family Home Food	Talking about what sports you play. Using jouer à. Conjugation of *jouer* (to play) *à* + article to talk about playing sport. Talking about activities you do. Using the verb *faire.* Conjugation of *faire de* + article after *faire* to talk about leisure activities. Learning about *colonies de vacances.* Discovering sport in French-speaking countries. Using cognates and context Talking about what you like doing. Using *aimer* + the infinitive. Using *aimer*, *adorer* and *détester* + the infinitive of another verb • Forming and answering questions. Asking questions with *Est-ce que tu …?* and *Qu'est-ce que tu …?* Dictation and translation skills. • Talking about animals. Using higher numbers 20 – 100 • Describing your family. Using possessive .: *mon*, *ma*, *mes* and *ton*, *ta*, *tes* Describing where you live. Using the nous form of *–er* verbs. Using the pronoun *nous* with regular *–er* verbs. Learning about the French-speaking world. Talking about breakfast. Using the partitive article (*du* / *de la* / *de l'* / *des*) The conjugation of *manger* (*–er* verb) and *boire* (irregular verb) Learning about what people in France typically like to eat for breakfast Learning about Bastille Day celebrations Dictation and translation skills.	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can understand and use the verb *faire* (to do) **Concept Area 2** Can understand and use a range of opinions **Concept Area 3** Can conjugate regular *–ir* verbs in the present tense
Summer	Town	Understanding prices in French. Learning about the euro Saying where you go at the weekend. Using the verb *aller* (to go) Using *on va* and *nous allons* to say where you go with friends Inviting someone out using time expressions (*ce matin*, *ce soir*, etc.). Using the verb *vouloir* (to want) The conjugation of *vouloir* *Ordering drinks and snacks in a café. Using the tu* and *vous* forms of the verb Saying what you are going to do in town. Using the near future tense (present tense of the verb *aller* + an infinitive) Exploring the city of Paris and its most popular tourist attractions. Talking about plans for a special weekend. Using the present and near future tenses together Dictation and translation skills.	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can conjugate and is beginning to use the verb *aller* (to go) **Concept Area 2** Can understand and use language to accept and reject invitations, and agree a time to meet **Concept Area 3** Can use the present and near future tenses together

Y7 Subject –FRENCH

How families can support	Useful links	Enrichment Opportunities
Become familiar with Teams which is where all homework will be found. The vocab to be learned each week will be posted there. Consider how you can bring some fun into learning vocab that will suit YOUR child: a trampoline game where the rhythm of the jumps matches the sounds of the words or spellings are shouted out as jumps are made? Beautiful flash cards? A fridge poster full of colour that changes each week with new words? A white board with teacher pens where your child can play teacher and teach you the vocab? Words stuck on the wall up the stairs? Pens to write on bathroom tiles?! Keep joining in with pronunciations! Trips, visits, outings to encourage interest in French culture helps create a meaningful and enjoyable context for studying French – weekend breakfasts of croissants, exploring French food and recipes, watch out for local exhibitions related to French history or important characters. Netflix have Asterix. Choosing French as the language for favourite shows but keeping English subtitles can offer an amusing exposure to French language as students watch characters they know well talking to each other in French. Local restaurants and cafes? French conversation club in Cambridge?	https://activehub.pearson.com Duolingo KS3 French - BBC Bitesize	Language competitions in Languages Week, Spring Term Online reading library in French: Histoires pour enfant - Histoires courtes Gratuites - eBooKids French section in children's section of Cambridge Public Library

Y7 Subject – MANDARIN

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Pronunciation; Basic greetings; Introducing yourself; Discovering China; Simple characters	Consonants: 3 Aspirated consonants; 7 Dental consonants; Vowels: 6 Single vowels; 9 Combination vowels; 5 Front nasals; 4 Back nasals; Syllable structure: Media vowel; Independent vowel; 4 Tones; Without Tone situation; The relationship between syllable and Chinese Character; the combination of a Chinese Character; Voiced sound 'b'-'h'; Voiced and aspirated sound 'j' 'q' 'x'; Dental and voiced sound 'zh' 'ch' 'sh' 'z' 'c' 's' 'r'; Alveolar: dental and nasal sound 'an'-'ong'; Labiodental: voiced sound 'u' 'ü'; Syllable: technique in how to combine two sounds; Intonation: Techniques in making the tone correct; Comparative study between 2 tones in English and 4 tones in Mandarin Chinese; The difference between simplify system and traditional system; Writing rule: left to right, top to down, middle first then two sides.Learning more about Chinese characters; the regulation of how numbers are formed; Asking about age: formal and informal; apply numbers and '岁' to give answers; Basic greeting phrases Self-introduction: 1st, 2nd and 3rd single personal pronouns; Strokes and Radical '女'	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use pronunciation and tones accurately **Concept Area 2** Can use stroke orders of different radicals & 30 essential characters **Concept Area 3** Can use greetings and self-introduction using present tense
Spring	Family; Free time activities; Sports; Hobbies	Talking about family, pets, free time activities, sport. Learning the days of the week, and months of the year. Learning more about Chinese written characters quantify article '口' and '个'; Be verb and action verb: '是' and '有' ; Animal names: quantify article '只' and '条'; Dates and Months; Strokes and Radical '犭'for mammals Action nouns and deny action: '不'=don't; Like and dislike; Special question phrase '谁'=who/whom ; Be able to do: Can='会'; Days of the week: Formal and informal; two ways of saying Sunday; Strokes and Radical '扌'and '氵'	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use important measure words **Concept Area 2** Can make negative sentences **Concept Area 3** Is beginning to ask questions using 'who'
Summer	School subjects; telling the time; meal times; food and drink	Talking about your school timetable; school in China; talking about mealtimes; food likes and dislikes; ordering food in a restaurant; regional foods. verbs to use when ordering food; To want='想'; Strokes and Radical '火' ,'艹' and ''	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can tell the time in Chinese **Concept Area 2** Can use vocabulary for food **Concept Area 3** Can use the verbs 'to drink' and 'to eat'

