



Bramcote College

A member of The White Hills Park Trust

Year 7 Curriculum Guide



The White Hills Park Trust
A Culture of Excellence

An Introduction to our Year 7 Curriculum

Welcome to our Year 7 curriculum booklet. Year 7 is an exciting time as students start secondary school and explore new subjects and ways of learning.

The purpose of this booklet is to share our curriculum with parents and carers so that you are able to support your children with their learning. Students learn better when they can see how their learning fits it to a wider plan, and how they will progress through their learning as the year goes on.

You can support your children by discussing these topics with them at home, and encouraging them to extend their learning outside the classroom by reading, researching, watching films and visiting places linked to their topics.

This booklet contains an overview of the Year 7 curriculum, as well as a page for each subject which highlights key content and assessments.

Our curriculum vision:

Our curriculum intends to support all our students to make clear progress and build the skills and knowledge they need for success at school and beyond.

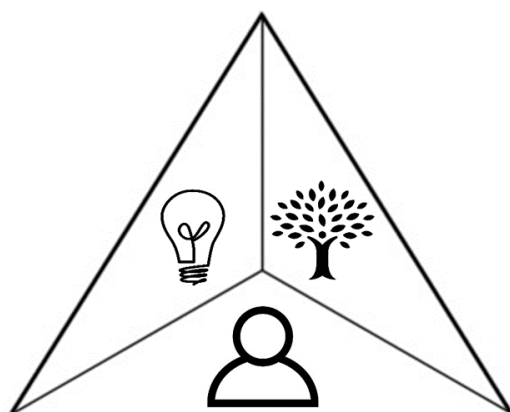
We recognise the value of diverse cultures and experiences, and carefully consider our students when planning their learning. This leads to a broad, balanced and challenging curriculum, which meets the needs of all our learners.

We take a personalised approach to curriculum planning with high aspirations, alongside effective support for all, including those with disabilities and SEN. We encourage a creative approach to learning and allow students to pursue their passions and find joy in their education.

We take care to structure our curriculum in a coherent and logical sequence, promoting links between subjects and opportunities for enrichment.

Our curriculum is made up of 3 aspects and encompasses classroom lessons as well as our enrichment offer.

- Knowledge & Skills
- Creativity
- Personal Development



Year 7 Curriculum Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English 3 hours 45 per week	Short stories: Ancient Tales		Gothic Fiction	Contemporary novel: Coraline	Shakespeare: Much Ado About Nothing	Poetry: Celebrating Cultures
Maths 3 hours 45 per week	1.Place Value, Addition, Subtraction 2.Algebraic Applications (+/-) 3. Perimeter	1. Multiplication and Division 2.Algebraic Applications (x/÷) 3. Area	1. Calculator Skills 2. Angles 3. Constructions and Loci	1. Factors and Multiples 2. Equivalent Fractions 3. Working with Fractions	1.Algebra: BIDMAS and Substitution 2. Co-ordinates and Graphs 3.Linear Graphs	1. Convert FDP 2. Working with Percentages 3.Statistical Diagrams
Science 3 hours 45 per week	<u>Completed on rotation in HT 1-3</u> Biology 1. Cells 2. Body Systems Chemistry 1. Particles 2. Periodic Table Physics 1. Forces 2. Motion and Pressure			<u>Completed on rotation in HT 4-6</u> Biology 1. Reproduction 2. Variation Chemistry 1. Acids and Alkalis 2. Chemical Reactions Physics 1. Energy 2. Space		
PE 2 hours 30 per week	In Autumn & Spring terms students study one team and one individual activity per week in 5 week blocks.				In the Summer term students study Athletic events in addition to Striking & Fielding activities on a rotation.	
Spanish 1 hour 15 per week	Hola: Basic information about yourself.	Pets/ colours/ simple opinions	Tiempo libre: activities and hobbies	Tiempo libre: sports and weather	Mi instituto: Subjects, opinions...	Mi instituto: Description of my school
Geography 1 hour 15 per week	British Weather	Extreme Weather	Rainforest Physical Geography	Rainforest Uses	Africa	Africa
History 1 hour 15 per week	What is History?	The Norman Conquest	Life in the Middle Ages	Medieval Monarchs	The Reformation in England	English Civil War
Citizenship 1 hour 15 per week	My Learning Journey at BC	Illustrated Mum: Bullying & Friendship	Illustrated Mum: (Healthy lifestyles & mental wellbeing)	Building Relationships	Health & Puberty	Financial Decision Making

