



YEAR 7

Curriculum Overview:

What will my child be learning up to February Half Term?

A parent-friendly guide linking the school's Learning Journeys with the questions and learning objectives in the supplied Schemes of Work.

Core subjects

English

Learning Journey to February • Half Term 1: The Goldfish Boy • Half Term 2: Introduction to Poetry • Half Term 3: Short Stories from Around the World • Half Term 4: Genre-based Creative Writing	Questions students will be learning to answer • How can I predict what the story will be about based on the front cover and blurb? • How has Matthew's character developed? • How does the writer use language effectively? • How can I create a narrative voice in my own writing? • How does genre shape the reader's expectations? • How can I 'show, not tell' in my own writing? • How can I embed sensory language, metaphors, similes, adjectives and adverbs?
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What this develops: Reading closely, analysing character, narrative perspective, language and structure, and applying these techniques in students' own creative and analytical writing.

Mathematics

Learning Journey to February • Autumn: Statistics and Number Theory/Number Skills • Autumn 2: Measurement and applications • Spring 1: Fractions, Percentages and Probability	Questions students will be learning to answer • How do you find the mode, median and range of a set of data? • How do you read and draw pictograms, bar charts, bar-line charts and line graphs? • How do you calculate the mean and compare two sets of data? • What is and how do we use the priority of operations and laws of arithmetic? • How do you round numbers and check answers using estimation? • How do you use units of measurement to solve problems? • How do you use fraction notation to describe parts of a shape? • How do you recognise the equivalence of percentages, fractions and decimals? • How do you use the language and scale of probability? • Can you make conclusions based on the results of a probability experiment?
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What this develops: Fluency, reasoning, problem-solving, interpreting data, using mathematical language and applying mathematics to real-life contexts.

Religious Studies

Learning Journey to February • Views on God – reasons people give for believing or not believing in God • The Biblical Covenants – Noah, Abraham, Moses, David and the New Covenant • Hindu worldview – comparison with Christianity, reincarnation and symbolism	Questions students will be learning to answer • Why do some people believe in God? • Why do some people not believe in God? • How do atheists and theists differ on their view on nature? • What are my beliefs about God? • What is a covenant? • What was the purpose of the Old Testament covenants? • What was the purpose of God's covenant with Noah? • What was the purpose of the covenant with Abraham? • What was the purpose of the Covenant with Moses? • How did Jesus fulfil the covenant with Moses? • What was the purpose of the Covenant with David? • What do Christians believe about the New Covenant with Jesus? • How is the Hindu worldview different from the Christian worldview? • What do Hindus believe about reincarnation? • How do Hindu images show Hindu beliefs?
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What this develops: Knowledge of religious beliefs and concepts alongside comparison, interpretation, analysis of religious texts, reflection, evaluation and respectful discussion of different worldviews.

Science

Learning Journey to February • Working and thinking scientifically • Particles and their behaviour / states of matter • Elements, atoms and compounds • Chemical reactions	Questions students will be learning to answer • How do we ask scientific questions that can be tested? • What are independent, dependent and control variables? • Why do scientists carry out risk assessments? • How can we plan a fair and accurate scientific investigation? • Why do different substances have different properties? • What are the properties of the three states of matter? • What is the definition of an element? • What is the definition of an atom? • What is the definition of a compound? • What is the meaning of a chemical reaction? • How can we identify the reactants and products in a word equation?
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What this develops: Scientific enquiry, safe practical work, data collection and interpretation, particle theory, chemical vocabulary and the ability to explain scientific ideas using evidence.

