2026-27 Year 7 Curriculum overview

Subject	Autumn Term	
Art	Exploring the Formal Elements through 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.	
Computing	**Introduction Lessons**:- Students learn the basics of logging into the computing systems at school, how to access Google Classroom and use Arbor, how to access school emails and use them appropriately. **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. **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	
Drama	**Getting to know you and Drama techniques.** 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.	**Storytelling** Students will learn about story structure and stock characters. They will use story cards to help structure a story for performance. Students will learn how to work productively as a team and how to manage their time. They are expected to use their prior knowledge of techniques to enhance their performance for the audience. Learning is differentiated by a student's contribution to performance and use of the techniques. Students will structure their story around B.M.E and I.P.S (Beginning, middle, end and Introduction, problem, solution).

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English	**Class Reader: Analysing Literature** Students will read 'Ghost Boys' and explore themes of racism, justice and innocence. Their study will include how language and structure are used to create effect as they consider the topic's 'Big Idea': Moral Responsibility	**Rhetoric: Transactional Writing** Students will study rhetorical writing alongside reading 'Boy in the Tower'. This unit will allow students to gather knowledge of rhetorical devices, practice developing their writing skills and explore a variety of real-world examples as they work on composing their own formal letter. Inspired by the accompanying text, students will ask 'What should we stand up for?'
Geography	**Our Local Area: Where is my Place in the World?** In this introductory unit, students explore what Geography is and why it matters, developing key skills that will support their learning throughout the subject. They learn about the world's continents and oceans, how to describe the exact location of places, and how to read and interpret maps using symbols, contours, and grid references. Students practice using Ordnance Survey maps, compasses, and scales to navigate and understand how whole countries can be represented on maps. They are introduced to digital mapping and GIS through Google Maps and have opportunities to apply their knowledge in fieldwork activities. The unit concludes with revision, assessment, and an inspiring study of *Sir David Attenborough: A Naturalist's Life on Earth*, encouraging students to appreciate the wonders of the natural world and their place within it.	
History	**History at Priory -** An introduction to essential historical skills and historical investigation. **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 and migration on British society up to 1065. **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.	
Maths	During the first term of Year 7 and beyond, students will build on the foundational concepts introduced in the KS2 National Curriculum. Key content is revisited regularly through 'Do Now' tasks and prior knowledge checks, helping to reinforce learning and ensure long-term retention. The units outlined below are thoughtfully sequenced to support a progressive and coherent development of knowledge over time. **Unit 1**: Factors, multiples and Primes, highest common factor, lowest common multiple and expressing integers as a product of prime factors. **Unit 2**: Place value, ordering integers and decimals, rounding to nearest 10, 100, 1000, rounding to the nearest integer, rounding to decimal places and rounding to significant figures, powers of 10 and standard form. **Unit 3**: Four operations with integers and decimals (addition, subtraction, multiplication and division) and order of operations (BIDMAS). **Unit 4**: Directed number – using all four operations with both positive and negative numbers. Order of operations including negative numbers.	

Music	**From Shanties to Chippy Teas: Exploring Folk Through Song** Students are introduced to folk music as a living musical tradition rooted in storytelling, community, and shared musical experiences. Through singing traditional folk songs and sea shanties, pupils develop healthy vocal technique, ensemble skills and musical confidence whilst exploring how music reflects people, places and cultures.	**Feel the Beat: Exploring Rhythm** Students develop their understanding of pulse, rhythm, and timing through practical music-making activities including body percussion, chair drumming, and digital sequencing. They learn to read and perform rhythmic notation whilst creating their own rhythmic patterns and compositions.	**Pitch Perfect: Improvising with Sound** Students explore pitch, melody and improvisation through the study of pentatonic scales and Chinese music. They learn how musicians create musical ideas through listening, experimentation, and performance, and developing confidence in making creative musical decisions.
RE	**What makes the world Multifaith?** To welcome year 7 in to RE, we dive into the worldviews of religious and non-religious communities. We concentrate on how a person's worldview can affect their way of life. We focus on questions such as; What is my worldview? How does my worldview affect my actions? What do Humanists believe about the world? What worldviews are practiced where?	**Caused or by Chance?** To follow on from what makes the world multifaith, we start looking at religious and non-religious worldviews regarding the creation of the world. For the religious perspective, we focus on Christian ideas- including literal and non-literal views of Genesis. We also study how our views on creation impact our way of life and environmental views and our thoughts about whether we are good stewards or not.	**What Does Belonging Mean? Islam** To conclude our year, we examine this question- what does belonging mean? We concentrate on Islam and what Muslims may do to show belonging. This includes the study of the 5 Pillars, the role of the Mosque, being a part of the Ummah and the importance of charity within Islam.
Science	*Introduction to Science:* Safety in the laboratory and how to draw, name and use equipment correctly. Variables and graph work followed by writing methods.	*Energy:* 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.	*Particles:* Elements, Compounds & Mixtures and how to separate them. Then a look at the Periodic Table and the properties of metals and non-metals.