RE 1 hour 15 per week	Introduction to Christianity	Introduction to Judaism	Introduction to Islam			
Technology 1 hour 15 per week	<p>Completed on a termly rotation.</p> <p>Food – Health and safety in the food room. Confidence in using the equipment. Learning about Healthy Eating.</p> <p>Textiles – Health and Safety in the textiles room. Learning to use a sewing machine. Learning a range of textiles techniques. Designing and making a plushy monster.</p> <p>3D Design – Health and Safety in the workshop. Design and make a maze game.</p> <p>Graphics – Typography project. Investigate the work of Paul Thurby. Design and make your own typography letter.</p>					
Art 1 hour 15 per week	Base line assessment: Shoe Project	Drawing Technique Tone and shading technique	Colour Theory	Mythological creatures and Dragons: Detail, tone and texture.	Mythological creatures and dragons: Analysis of artwork. Pen techniques.	Mythological creatures and dragons: Designing and creating a final image to paint.
Performing Arts 1 hour 15 per week	Music Reading music Keyboard Skills	Drama Ground Works 1: Curse of Queen Naffytutu	Music Ukulele	Drama Greek Theatre (Sophocles: Antigone & selected myths)	Music Gamelan music of Indonesia	Drama Physical Theatre
Computer Science 1 hour 15 per week	Introduction to Office 365 and Teams and Email	E-Safety	Modelling using Excel	Computational Thinking	Block Based Programming	Microbit

Our Year 7 English Curriculum

We aim to develop students as readers, writers, speakers and critics who can:

- Foster a love of reading, writing, speaking and listening.
- Help students to gain confidence in communicating.
- Introduce students to challenging and exciting texts and ideas, building on students' analytical skills.
- Explore their own creativity.

Big Ideas in Year 7 English: How can I appreciate, celebrate and develop aspects of my own character?

This year we will ...

- Explore different characters, perceptions of characters and their context.
- Be able to understand and create characters and settings.
- Learn to appreciate different characters, and celebrate our own character, culture and traditions.

	Half-Term 1	Half-Term 2	Half-term 3 Half-Term 4	Half-Term 5	Half Term 6
Topic	Ancient Tales	Gothic	Coraline	Much Ado about Nothing	Cultures Poetry
Key Questions	What are ancient tales? Why are stories passed on through the generations in the oral tradition? How can we learn from stories of the past?	How can appearances be deceptive? Why are certain humans classed as monsters?	Why are family relationships important? Can we face our fears? How can we build resilience?	What is important in healthy relationships? How can complications be resolved? Why is honesty important?	What is inclusion? How can we understand individuality? Why is it crucial to learn about different cultures?
Assessment Students partake in reading, writing and oracy in every scheme	Assessment Formative KO quiz Summative: Writing Opening chapter Tyrant	Assessment Formative KO quiz Summative: Oracy Creation of gothic monster	Assessment Formative KO quiz Summative: Reading Chapter extract Analysis character	Assessment Formative KO quiz Summative: Oracy Group Drama Chat show	Assessment Formative KO quiz Summative: Writing Comparing poems

Any questions? Please contact: Emma Lee (Head of English) – emma.lee@whptrust.org

Our Year 7 Maths Curriculum

We aim to develop students as mathematicians who:

- Are inquisitive and eager to explore and enjoy mathematics.
- Can confidently and fluently apply the mathematical methods covered throughout the year.
- Have a strong understanding of, and make connections between, the concepts studied.

Big Ideas in Year 7 Maths: Understanding Number, Algebra, Problem solving, Geometry, Graphs, Diagrams

Next year we will learn about...

