



2024-25 Year 7 Curriculum Plan

| Subject | Autumn Term | |
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| Art | <p><u>Exploring the Formal Elements through</u> a range of media Introduction to the formal elements of art and design: line, shape, 3D forms, tone, colour theory, pattern, texture. Each element is explored individually using a variety of media, processes and activities. Colour theory is introduced, and students will understand what the main colour groups are and how to make them using paint. Students will learn how to mix paint/colours, brush skills and understand watercolour paints and their properties. Artist Steve Schuman is introduced with a focus on Animals and further development of the colour theory are investigated. Oil pastels will be explored with a focus on developing colour blending skills. Students will learn to draw from a secondary source using the grid method to improve accuracy in observation and drawing.</p> | |
| Computing | <p>Introduction Lessons:- Students learn the basics of logging into the computing systems at school, how to access Google Classroom and use Classcharts, how to access school emails and use them appropriately.</p> <p>Clear messaging in digital media:- This unit is designed to build upon learners' experience in key stage 2. It requires learners to use a range of different skills across several pieces of software. Learners will work between different applications to create a poster and slides on a given theme. The central theme focuses on embedding online safety and secure ways of working.</p> <p>Networks - from semaphores to the internet:- This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Learners will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding</p> | |
| Drama | <p>Getting to know you and Drama techniques.</p> <p>Students will learn about the techniques freeze frame and thought track and how to apply them in performance. Students will create their own scene for performance to the class.</p> | <p>Storytelling</p> <p>Students will learn about stock characters and story structure. Using a set of story cards they will create their own story for performance to the class. Students will learn how to apply their prior knowledge of techniques into their performance.</p> |
| English | <p>A shared experience.</p> <p>What do we have in common?</p> | <p>A shared experience.</p> <p>What do we have in common?</p> <p>How does the written and spoken word unite us?</p> |



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| | <p>How does the written and spoken word unite us?</p> <p>The Power of Rhetoric:</p> <p>A study of the conventions of rhetoric, from Aristotle to Quintilian –</p> <p>moving on to some of the most inspirational speeches of our time.</p> | <p>‘A Midsummer Night’s Dream’</p> <p>Learning how Shakespeare followed the conventions of a love story and how these tropes are embedded in our consciousness.</p> <p>We will also learn how the language of Shakespeare is structured.</p> |
| <p>Geography</p> | <p>Our Local Area</p> <p>Where is my Place in the World?</p> <p>Students have a focus in this unit on geographical skills, learning the foundation for future studies. This unit explores; political and physical mapping of the globe, contour maps, compass directions, using grid references to 6 figures, scale and learning how to use an OS Maps along with identifying map symbols. Students will have the opportunity to complete an onsite fieldwork lesson, starting with place and analysing data.</p> <p>Finishing the unit off with inspiring reading lessons on Sir David Attenborough's work on ‘A Naturalist's Life on Earth’.</p> | |
| <p>History</p> | <p>History at Priory and the Mystery of the Skeletons - An introduction to essential historical skills leading to an historical investigation.</p> <p>A Quick History of Britain with a focus on Movement, Settlement and Empire - Investigating the change and continuity of Britain from the Iron Age to 1066. Exploring the significance of the Roman Empire and the impact of invasion on British society.</p> <p>The Succession Crisis of 1066 - Investigating why there was no heir to the throne in 1066 and the consequences of the battles to be the new King of England.</p> | |
| <p>Maths</p> | <p>Factors, Multiples and Primes</p> <p>Place Value and Ordering Integers and Decimals</p> <p>Addition and Subtraction applications</p> | |



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| | <p>Multiplication and Division applications</p> <p>Algebraic Notation</p> | | |
| Music | <p>Introduction to the course</p> <p>Using Showbie and the procedure for assessing work at KS3</p> <p>Class room routines – including health and safety in the department</p> | <p>Elements of Music – focus on tempo, dynamics and instrumentation</p> <p>Instruments in the Orchestra – focus on the families</p> <p>Finding the Voice and composing jingles</p> | <p>Discovering rhythm and rhythmic notation</p> <p>Music Technology and sequencing - adding music to an advert</p> <p>Masters of Music focus - Vivaldi</p> |
| RE | What makes the world multifaith? Thematic introduction | | |
| Science | <p><i>Introduction to Science:</i></p> <p>Safety in the laboratory and how to draw, name and use equipment correctly. Variables and graph work followed by writing methods.</p> | <p><i>Energy:</i></p> <p>Energy stores and transfers including renewable and non-renewable energy. A look at heat transfer through conduction, convection and radiation to complete the first Physics module.</p> | <p><i>Particles:</i></p> <p>Elements, Compounds & Mixtures and how to separate them. Then a look at the Periodic Table and the properties of metals and non-metals.</p> |
| Spanish | <p>Students will know: The essential key verbs in the Spanish language and vocabulary and key phrases for the language we use in the classroom to enable spontaneity and independence.</p> <p>Students will know how to: ask for things, make requests, understand instructions and start describing places and people, saying what people have, what they do, where things are and what it's like.</p> | | |
| Technology DT | <p>Introduction to D&T principles- What is Design and Technology? An overview of what DT is and the avenues it can lead you down looking at careers. Introduction to health and safety in the workshop. Introduction into CAD through 2d design and CAM using the</p> | | |