Spanish	**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. **Students will know how to:** start describing places and people, saying what objects people have, what they do, where things are located and how to describe things.
Technology DT	**Wooden ball baring puzzle game**- Students will know what Design and Technology is and some of the careers it can lead you to. Introduction to health and safety in the workshop and the safe use of a range of tools and equipment. Implementation of the design cycle to research, plan, design, make and evaluate. Students will have an understanding of timbers and plastics, and computer aided design through the use of 2D design.
Technology Food	Students will learn about health and safety in the kitchen and hygiene routines. They will also learn about the components of a healthy diet through an introduction to the eat well guide. Year 7 will learn and understand how to read and follow a recipe. Students will also learn a range of skills in the kitchen such as cutting skills (bridge and claw method), rubbing in method and kneading.
PSHE	**Health and Wellbeing** Living in the Wider World
PE	The KS3 curriculum works on a rotation basis, by the end of the year all students will have studied the same activities. **7A:** Rugby, Football, Outdoor & Adventurous Activities (OAA), Netball and Handball **7B:** Netball, Handball, Health Related Fitness (HRF), Table Tennis, Gymnastics **7C:** Table Tennis, Gymnastics, Dance, Rugby, Football **7D**: Rugby, Netball, Football, OAA, Health Related Fitness (HRF) **7E**: Netball, Rugby, Handball, Dance, OAA Students will begin to explore the three strands of; **Healthy Body;** practical skills of passing, receiving the ball, dodging, footwork, tackling, defending, shooting across invasion games. Aesthetic gymnastic and dance skills including balances, rolls, turns, jumps, leaps and acrobatics. Map reading and problem solving and how to measure and

	improve components of fitness within HRF. **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 across a range of sports. Understanding the components of fitness and methods of training and the rules, regulations and key points of how to perform skills. **Healthy Relationships**; students will begin to take on leadership roles in lesson and develop manners and respect when working with others

	Spring Term	
Art	Incredible Insects 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.	
Computing	**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. **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. 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.	
Drama	**Mime** 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.	**Physical Theatre** 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.

English	**Shakespeare: Much Ado About Nothing** Students will study Shakespeare's 'Much Ado About Nothing' and explore themes of reputation and gender. Their study will include how Shakespeare uses language, structure and stagecraft to create effect as they consider the topic's 'Big Idea': Gender roles and masculinity	**Creative Writing: Fantasy** Students will study conventions of the fantasy genre as they write about themes of wonder and prophecy. This unit will allow students to gather knowledge of narrative methods, practice developing their writing skills, and explore a variety of high-quality examples as they work on composing their fantasy narrative. To supplement their understanding of these topics, they will explore the 'Big Idea': The Natural Vs The Unnatural
Geography	**The British Isles and Beyond** In this unit, students investigate the Geography of the British Isles, exploring where people live, how the weather and climate vary, and how these factors shape our landscapes and lifestyles. They learn to measure and present weather data before carrying out a fieldwork study on microclimates, developing skills in planning, data collection, and analysis. The unit also examines the importance of National Parks, how industry and tourism affect these protected areas, and the conflicts that can arise. Students then move on to study our coasts, discovering how waves shape the landscape and create distinctive coastal features through a mix of practical and creative activities. Finally, the focus shifts to our capital city, London, looking at how it has evolved over time, the challenges it faces today, and possible solutions for its future. The unit concludes with an assessment and an Earth Heroes study, Bye Bye to Plastic Bags, encouraging students to think critically about environmental issues and the role they can play in protecting our planet.	
History	**The Norman Conquest -** Examining the similarities and differences in England as a result of William I's reign. **Case study: Castles -** Researching and reporting on the development of castles as a defensive structure in Medieval England.	
Maths	During the second term of Year 7 and beyond, students will build on the foundational concepts introduced in the first term and prior to this at KS2. Key content is revisited regularly through 'Do Now' tasks and prior knowledge checks, helping to reinforce learning and ensure long-term retention. The units outlined below are thoughtfully sequenced to support a progressive and coherent development of knowledge over time. **Unit 5**: Algebraic notation, substitution into both one operation and two operation expressions, function machines. **Unit 6**: Fractions, decimals and percentage conversions using a range of methods (both calculator and non-calculator) and recognising common conversions. **Unit 7**: Solving one and two step equations, forming and solving equations from simple problems	