- Number: Properties of number, Adding Fractions
- Algebra: Equations, Formulae and Sequences
- Geometry: Area, Volume, Circles, Pythagoras' Theorem, Angles, Transformations
- Ratio and Proportion
- Probability and Statistics

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Place value, addition and subtraction (with algebra and applications including perimeter)	Multiplication and division (with algebra and application including area)	Calculator skills Geometry; angles, area and perimeter, construction and Loci	Factors and Multiples Fractions	Order of operations, Substitution and Linear Graphs	Percentages, fractions and decimals Statistical Diagrams
Key Questions	Can you add and subtract numbers including decimals? Can you simplify algebraic expressions?	Can you multiply using grid method? Can you divide using bus stop? Can you expand single brackets?	Can you use the functions of your scientific calculator? Do you know how many degrees are around a point?	What is the difference between a factor and a multiple? Can you put a fraction in its simplest form?	Can you apply BIDMAS? Can you plot points in the form (x ,y)? and identify a straight line?	Can you convert between fractions decimals and percentages? Can you draw/interpret stats diagrams
Assessment	Topic tests: 1. Number +/- 2. Algebra +/- 3. Perimeter	Topic tests: 1. Number x/÷ 2. Algebra x/÷ 3. Area Full test on HT1 topics	Topic tests: 1. Calculator Skills 2. Angles 3. Construction and loci Full Test on HT2 topics	Topic tests: 1. Factors and multiples 2. Equivalent fractions 3. Working with fractions Full test on HT3 topics	Topic tests: 1. Order of operations 2. Plotting Co-ords 3. Linear Graphs Full test on HT4 topics	Topic tests: 1. FDP 2. Percentages 3. Statistical diagrams Full tests on HT5 topics and HT6 topics

Any questions? Please contact: Dom Devlin (Head of Maths) – dominic.devlin@whptrust.org

Our Year 7 Science Curriculum

We aim to develop learners who:

- Gain enjoyment and satisfaction in being able to find answers to the kinds of questions that people ask about themselves and the natural world.
- Have a broad and deep knowledge of the sciences that enables them to link their science knowledge to a large number of objects, events and phenomena that they encounter in their everyday lives.
- Have an understanding of science issues that may affect their own and others health and wellbeing and the environment.
- Appreciate the cultural significance of achievements in the history of science.
- Are scientifically confident and skilled learners with potential for embarking on STEM-based careers.

Big Ideas in Year 7 Science:

The variety of life on Earth is amazing! But how similar are humans to the organisms with which we share our planet? How are the molecules that we are made from assembled, and what special properties do they have to allow us to survive, grow and develop? What is energy and how can we harness it to make our lives easier? Why and where do chemical reactions take place?

Our Y7 curriculum will build on the knowledge that students have gained from KS2 science, such as energy systems, properties of matter and the variety of living organisms.

Next year we will learn about...

Biology: Microbes; Healthy lifestyles; Ecology; Adaptations; Inheritance; Selection

Chemistry: Compounds; Separation techniques; Metals and Reactivity; The Earth

Physics: Light; Sound; Electricity; Magnets

	Half Term 1-3			Half Term 4-6		
	Biology	Chemistry	Physics	Biology	Chemistry	Physics
Topic	1. Cells 2. Body systems	1. Particles 2. Periodic Table	1. Forces 2. Motion and pressure	1. Reproduction 2. Variation	1. Acids and alkalis 2. Chemical reactions	1. Energy 2. Space
Key Questions	What is a cell? How do cells build to make our body systems?	What is an atom? What is on the Periodic Table?	Why do objects move? Who is Newton?	What are the differences between plant and animal reproduction? Why are we all different?	How do we test for acids and alkalis? What happens when chemicals react?	Can energy be created? What is space made of?
Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment

Any questions? Please contact: Alison Pascual (Head of Science) – alison.pascual@whptrust.org

Our Year 7 Computer Science Curriculum

We aim to develop all students into effective practitioners in the workplace who:

- Ask and answer questions about how technology has evolved and how it is used in the world.
- Can confidently use a wide range of software and are prepared for the demands of 21st Century academic life and the work environment.
- Can begin to develop the knowledge and skills necessary to progress to GCSE and A level Computer Science.