Humanities

Geography

Learning Journey to February • Population Dynamics – How is our world changing? • Our Home the UK – What makes our home unique? • By the February point, students are developing the knowledge and skills that lead into Development Dynamics.	Questions students will be learning to answer • What is the population of our planet? • Where do 8 billion people live? • What physical factors affect where people live? • Why do populations increase and decrease? • Why do people move home? • How do we record information on changing populations? • Which countries make up the United Kingdom? • Where is the UK located on the planet? • How do we locate places on our planet? • Why is the UK located here? • How do we know the UK has moved? • What is the geology of the UK? • How has geology shaped the UK? • How has ice shaped the UK landscape? • How can humans manage the UK landscape? • What can maps tell us about our home in the UK? • How do we locate places accurately on OS maps?
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What this develops: Map skills, geographical vocabulary, data interpretation, population processes, physical geography and understanding how natural and human processes have shaped the UK.

History

Learning Journey to February • Migration and change in Britain/London • Roman Britain and the use of historical sources • Norman Conquest and Medieval topics appear in later sections of the supplied SOW	Questions students will be learning to answer • Who has migrated to Britain and when? • Who were the Neolithic people and how did they change England? • Who were the Celtic people and how did they change England? • Who were the Romans and how did they change England? • Who were the Anglo-Saxons and how did they change England? • Who were the Vikings and how did they change England? • Who were the Normans and how did they change England? • How do we write about change and continuity? • Why has culture changed in London since 1900?
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What this develops: Chronology, change and continuity, migration, interpretation and use of historical sources.

Creative Arts and Physical Education

Art

Learning Journey to February • Term 1: Aliens – imagination, pattern and sculpture • Term 2: Identity – self-portraiture, facial proportions and Frida Kahlo • Term 3: Cityscapes	Questions students will be learning to answer • How will you free your imagination enough to realise your very best ideas? • How will you identify the idea with the most potential? • What is the work 'Dysfunctional Family' about? • What patterns relate to your chosen culture? • What materials do we use to make a successful sculpture? • What are the steps to making a successful sculpture? • What patterns are you going to use to decorate your sculpture? • What is a self-portrait? • How can I show the proportions of the face? • How can I use line, tone and detail to create a realistic portrait?
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What this develops: Drawing, imagination, visual research, cultural pattern, sculpture, proportion, observation, evaluation and developing ideas from research and experimentation.

Drama

Learning Journey to February • Term 1: Pantomimes • Term 2: Darkwood Manor • Term 3: Greek Theatre	Questions students will be learning to answer • What is Drama and what are the expectations in Drama lessons? • What kind of features make a pantomime? • What are the five features of a pantomime? • How are key pantomime characters portrayed and how does the audience respond? • What do you think we may create based on the Darkwood Manor advert? • If you were going into Darkwood Manor, who would you be? • How can a cliff hanger create tension and suspense? • How can soundscaping create atmosphere? • What is physical theatre and how can it create spooky rooms? • Why is conflict important in narratives? • What is the role of the Greek Chorus? • What techniques do you need to include in a Greek theatre performance?
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What this develops: Characterisation, improvisation, freeze frames, mime, hot seating, physical theatre, sound, choral movement/speech, audience awareness and confident performance.

Music

Learning Journey to February • Rhythm and note values • Rhythm notation and structure • Djembe performance • Polyrhythms and rests in music	Questions students will be learning to answer • How do I define rhythm? • What are note values? • How is rhythm used in music? • How can you play the djembe drum? • What are polyrhythms? • How are rests used in music?
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What this develops: Musical vocabulary, rhythm reading, performance, ensemble work and understanding how rhythm creates musical structure.

Physical Education

Learning Journey to February • Term 1: Curiosity – Football, Fitness and Ball Skills • Term 2: Inclusion – Football, Netball and Gymnastics • Progression towards Courage – badminton/athletics begins after the February point	Questions students will be learning to answer • What passes should I use in particular situations? • Why do I need to vary my passes? • How should I shoot to increase my chance of scoring? • What is outwitting an opponent? • How do we create space in netball? • How can I outwit an opponent to receive the ball? • How can I create shooting opportunities? • How can I move accurately into space to receive a well-timed pass? • How can I mark players and deny attacking space? • How does body tension improve balance and stability? • How can I link movements into a fluent gymnastics sequence?
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What this develops: Physical skill, tactical awareness, decision-making, teamwork, communication, performance analysis and the ability to apply skills in competitive situations.