	Unit 8: Addition and subtraction of fractions firstly with common denominators, moving on to uncommon denominators. Improper fractions and mixed number addition and subtraction and using fractions to calculate addition/subtraction of decimal problems. Introduction to algebraic fractions.	
Music	**Bar Wars: The Melody Strikes Back** Students develop their understanding of notation by reading, writing, and performing music using standard musical notation. They compose and perform their own melodies, applying knowledge of pitch, rhythm, and structure to create coherent musical ideas.	**Keys to Success: Learning the Keyboard** Students build instrumental skills through keyboard performance, developing technique, fluency, and confidence. They learn to perform melodies and accompaniments whilst applying their understanding of notation, rhythm, and harmony in a practical context.
RE	**Created or by Chance? Christianity**	
Science	*Cells:* The building blocks of life, movement in and out of calls and specialised cells.	*Forces & Space:* 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	***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. ***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.	
Technology DT	Students will continue to develop their skills in the workshop to produce their wooden ball baring game incorporating plastics and computer aided design. Pupils will then analyse and evaluate their products.	
Technology Food	Year 7 will learn about what makes our food unsafe and how we can prevent this. Students will learn how to safely handle raw chicken by making chicken nuggets. Students will continue to develop their skills in the kitchen through learning how to use the hob and oven safely.	

PE	**7A:** Handball, Health Related Fitness (HRF), Table Tennis, Gymnastics, Dance **7B:** Gymnastics, Dance, Rugby, Football and Outdoor and Adventurous Activities (OAA) **7C:** Football, Outdoor and Adventurous Activities (OAA), Netball, Handball, Health Related Fitness (HRF) **7D**: Dance, Table Tennis, Gymnastics, Handball **7E**: Health Related Fitness (HRF), Gymnastics, Table Tennis, Football Students will continue to explore the three strands of; **Healthy Body;** practical skills of passing, receiving the ball, dodging, footwork, tackling, defending, shooting, grip, stance, forehand and backhand shots across invasion games. Aesthetic gymnastic and dance skills including balances, rolls, turns, jumps, leaps and acrobatics. Map reading and problem solving and how to measure and improve components of fitness within HRF. **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 across a range of sports. Understanding the components of fitness and methods of training and the rules, regulations and key points of how to perform skills in Table Tennis **Healthy Relationships**; students will continue to take on leadership roles in lesson and focus on the qualities of developing empathy and resilience
PSHE	**Relationships** **Health and Wellbeing**