Big Ideas in Year 7 Computer Science:

Introduction to the Bramcote Computer Network Systems and Software including One Drive, Microsoft Teams, Office 365. Email, E Safety, Spreadsheet Modelling, Computational Thinking, Block based programming and Physical Computing.

Next year we will learn about...

- Hardware and Software
- Computer Crime and Cyber Security
- Pixlr – Photo editing, image manipulation
- Programming concepts Sequence, Selection and Iteration through Edublocks.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Computer Basics Using Computers Safely and effectively Email	E Safety Using Computers Safely and effectively	Modelling Computer Abstraction PRIMM	Computational Thinking	Block Based programming Scratch PRIMM	Programming using Micro bits
Key Questions	How do we access different software and save work at Bramcote College? What is email etiquette? How do you send professional emails?	What is a digital footprint? How do you protect yourself in the modern world?	How can you use a spreadsheet model to predict and test outcomes?	How can we use computational thinking in our everyday lives?	How are the programming constructs of sequence, selection and iteration used in Computer Science?	How can you program physical objects?
Assessment	Computer Basics Email	E Safety	Modelling	Computational Thinking	Sequence, Selection and Iteration	End of Year assessment

Any questions? Please contact: Jon Marshall (Head of Computer Science) Jon.Marshall@whptrust.org

Our Year 7 Geography Curriculum

We aim to develop students as geographers who:

- Describe and explain geographical processes and concepts, both human and physical.
- Can identify key issues faced both locally and globally and recognise the need for sustainability.
- Can see the importance of their own role in being a responsible global citizen
- Can begin to evaluate different views relating to Geographical issues

Big Ideas in Year 7 Geography:

Weather, ecosystems, sustainability, development

Next year we will learn about...

- Tectonic activity
- Japan
- Deserts

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	British Weather	Extreme Weather	Rainforest Physical Geography	Rainforest Uses	Africa	Africa
Key Questions	<p>What is the weather like in the UK?</p> <p>How do different types of weather occur?</p> <p>How does it affect us and how do we deal with it?</p>	<p>What different types of extreme weather are there?</p> <p>Where do they occur and why?</p> <p>How does it affect us and how do we deal with it?</p>	<p>Where are rainforests located and why?</p> <p>What is the climate like and why?</p> <p>How has the biodiversity adapted to this environment?</p>	<p>What are the main threats to the rainforest?</p> <p>What opportunities do they provide?</p> <p>Can they be used more sustainably?</p>	<p>Africa's different physical geography</p> <p>Development across Africa</p> <p>The geography of disease</p> <p>Informal settlements</p>	<p>Tectonics in Africa</p> <p>Resource exploitation</p> <p>Bridging the development gap</p>
Assessment	Is British weather getting more severe?	What are more dangerous: hurricanes or tornadoes?	Rainforest animal adaptation	How should the rainforest be used in the future?	Why is Africa the poorest continent?	What is the best way to bridge the development gap?

Any questions? Please contact: Tom Staszkiwicz (Head of Geography) - tom.staszkiwicz@whptrust.org

Our Year 7 History Curriculum

We aim to develop students as historians who:

- Ask and answer questions about the past using different sources of evidence.
- Can confidently describe key events of British, European and World history in the Middle Ages.
- Can begin to evaluate different views of the past.

Big Ideas in Year 7 History: Conquest, society, religion and power

Next year we will learn about...