Modern Foreign Languages

French

Learning Journey to February	Questions students will be learning to answer
• Half Term 1: Personal identity • Half Term 2: School, opinions, time, food and uniform • Half Term 3: Computing, sport and hobbies • Half Term 4: Where you live, directions, weekend activities and invitations	• Why do we learn a foreign language? • How do we greet other people in French? • How do you count to 20 in French? • How do you say how old you are in French? • How do you describe eye colour and hair colour? • How do you use personality adjectives to describe yourself? • How do you say what you like and don't like? • How do you say which school subjects you like and don't like? • How can you add connectives to express more complex opinions? • How do you say the time in French? • How do you talk about your school uniform? • How do you talk about computer activities? • How do you talk about sports and regular hobbies? • How do you describe where you live? • How do you understand and give basic directions? • How do you invite a friend to go out?

What this develops: Listening, speaking, reading and writing in French, building vocabulary and increasingly complex sentence structures around familiar, real-life topics.

Spanish

Learning Journey to February	Questions students will be learning to answer
• Half Term 1: Personal identity – greetings, numbers, age, family, birthday, personality, appearance and pets • The Learning Journey then progresses to the next Year 7 themes after the first module.	• Why do we learn a foreign language? • How do we greet other people in Spanish? • How do we count to 20 in Spanish? • How do you say how old you are in Spanish? • How do you say how many siblings you have? • How do you say when it is your birthday? • How do you use personality adjectives to describe yourself in more detail? • How do you describe your best friend's personality? • How do you describe eye colour and hair colour? • How do you describe your hair in more detail? • How do you say which pets you have at home? • How do you write a paragraph in Spanish about yourself?

What this develops: Confident communication in familiar contexts, accurate use of basic structures, pronunciation, vocabulary building and extended writing.

Design & Technology

DT Graphics

Learning Journey to February	Questions students will be learning to answer
• Graphic Design – understanding 2D, 3D and 4D design • Olympic Games graphics – visual research, logos and mascot design • Digital design – Adobe Illustrator/Photoshop and presentation	• What is Graphic Design? • What is a design brief? • What is an image board? • What key words are associated with Olympic Games? • What makes a good logo? • How do you refine a logo? • What are Olympic mascots' features? • How do designers finalise a sketch? • What is Photoshop? • How do you use a paint bucket tool? • What are traditional colouring techniques? • How do you present in situ?

What this develops: Visual communication, freehand drawing, colour rendering, research, logo theory, design specification, digital graphics and presenting design ideas.

Food & Nutrition

Learning Journey to February	Questions students will be learning to answer
• Food safety, hygiene and kitchen confidence • The Eatwell Guide, healthy eating and nutrients • Practical cooking: fruit salad, stir-fry noodles, scones, apple crumble and breakfast muffins • Food groups: starchy carbohydrates, dairy/alternatives and protein	• What are the expectations and rules for working in the kitchen? • How do we recognise, name and locate kitchen tools and equipment? • How can we use knives safely and effectively? • What are the principles of the Eatwell Guide? • Why are the key nutrients provided by the Eatwell Guide food groups important? • What is the purpose of starchy carbohydrates? • Where do dairy foods and alternatives come from and why are they important? • Where do protein foods come from and why are they important? • How do we weigh, measure and use the rubbing-in method? • How can recipes be modified?

What this develops: Food hygiene and safety, knife skills, weighing and measuring, heat control, cooking methods, nutrition, sensory evaluation and making informed food choices.