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| | laser cutter to produce a personalised keyring. Writing a design brief and specification. exploring a task and research skills looking to the properties and categories of Textiles. | |
| Technology Food | <p>Health and safety in the kitchen</p> <p>Components of a healthy diet</p> <p>Reading Recipes</p> <p>Introduction to the eatwell guide</p> <p>Dietary requirements (special diets)</p> | <p>Hygiene routines (washing up and keeping the kitchen clean)</p> <p>safety routines</p> <p>cutting boards</p> <p>cutting skills (bridge and claw method)</p> |
| PSHE | <p>Health and Wellbeing</p> <p>Living in the Wider World</p> | |
| PE | <p style="text-align: center;"><u>Rotation 1: Rugby, Netball and Basketball</u> (6 x lessons of each)</p> <p>Students will begin to explore the three strands of;</p> <p>Healthy Body; practical skills of passing, receiving the ball, dodging, footwork, tackling, defending and shooting across invasion games</p> <p>Healthy Mind; understanding the three stages and benefits of a warm up, the names and locations of muscles and the rules, regulations and key points of how to perform skills in rugby, netball and basketball</p> <p>Healthy Relationships; students will begin to take on leadership roles in lesson and develop manners and respect when working with others</p> | |
| | <p style="text-align: center;"><u>Rotation 2: Football, Handball and Gymnastics</u> (6 x lessons of each)</p> <p>Students will continue to explore the three strands of;</p> <p>Healthy Body; practical invasion games skills as above and aesthetic gymnastics skills including balances, rolls, turns, jumps and acrobatics</p> <p>Healthy Mind; understanding the names and locations of bones and the rules, regulations and key points of how to perform skills in football, handball and gymnastics</p> <p>Healthy Relationships; students will continue to take on leadership roles in lesson and develop communication skills when working with others</p> | |



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| | Spring Term | |
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| Art | <p><u>Incredible Insects</u> Research into the theme of Insects and how to create digital mood board/research pages. Focus on drawing, shape and the importance of proportion and positioning. Pupils will explore the importance of tone, how this is applied successfully and experiment and become confident with mark making techniques. A variety of media's will be used and the grid method will be re-visited. Pupils will be introduced to the work of Abby Diamond and the technique of continuous line drawing. Watercolour paints are explored in response to the artist's work and pupils will create an Artist study page, centred around complementary colours. Focus on artist analysis.</p> | |
| Computing | <p>Control and Programming:- This unit will help Students to understand the key programming constructs of sequence, repetition and selection and start to develop their programming skills. They will produce a number of solutions to real-life problems using Flowol software. The key focus of the unit is understanding flowcharts and building an understanding of programming constructs of which all programs are built upon.</p> <p>Scratch Programming:- This unit is the first programming unit of KS3. The aim of this unit and the following unit ('programming 2') is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit.</p> <p>The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration. All of the examples and activities for this unit use Scratch 3.</p> | |
| Drama | <p>Mime</p> <p>Students will be introduced to the genre of mime. They will learn the key features of the genre. Students will learn about slapstick and will learn how to stage a comedy fight. Key skills taught will be: Over exaggerated gestures and facial expressions, the slap, fish slap, punch, the chuck, the hair pull, the chase, the lasso, timing and reactions. Students will work with different pieces of music to consider the impact it has on their actions and the atmosphere of their performance.</p> | <p>Physical Theatre</p> <p>Students will study body as a prop and physical theatre and the impact these techniques have on a performance. They will create a morning routine and take a trip to 'The house next door'. Key skills taught and developed are: Physical theatre, imagination, creativity, multi role, organisation and the importance of rehearsal.</p> |