- The Industrial Revolution and its effect on Nottingham.
- How ordinary people gained the vote.
- Early Modern Britain and the rise of the British Empire.
- The effects of the British Empire on India.
- The story of migration.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	What is History?	The Norman Conquest	Life in the Middle Ages	Medieval Monarchs	The Reformation in England	English Civil War
Key Questions	<p>What is chronology?</p> <p>What is an interpretation?</p> <p>What happened to the people of Maiden Castle?</p>	<p>What was England like before 1066?</p> <p>Why did William win the Battle of Hastings?</p> <p>How did the Normans take control?</p>	<p>How bad was life in England in the Middle Ages?</p> <p>Was it better to live in medieval Baghdad or medieval London?</p>	<p>How hard was it being a medieval monarch?</p> <p>What limited a monarch's power?</p> <p>What happened to the princes in the tower?</p>	<p>Why did Henry VIII break with Rome?</p> <p>What was the impact of the Reformation in England & how did it affect ordinary people?</p>	<p>Who was to blame for the start of the civil war?</p> <p>Did Charles I deserve to be executed?</p> <p>Did chopping the head off the king change anything?</p>
Assessment	Baseline assessment	Extended Writing: Why did William win the Battle of Hastings?	Comparison of life in medieval London and medieval Baghdad	What happened to the princes in the tower?	Henry VIII and the consequences of the break with Rome.	

Any questions? Please contact: Carol Stoker (Head of History and Politics) – carol.stoker@whptrust.org

Our Year 7 Languages Curriculum

We aim to develop students as linguists who:

- develop confident and effective communication skills in the target language
- show an understanding of the culture of countries and communities where Spanish is spoken
- develop an interest in, and enthusiasm for, language learning and to recognise the importance of learning language in a broader context.
- can develop their ability to write and speak in the target language and to understand written or spoken Spanish in a variety of contexts and genres.

Big Ideas in Year 7:

Numbers, colours, basic information about oneself, free time activities linked to weather, school life

Next year we will learn about...

- Where we live (describe our homes/towns)
- Talk about past holidays
- Talk about food and drink

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Hola: Basic information about yourself. Name, age	Los animales: Pets/colours/ simple opinions	Mi Familia : My Family		Tiempo libre: sports and weather	
Key Questions	What is your name? How are you? How old are you? When is your birthday? How do you spell.....?	Do you have a pet? What is your dog/cat like? What colour are they? Did you used to have any pets? What animal would you like to have in the future?	How many people are there in your family? What is your sister/mum called? Describe a member of your family physically and their character. What would an ideal friend be like for you? Do you get on with your family? Why/why not? What was your brother/sister/friend like when they were younger?		What's the weather like? Is it hot? What sports do you do? What other activities do you like doing in your free time? Who with? When? What do you do when it rains? What do you do when it's sunny? What sports did you like when you were younger? What are your plans for next weekend?	
Assessment	Listening Assessment	Reading Assessment	Speaking Assessment Role play	Reading Assessment	Writing/translation Assessment	

Any questions? Please contact: Mrs C Garcia or Mrs Perczynski (Heads of Spanish) –
crystina.garcia@whptrust.org emma.perczynski@whptrust.org

Our Year 7 Citizenship Curriculum

We aim to develop students as citizens who:

- Are inclusive, accepting & empathetic, and can challenge the views of others in a respectful manner
- Are equipped with the knowledge & skills to keep themselves safe and well as they navigate the transition into adolescence
- Are responsible active citizens

<p>Big Ideas in Year 7 Citizenship:</p> <p>Relationships & wellbeing, Growing up & Staying safe, Nutrition, Emotional & mental wellbeing, Financial decision making</p>

Next year we will learn about...

- Health and Wellbeing (looking after our bodies and minds)
- Relationships & Sex
- Discrimination
- Digital Literacy

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	My Learning Journey at BC	The Illustrated Mum		Building Relationships	Health & Puberty	1. Financial Decision making 2. Staying Safe
Key Questions	<p>What is an aspirational learner?</p> <p>Why is self-esteem & resilience important?</p> <p>How do I make the best start on my learning journey?</p>	<p>Positive friendships, bullying and cyberbullying.</p> <p>Family structures and relationships, young carers.</p>	<p>Mental health and emotional wellbeing.</p> <p>What do we mean by health and the consequences of not maintaining good health.</p> <p>Nutrition and food labelling. Energy drinks.</p> <p>Alcohol, vaping & drugs.</p>	<p>What are positive and unhealthy relationships?</p> <p>Evaluating expectations for romantic relationships.</p> <p>Consent, how to recognise & respond to unwanted attention.</p> <p>How does the media affect stereotypes & boundaries?</p>	<p>Managing our; anger, stress, anxieties.</p> <p>Puberty, menstruation, FGM.</p> <p>How to use medicines safely.</p> <p>Building healthy routines</p>	<p>Financial Choices.</p> <p>What is budgeting?</p> <p>Protecting financial security online</p> <p>Risks – gambling and chance.</p> <p>First aid, personal safety & hidden dangers</p>
Assessment	<p>Regular self-assessment to track confidence in these topics.</p> <p>Teacher assessed case studies to check knowledge & understanding</p>					