DT Resistant Materials

Learning Journey to February • Wildlife Plastic Key Fob – safety, materials, design brief and product analysis • Design specification and development • Practical manufacture – marking out, cutting, shaping, drilling, finishing and quality control • Pewter Medallion project begins after the key fob project, including metals and CAD/CAM	Questions students will be learning to answer • What is DT and how do we behave in a workshop? • Where do materials come from? • What is a design brief? • What is a design specification and how do we generate design ideas? • How do we mark out, cut, shape and drill materials safely? • How can we improve accuracy and control when using tools? • How does finishing affect product quality? • How do we evaluate a finished product against the design brief? • What are metals and what are their properties? • How do designers investigate existing products? • What are CAD and CAM and how are they used in manufacturing?
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What this develops: Workshop safety, material knowledge, product analysis, design specification, practical tool use, accuracy, evaluation and the relationship between digital design and manufacture.

ICT

Learning Journey to February • Introduction to school ICT and Microsoft Teams • Computer crime and cyber security • Protecting personal data • Understanding computers	Questions students will be learning to answer • How do I log in and set up my school email and ICT accounts? • How do I use Microsoft Teams to communicate appropriately and find my homework? • How can you recognise and protect yourself from common email scams? • How can I protect my personal information and reduce the risk of identity theft? • How can I identify the main components of a computer and understand how they work together?
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What this develops: Digital independence, organisation, communication, cyber safety, data protection and understanding computer systems.

Personal, Social, Health, Citizenship and Economic Education (PSHCE)

The Year 7 PSHCE curriculum is designed to help students build the knowledge, language, confidence and decision-making skills they need to manage change, develop positive relationships and look after their wellbeing. For this parent overview, the sequence is taken from the Year 7 section of the supplied 5 Year Scheme of Work 2026, with the lesson sequence followed through Lesson 17.

When	Unit	Lessons	PSHE Association strand	UNICEF AND Rights Respecting Schools Link
Autumn 1	Emotional wellbeing: Managing change and transition	L1–L8	Health and Wellbeing	Articles 24, 29 and 31
Autumn 2	Friendship and bullying	L9–L13	Relationships	Articles 2, 12, 15 and 19
Spring 1 – to February half term	Families and changing relationships	L14–L17	Relationships	Articles 5, 9, 18 and 19

Emotional wellbeing: Managing change and transition

Autumn 1 | Health and Wellbeing

This unit helps students transition to secondary school, set learning goals and develop social and emotional skills.

Lesson	Lesson focus from the scheme	Key question for students
L1	Year 6 to 7 transition	How can I make a positive and successful transition from Year 6 to Year 7?
L2	Friendships	What helps us to build positive friendships when starting secondary school?
L3	Life skills	What life skills will help me manage secondary school and everyday life?
L4	Goal setting	How can setting goals help me make progress and achieve what I want?
L5	Personal qualities and skills	What personal qualities and skills can I recognise, develop and use?
L6	Building a stress toolbox	What strategies can I use to build my own toolbox for managing stress?
L7	Learning from mistakes	How can I learn from mistakes and use them to improve?
L8	Changing our stress response	How can I understand and change the way I respond to stress?

Friendship and bullying

Autumn 2 | Relationships

This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents.

Lesson	Lesson focus from the scheme	Key question for students
L9	Friendship and empathy	How can empathy help me understand others and build positive friendships?
L10	Bullying and bystanders	What can I do if I experience bullying or see someone else being bullied?
L11	Friendship challenges	How can I manage challenges and disagreements within friendships?
L12	Similarities, differences and peer	How are people similar and different, and how can peers

	influence	influence our choices and behaviour?
L13	Coercive or unsafe friendships	How can I recognise when a friendship is coercive or unsafe, and where can I seek help?

Families and changing relationships

Spring 1 – through Lesson 17 | Relationships

This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation.

Lesson	Lesson focus from the scheme	Key question for students
L14	Understanding changing relationships	How can relationships change, and how can I respond positively to change?
L15	Roles in the family	What roles and responsibilities can people have within families?
L16	Coping with change, loss and grief	What can help us cope with change, loss and grief?
L17	Family courts	What is the role of family courts when families experience significant change or disagreement?