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| <p>English</p> | <p>A shared experience.</p> <p>What do we have in common?</p> <p>How does the written and spoken word unite us?</p> <p>The Power of Stories:</p> <p>A study of the origins of storytelling, from the oral tradition, to Shakespeare, to modern storytelling - learning how these stories reveal the best and worst of humanity</p> | <p>A shared experience.</p> <p>What do we have in common?</p> <p>How does the written and spoken word unite us?</p> <p>The Power of Stories</p> <p>Opening Doors to Creative Writing’ Developing a creative writing style by studying the works of some of the most influential authors from the 19th and 20th Century</p> |
| <p>Geography</p> | <p>Our Island Home</p> <p>How important is tourism in the UK?</p> <p>Students during this unit will focus on the British Isles; exploring choropleth, physical terrain and population maps, our national parks and industries linked to them, along with the causes, conflicts and impacts of the tourism boom in the 1960’s. We then focus on the physical geography of our 11,073 miles of coastline and the capital city of London. Students will have the opportunity here to undertake fieldwork in more detail here, learning presentation techniques.</p> | |
| <p>History</p> | <p>The Norman Conquest - Examining the similarities and differences in England as a result of William I’s reign.</p> <p>Case study: Castles - Researching and reporting on the development of castles as a defensive structure in Medieval England.</p> <p>Africa in the Middle Ages - Investigating the significance of Medieval Africa within the continent and on the wider world.</p> | |
| <p>Maths</p> | <p>Directed Number</p> <p>Equality and Equivalence</p> | |



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| | Brackets Cartesian Plane Fractions Decimals and Percentages | |
| Music | Elements of Music – focus on tempo, dynamics, rhythm and melody, instrumentation and associated short compositions. How mood is created. Instruments in the orchestra - focus on the percussion family | Keyboard Sills and melodic notation 1 Pentatonic performances and improvisations ‘The Five Note Swing’ Masters of Music focus - Mozart |
| RE | Created or by Chance? Christianity | |
| Science | <i>Cells:</i> The building blocks of life and specialised cells. | <i>Forces & Space:</i> Force types and then balanced and unbalanced forces. Then looking at gravity and friction. Using knowledge of forces, we then investigate our place in the solar system and beyond. |
| Spanish | <p>Students will know: The most frequently used vocabulary in the Spanish language, such as the essential verbs, family members, adjectives for describing places, activities in the home such as chores, places and locations.</p> <p>Students will know how to: ask and answer questions about their family and what they do to help at home and describe where they live and what people are like.</p> | |
| Technology DT | Introduction to D&T principles: Development of drawing and designing skills including annotation skills. Analysis of existing products, working with textiles and construction techniques. | |
| Technology Food | Where food comes from <ul style="list-style-type: none"> ● Farming practices <ul style="list-style-type: none"> ○ How is food grown? ○ How is food reared? ○ How is food caught? | Using the hob safely Using the oven safely Planting a herb garden |



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| | <ul style="list-style-type: none"> • Food processing <ul style="list-style-type: none"> ○ Why is food processed? <p>How is food processed?</p> | |
| PE | <p><u>Rotation 2: Football, Handball and Gymnastics</u> (6 x lessons of each)</p> <p>Students will finish Rotation 2 during the first half of Spring term.</p> | |
| | <p><u>Rotation 3: Table tennis, OAA and HRF</u> (4 x lessons of each)</p> | |
| | <p>Healthy Body; practical skills of grip, stance, forehand and backhand shots in table tennis, map reading and problem solving in OAA and how to measure and improve components of fitness within HRF</p> <p>Healthy Mind; understanding the components of fitness and methods of training and the rules, regulations and key points of how to perform skills in Table Tennis.</p> <p style="text-align: center;">Healthy Relationships; students will focus on the qualities of developing empathy and resilience</p> | |
| PSHE | <p>Relationships</p> <p>Health and Wellbeing</p> | |

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| | Summer Term | |
| Art | <p><u>Mixed Media and 3D Experimentation.</u></p> <p>Pupils are introduced to the work of Beth Watkins and investigate her work. Collage technique is explored and pupils will understand the materials used to create collage work. Demonstrative an understanding of the colour theory and the application of colours, layers, patterns and textures. Pupils are encouraged to create their own response to Beth Watkins work in a collage task inspired by birds. Pupils will continue to explore mixed</p> | |



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| | media and examine various 3D materials and their characteristics through coloured landscapes with a focus on composition and the work of Hundertwasser. | |
| Computing | <p>Spreadsheets:- The spreadsheet unit for Year 7 takes learners from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTIF statements. This unit will give learners a good set of skills that they can use in computing lessons and in other subject areas.</p> <p>Using Media – gaining support for a cause:- During this unit, learners develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Learners will develop software formatting skills and explore concerns surrounding the use of other people’s work, including licensing and legal issues.</p> | |
| Drama | <p>Macbeth</p> <p>Students will learn about the characters and key parts of the play. They will learn lines and perform a given extract of Macbeth. Students will learn about performing ‘In the round’ and adapt their performance to the setting. Students will also perform a modern day interpretation of the scene.</p> | <p>Macbeth</p> <p>Students will be introduced to other specialist areas in Drama. They will design costume and make up for the performance of their extract. They will learn how to apply their design. They will also learn how to use lighting and sound to enhance their performance</p> |
| English | <p>A shared experience.</p> <p>What do we have in common?</p> <p>How does the written and spoken word unite us?</p> | <p>A shared experience.</p> <p>What do we have in common?</p> <p>How does the written and spoken word unite us?</p> |