Any questions? Please contact: Sophie Anderson (Head of RS & CZ) - sophie.anderson@whptrust.org

Our Year 7 Religious Studies Curriculum

We aim to develop students as Religious studies practitioners who:

- Understand a range of religious beliefs and practices
- Are analytical and critical thinkers
- Appreciate the impact that religion has on believers and history

Big Ideas in Year 7 Religious studies:

Monotheism, Abrahamic Religions, Trinity, Messiah, Covenant, Prophets, Religious scripture and guidance, Worship, Festivals, Rites of Passage

Next year we will learn about...

- Philosophy & Ultimate Questions – Does God exist?
- Philosophy & Ultimate Questions – Can religion & Science work together?
- Ethics – Beliefs and arguments around capital punishment

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Introduction to Christianity		Introduction to Judaism		Introduction to Islam	
Key Questions	What do Christians believe about God (Trinity)? How does the Bible guide Christians? What is a Miracle? Why is Jesus' death & resurrection important to Christians? Who is a Christian? What is a Church? What is Baptism & how does it affect a Christian?		What was the first covenant and how did Judaism start? How did G-d renew his covenant? How do Jews remember this covenant today? Mitzvah - How do Jews keep their side of the covenant? Torah – How do Jews receive guidance? Shabbat—How do Jews worship at home? The Synagogue—How do Jews worship? Bar/Bat Mitzvah – What is a son/daughter of the commandments? What are Kosher food laws? What do the festivals Rosh Hashanah & Yom Kippur remember? What is Sukkot & why is it celebrated?		Who is the 'Seal of the Prophets'? Why is the Qur'an special? What is a Mosque like? What are the 5 Pillars? Shahadah — What do Muslims believe about Allah? Salat — How do Muslims pray? Zakah — What do Muslims do with their money? Sawm — What is Ramadan? Hajj — How does Pilgrimage demonstrate a Muslim's faith?	
Assessment	Baseline assessment – Bible		Mid-topic assessment – Passover paragraph		Mid-topic assessment – Qur'an paragraph	
	End of Unit assessment – Baptism		End of Unit assessment – Bar/Bat Mitzvah diary entry		End of Unit assessment – Hajj diary/postcards	

Any questions? Please contact: Sophie Anderson (Head of RS & CZ) – sophie.anderson@whptrust.org

Our Year 7 Music Curriculum

We aim to develop students as musicians who:

- Can perform confidently as both soloist and ensemble player.
- Can play a musical instrument with good physical dexterity and fine motor skills.
- Can read simple pieces of music written in western musical notation.
- Can appreciate music from a culture different to their own, perform in the style, and compose using the same techniques.

**Big Ideas in Year 7 Music:
Traditional western musical notation, Ukulele tab notation and chord charts, Performing and composing music in a traditional Indonesian style**

Next year we will learn about...