What students will have developed by Lesson 17

- Greater confidence in managing the transition to secondary school and setting goals.
- A growing understanding of personal qualities, life skills, stress and strategies for managing change.
- Knowledge of what supports healthy friendships, how bullying can affect people, and how to respond safely.
- An understanding that people and families can experience change, including separation, loss and grief, and that support is available.
- The confidence to discuss sensitive issues respectfully, listen to different experiences and identify when adult support may be needed.

Important note for parents and carers: PSHCE lessons provide a safe, structured environment for students to ask questions and discuss issues appropriately. Sensitive content is taught in an age-appropriate way and is connected to the school's wider pastoral and safeguarding support.

Pastoral Programme

Year 7 – the pastoral experience alongside the academic curriculum through Form Time

The Year 7 Pastoral Programme provides a consistent weekly structure for students to develop belonging, confidence, character, wellbeing, relationships and readiness for school and wider life. The programme is built around the school's Christian virtues and values and complements PSHCE, Collective Worship, careers/WRL, reading and student voice.

Year 7 weekly pastoral programme

Day	Morning / afternoon	Pastoral session	School value / theme
Monday	AM	Uniform & Equipment Checks	Integrity
Monday	AM	BSL	Inclusion
Monday	PM	Year Group Assembly / Student Voice – Week A	Courage
Tuesday	AM	Collective Worship	Joy
Tuesday	PM	Theme of the Week & Collective Worship Follow-Up	Wisdom

Wednesday	AM	Uniform & Equipment Checks	Integrity
Wednesday	AM	Reading for Joy	Joy
Wednesday	PM	Reading for Joy	Joy
Thursday	AM	Uniform & Equipment Checks	Integrity
Thursday	AM	Topical Talk	Curiosity
Thursday	PM	WRL & Culture	Wisdom
Friday	AM	Uniform & Equipment Checks	Integrity
Friday	AM	Wellbeing & Self-Regulation	Perseverance

What this means for Year 7 students

- **Belonging and student voice:** Year Group Assembly / Student Voice provides opportunities for Year 7 students to hear key messages, contribute their views and develop confidence in their year group community.
- **Wellbeing and self-regulation:** students have dedicated opportunities to think about wellbeing, develop self-regulation strategies and build perseverance.
- **Reading for Joy:** regular pastoral reading sessions encourage reading for pleasure and support the wider school focus on reading.
- **Collective Worship and reflection:** students engage with Collective Worship, the Theme of the Week and follow-up activities, creating regular opportunities for reflection and the development of the school's Christian ethos.
- **Curiosity and wider understanding:** Topical Talk gives students opportunities to engage with current and wider issues and develop curiosity.
- **WRL & Culture:** students encounter wider learning connected to work-related learning and culture, helping them broaden their experiences and understanding of the world.
- **Belonging, inclusion and safety:** BSL and the wider pastoral structure support inclusion and help students understand how to access support within school.
- **Integrity and readiness:** daily routines such as uniform and equipment checks reinforce expectations, responsibility and readiness for learning.

How the Pastoral Programme connects with the Year 7 curriculum

The pastoral programme is designed to complement the academic curriculum and the Year 7 PSHCE programme. For example, PSHCE develops students' understanding of transition, friendships, stress, change, bullying, families and support, while the pastoral programme provides recurring opportunities to practise belonging, reflection, wellbeing, student voice, reading, curiosity and self-regulation in the life of the school.

How families can support Year 7 learning

- Ask your child to explain one of the key questions from their current subject rather than simply asking, "What did you do today?"
- Encourage students to use subject vocabulary when explaining their answers. This is particularly important in Science, Geography, RS and Mathematics.
- For languages, short, frequent practice of vocabulary and speaking is useful. Students should practise saying and writing complete sentences.

- For practical subjects, ask students to explain the choices they made: Why that material? Why that technique? Why that tactic? What would they improve?
- Encourage reading outside lessons. In English, students can discuss characters, language choices, predictions and how writers create effects.
- Where assessment or upgrade work is set, encourage students to use feedback to improve rather than simply completing the next task.