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| | <p>Literature as Art</p> <p>‘Inspirational Poetry’</p> <p>Appreciating the beauty of the written word through the study of poetry and its conventions.</p> | <p>‘Ghost Boys’</p> <p>Learning about the root causes of institutional racism and racial bias.</p> <p>We will also learn about how social, cultural and historical issues influence and inspire writers</p> |
| <p>Geography</p> | <p>Europe - Who are our European Neighbours?</p> <p>Students will explore the politics of Europe, the causes, impacts and consequences of BREXIT and the purpose of the EU. Then moving onto rivers throughout Europe, mapping river systems, and exploring the opportunities and challenges to live and work around rivers. This will then lead students into exploring opportunities in the Alps, how the mountainous region was formed and mapping biomes of Europe. The students will focus on Russia, its population, natural resources, conflict and international relations. Students will then spend time at the end of this term, creating a fieldwork hypothesis, practicing and learning data collection methods, presenting their data in different ways and then writing up their results analysis, conclusion and evaluation.</p> | |
| <p>History</p> | <p>Power and authority in Medieval England - Using source evidence and interpretations to review who held power in the Medieval period and consider if they had the authority to do so.</p> <p>The Silk Road - Exploring the significance of the Middle East on trade, technology and development in Medieval Europe.</p> <p>The Black Death - Investigating the causation and consequence of the Medieval global pandemic.</p> | |
| <p>Maths</p> | <p>Fractions Decimals and Percentages</p> <p>Ratio and Multiplicative change</p> <p>Addition and Subtraction of Fractions</p> | |



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| Music | <p>Elements of Music - focus on tempo, dynamics, rhythm and melody, style, instrumentation and how the mood is created</p> <p>Instruments in the Orchestra – focus on the woodwind family</p> <p>Introduction to the chords of Am, G, C and F</p> | <p>Melodic and rhythmic notation – consolidation</p> <p>Ensemble performances – in pairs and as a group ‘Riptide’</p> <p>An introduction to Song Writing and Lyrics</p> <p>Masters of Music focus - Grieg</p> |
| RE | <p>What does Belonging mean? Islam</p> <p>Who was Jesus? Christianity</p> | |
| Science | <p><i>Acids & Alkalis:</i></p> <p>Acids, Alkalis and indicators feature in this topic. Students also design a neutralisation investigation to compare antacid remedies.</p> | <p><i>Reproduction</i></p> <p>Animal reproduction with a focus on human reproduction, the menstrual cycle and pregnancy health. Plant reproduction including the role of bees in pollination.</p> |
| Spanish | <p><i>Students will know:</i> High frequency vocabulary to describe people, places, positions and technology.</p> <p><i>Students will know how to:</i> describe what people do with technology, and where people go and when. They will also start using the future tense to describe future plans.</p> | |
| Technology DT | <p>Completion of textiles product, analysis skills and evaluation skills.</p> | |
| Technology Food | <ul style="list-style-type: none"> ● World foods <ul style="list-style-type: none"> ○ Celebrating foods from different cultures ○ What are the origins of different foods? ● Planning a meal from a different country <p>Together, students will research and plan a meal based on a world cuisine</p> | <p>Researching and planning a balanced meal.</p> <p>Writing a time plan</p> <p>Cooking their planned meal independently</p> |
| PSHE | <p>Living in the Wider World</p> | |



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| | Relationships |
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| PE | <p><u>Rotation 4: Athletics</u> (6 x lessons of each)</p> <p>Healthy Body; practical athletics skills within running, jumping and throwing events such as sprint start, running techniques, throwing and jumping technique within different disciplines.</p> <p>Healthy Mind; understanding the short-term effects of exercise and key points of how to perform correct technique within different athletics events.</p> <p>Healthy Relationships; students will focus on the qualities of developing communication when feeding back to a partner on technique</p> |
| | <p><u>Rotation 5: Rounders, Tennis and Cricket</u> (4 x lessons of each)</p> <p>Healthy Body; practical skills of batting, bowling, fielding, serving, forehand and backhand shots and rallying within the different sports.</p> <p>Healthy Mind; understanding the long term effects of exercise and key points of how to perform correct technique within rounders, cricket and tennis</p> <p>Healthy Relationships; students will focus on the qualities of cooperation within team sports and when working with others 1-1</p> |