- The common structures of music, why they exist and how to compose with them
- How to manipulate the pre-programmed functions in the keyboard
- Developing instrument specific skills on the keyboard
- Film music

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Music Reading Music Keyboard Skills		Music Ukulele		Music Gamelan music of Indonesia	
Key Questions	How do you read music? How do you know which note to press? How long do you press each note for? What are the correct hand positions? Can you co-ordinate both your hands?		How do you read chord charts? How do you read TAB notation? How are these systems of notation different from those used for keyboard?		Why is Gamelan music integral part of Indonesian society? What are pentatonic and heptatonic scales? What instruments do they use? Can you play in a large ensemble?	
Assessment	Solo performance of piece		Paired performance of piece		Group performance of a piece of Gamelan music Group composition in the Gamelan style	

Any questions? Please contact: Claire Franklin (Head of Performing Arts) – claire.franklin@whptrust.org

Our Year 7 Drama Curriculum

We aim to develop students as drama practitioners who:

- Are confident, creative and imaginative.
- Understand and can apply some basic drama concepts and techniques, such as tableaux, physical theatre, still imagery, and characterisation.
- Are beginning to critically evaluate their own work and their peers.

Big Ideas in Year 7 Drama:

The 6Cs: Co-operation, Communication, Concentration, Confidence, Compromise and Collaboration

Next year we will learn about...

- Gesture, mime, non-verbal communication, thought track, proxemics, status.
- Character development, montage, narration, working within a set genre, still imagery.
- Devising from a stimulus, spoken word poetry, monologue.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Ground Works 1: The Curse of Queen Naffytutu		The Greeks		Physical Theatre	
Key Questions	Can you imagine you are part of as great archaeological dig exploring a 4500-year-old Egyptian tomb? Can you perform a still image, tableaux and thought track? Can you use the character building technique, conscience ally, to make difficult moral decisions?		Can you bring to life the myths and stories of ancient Greece? Can you perform in a group with perfect synchronicity? Can you speak like the Greeks of 2500 years ago? Can you identify all the parts of an amphitheatre?		Can you communicate stories, physical items, and thoughts through body language and movement?	
Assessment	Group performance of a tableaux Individual performance of thought tracks		Group performance of an extended tableaux, with reportage, chorus & three line response. The ability to evaluate own performances and that of peers		Performing the personification of items. The ability to evaluate own performances and that of peers	

Any questions? Please contact: Claire Franklin (Head of Performing Arts) – claire.franklin@whptrust.org

Our Year 7 Art Curriculum

We aim to develop students who:

- Are increasingly confident in their skills in art.
- Gain enjoyment and satisfaction in being creative and in developing their skills in a wide range of art techniques.

Big Ideas in Year 7 Art:

How to create tone, texture, form and line.

Painting and colour theory. How to mix colours effectively.

How art links with other subjects and why art and design is important.

Dragons and Mythological creatures.

Next year we will learn about...

- Natural forms, colour and pattern.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Baseline Assessment Shoe project.	Drawing and painting skills. Colour theory.	Mythological creatures and Dragons.		Mythological creatures and dragons.	
Key Questions	How do you draw from primary and secondary sources? How do you research into different designs? How do you design a fantasy shoe?	What are pencil grades? How do you create tone? How do you shade effectively? What is Colour theory? How do you mix colour and paint neatly?	What can we find out about Mythological creatures? What are the cultural differences of dragons and the myths surrounding them? What is the story of St George and the Dragon? How do we analyse a painting? How do you create texture using pen?		How do we design our own dragon? What is the best technique to use when painting our dragons? How do we use watercolour paint?	
Assessment	End of topic Teacher assessment	End of topic Teacher assessment	End of topic Teacher assessment		End of topic Teacher assessment	

Any questions? Please contact: Margaret Hewitt (Head of Art) – margaret.hewitt@whptrust.org

Our Year 7 Technology Curriculum

We aim to develop students who:

- Are increasingly confident in their skills in preparing and making food, textiles and 3D design.
- Gain enjoyment and satisfaction in being creative and in developing their skills in a wide range of techniques.

Big Ideas in Year 7 Technology:

Health and safety in Technology lessons.

Health, nutrition and how to cook basic meals.

Textiles, different fabrics and sewing techniques.

3D Design encourage creativity and have confidence in using a wide range of tools and machinery.