Y7 Subject –MANDARIN

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week. Testing your child regularly on new vocabulary. Listening to them reading aloud in the target language. Help your child to remember Chinese characters by practising with them regularly. Supporting and encouraging your child to take up Mandarin enrichment opportunities – perhaps with them?	Duolingo - The world's best way to learn a language Mandarin - BBC Bitesize	Language competitions in-school across the year Exploring Chinese culture - cultural events, online research, watching films, listening to the radio, entering language competitions, cultural visits to restaurants, museums and art galleries.

Y7 Subject – PSHCE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Transition and Relationships Identity and Diversity Respect and Safety Digital Citizenship	Students develop confidence in their transition to secondary school, build positive relationships, explore personal influences and identity, and learn how to stay safe and responsible online.	Baseline assessment, knowledge quizzes, reflective tasks, and scenario-based responses.	1. Relationships & Respect Building friendships, positive behaviour, and respectful interactions. 2. Identity & Influences Understanding personal values, influences, and challenging stereotypes. 3. Safety & Wellbeing Recognising and responding to bullying, cyberbullying, and managing screen time. 4. Digital Citizenship Using social media safely, understanding digital footprints, and identifying fake news and misinformation.
Spring	Physical Development Emotional Wellbeing Healthy Lifestyles Personal Safety and Support	Students explore the changes that occur during adolescence, develop strategies to support their emotional wellbeing, understand the importance of healthy lifestyle choices, and learn how to stay safe and access support when needed.	Knowledge quizzes, reflective tasks, scenario-based discussions, and end-of-unit assessment.	1. Growing and Changing Understanding physical and emotional development during adolescence. 2. Health and Self-Care Maintaining healthy routines, hygiene, body confidence, and wellbeing. 3. Emotional Resilience Managing emotions, stress, and challenges using positive coping strategies. 4. Personal Safety and Support Recognising risks, seeking help, and making informed decisions to stay safe.
Summer	Relationships and Consent Family and Life Changes Identity and Self-Esteem Rights, Boundaries and Safety	Students explore healthy relationships, consent, personal boundaries, family life, and self-esteem. They develop an understanding of their rights, responsibilities, and how to make safe and informed choices both online and offline.	Knowledge quizzes, scenario-based discussions, reflective tasks, and end-of-unit assessment.	1. Healthy Relationships Understanding consent, communication, supportive relationships, and managing conflict. 2. Identity and Self-Worth Developing self-esteem, authenticity, and a positive sense of self. 3. Family and Life Changes Exploring different family relationships, choices, and understanding parenthood. 4. Rights, Boundaries and Safety Recognising personal boundaries, online safety, bodily autonomy, and safeguarding issues.

Y7 Subject –PSHCE

How families can support	Useful links	Enrichment Opportunities
Encourage open discussions about friendships, wellbeing, puberty, relationships and online safety. Monitor and discuss social media use, support healthy routines around sleep and screen time, and reinforce respectful behaviour and positive decision-making.	• Childline: www.childline.org.uk • CEOP Thinkuknow: www.thinkuknow.co.uk • Young Minds: www.youngminds.org.uk • NSPCC: www.nspcc.org.uk • BBC Bitesize Personal Development: www.bbc.co.uk/bitesize	• Anti-Bullying Week activities • Safer Internet Day • Wellbeing and Mental Health workshops • School council and leadership opportunities • Community and charity projects • Assemblies and guest speakers on wellbeing, diversity and online safety

Y7 Subject – RS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Text here	Text here	Text here	Text here
Spring	Text here	Text here	Text here	Text here
Summer	Text here	Text here	Text here	Text here

Y7 Subject –RS

How families can support	Useful links	Enrichment Opportunities
Text here	Text here	Text here