Students rotate around the 4 subject specialist areas over the course of a year.	
Food preparation and nutrition	
Key Questions and Skills	<p>Practical Skills:</p> <ol style="list-style-type: none"> 1. Students will work independently using a range of equipment such as ovens, hobs, and knives. 2. Focus on safely preparing, cooking, and storing food, using good hygiene practices in all cooking activities. <p>Project-Based Learning:</p> <ol style="list-style-type: none"> 3. Students will use the Eatwell Guide to plan and prepare balanced meals, understanding the importance of including a variety of food groups for a healthy diet. 4. Students will learn to interpret food labels and understand packaging requirements to make informed choices and ensure proper food safety. 5. Students will explore how factors such as dietary needs, cultural preferences, and cost influence food choices and meal planning.
Assessment	Students will be assessed against their theoretical knowledge and practical skills.
Textile Design	
Key Questions and Skills	<p>Practical skills</p> <ul style="list-style-type: none"> - Produce a range of ideas based on character themes. - Develop and learn a range of textiles skills, such as using the machine, hand sewing and embellishment. - evaluate ideas to produce a final outcome. <p>Project based learning</p> <ul style="list-style-type: none"> - understand qualities of different fabrics. - Learn how to work safely in Textile Design.
Assessment	<p>End of topic Teacher assessment.</p> <ul style="list-style-type: none"> - Sewing by hand and machine skills - Design ideas - Final outcome

3D Design	
Key Skills	<p>Practical skills Design and make a simple wooden maze Use a wide range of tools and equipment in the workshop</p> <p>Project based learning Learn how to render basic shapes and draw in Oblique Introduction to Health and Safety in the workshop Evaluate and identify areas to improve</p>
Assessment	<p>Students will be assessed in 3 Key areas</p> <p>Oblique Drawing / Design Ideas / Final Practical Outcome</p>
Graphics	
Key Skills	<p>Practical Skills Design and make your own letter tile in the style of Paul Thurlby.</p> <p>Project Based learning Students will explore the work of Paul Thurlby and investigate features of typography Research and design a range of different letter styles Evaluate and identify areas to improve</p>
Assessment	<p>Typography name / Personified letter / Final design /</p>

Any questions? Please contact: Chris Worth (Head of Technology) chris.worth@whptrust.org

Our Year 7 Physical Education Curriculum

We aim to develop students as Sportspeople who:

- Enjoy being physically active.
- Can replicate a series of physical skills in isolated, conditioned and competitive environments.
- Can begin to evaluate when certain skills are to be used.
- Understand the importance of physical activity on health and wellbeing.

Next year we will learn about...

- Using skills, techniques and tactics in competitive situations
- Aspects of Leadership in various roles.
- Understanding about Health and fitness.
-

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Practical- one team activity & one individual activity from: <ul style="list-style-type: none"> • Football • Netball • Badminton* • Rugby • Fitness* • Dance* • Gymnastics* <i>*may fall into Spring Term due to facilities</i>		Practical one team activity & one individual activity from: <ul style="list-style-type: none"> • Basketball • Hockey • Badminton* • Gymnastics* • Fitness* 		All students study <ul style="list-style-type: none"> • Athletics And two activities from ... <ul style="list-style-type: none"> • Cricket • Rounders • Softball 	
Key Questions	<ul style="list-style-type: none"> • Why is warming up is important? • How do we warm up? • How do we exercise safely? • What are the benefits of exercise? 		<ul style="list-style-type: none"> • What are the different types of fitness? • Can I link types of fitness to specific activities? 		<ul style="list-style-type: none"> • What roles can I fulfil in a sport in addition to that of a performer? • Do I know the rules, regulations, scoring & measuring systems for my activities? 	
Assessment	Students will be assessed throughout each activity on the following 'Me in PE' Concepts. <ul style="list-style-type: none"> • Physical – How do I perform the skills necessary to be successful in this activity? • Thinking/creative – How do I apply tactics, make decisions and evaluate during and after mine and other performances? • Personal – How do I demonstrate confidence, positive values, good behaviours and the key values of Sport? Students will be assessed as Begin, Develop, Secure, Advance, Master or Exceed against the above concepts to gain an overall 'PE' Grade.					

Any questions? Please contact: Kieran Warner (Head of Physical Education) – kieran.warner@whptrust.org