	Summer Term	
Art	Mixed Media and 3D Experimentation. 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 media and examine various 3D materials and their characteristics through coloured landscapes with a focus on composition and the work of Hundertwasser.	
Computing	**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. **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.	
Drama	Script Macbeth- students will learn about the story of Macbeth and take on the role of one of the witches. They will develop physical and vocal characterisation and learn the importance of maintaining this throughout their performance. They will also learn lines. Performing in the round- students will learn about the difficulties of performing in the round and model ideas as a class. Students will put what they have learnt into practice in their final Macbeth performance. Modern day interpretation- students will show their understanding of the scene by performing their own modern-day interpretation. Throughout all lesson's students will perform their work to the class and they will give and receive peer feedback and verbal staff feedback	
English	**Inspirational Poetry** Students will study a short anthology of inspirational poems and explore themes of identity and community. Their study will include how different poets use language and structure to create effect as they consider the topic's 'Big Idea': Urbanisation and the	Script Frankenstein Students will perform scenes from Frankenstein

	loss of community	They will perform in a range of stage formations and consider the differences. Thrust and promenade Students will consider lighting for their performance and learn how to use simple features of the lighting desk to provide this for each other's groups.
Geography	**Who are our European Neighbours?** In the final Year 7 unit, students expand their geographical understanding beyond the British Isles to explore Our European Neighbours, including a focus upon Russia. They begin by identifying our European countries, learning about the European Union and the impact of Brexit, examining the physical features that define the continent. Students discover the importance of rivers, how and where people live across Europe, and how natural landscapes such as the Alps were formed and influenced by tourism. The unit then turns to Russia, introducing its vast and diverse geography, population patterns, and natural resources, and exploring how these contribute to the country's global influence. Throughout the term, students develop key geographical skills through mapwork, enquiry, and fieldwork activities, and reflect on global issues through the *Earth Heroes* series and *Seven Worlds, One Planet: Europe*. The unit concludes with an end-of-unit assessment, allowing students to demonstrate their growing knowledge of European and world geography.	
History	**Power and authority in Medieval England -** Using source-based evidence and interpretations to review who held power in the Medieval period and consider if they had the authority to do so. **The Silk Road** - Exploring the significance of the Middle East on trade, technology and development in Medieval Europe. Linking in the journey through the Silk Road to **Africa in the Middle Ages,** looking at the significance of the early African empires of West Africa. And finally, the arrival of the **Black Death** in Medieval Britain- investigating the cause and consequences of the medieval global pandemic	
Maths	During the final term of Year 7 and beyond, students will build on the foundational concepts introduced earlier. Key content is revisited regularly through 'Do Now' tasks and prior knowledge checks, helping to reinforce learning and ensure long-term retention. The units outlined below are thoughtfully sequenced to support a progressive and coherent development of knowledge over time. **Unit 9:** Finding the area and perimeter of 2D shapes including rectangles, triangles, parallelograms and trapezia. **Unit 10:** Expanding single brackets, factorising into single brackets, expanding and simplifying expressions, solving equations involving brackets, use	

	of directed number within algebra. **Unit 11:** Non-calculator percentages methods including writing a value as a percentage of another and reverse percentages. **Unit 12:** Applying a range of angle facts to different scenarios such as angles around a point, angles on a straight line, vertically opposite angles and angles inside triangles. **Unit 13:** Constructing different triangles using SSS, SAS, ASA situations and constructing both perpendicular bisectors and angle bisectors.	
Music	**Orchestral Pop: The Coldplay Experience** Students explore the orchestra and its instrument families, learning how different instruments combine to create texture and mood. Through listening and ensemble performance activities, pupils develop an understanding of orchestration using contemporary music as a practical starting point.	
RE	**What does Belonging mean? Islam** **Who was Jesus? Christianity**	
Science	*Acids & Alkalis:* Acids, Alkalis and indicators feature in this topic. Students also design a neutralisation investigation to compare antacid remedies.	*Reproduction* Animal reproduction with a focus on human reproduction, the menstrual cycle and pregnancy health. Plant reproduction including the role of bees in pollination.
Spanish	***Students will know:*** High frequency vocabulary to describe people, places, positions and technology. ***Students will know how to:*** describe what people do with technology, and where people go and when. They will also start using the future tense to describe future plans.	
Technology DT	DT and Food on rotation, students will swap from either food or DT and repeat the autumn/spring terms	
Technology Food	DT and Food on rotation, students will swap from either food or DT and repeat the autumn/spring terms	

PSHE	**Living in the Wider World**
	Relationships
PE	All classes will study the following sports this term; Athletics, Cricket, Rounders and Tennis **Healthy Body;** practical athletics skills within running, jumping and throwing events such as sprint start, running techniques, throwing and jumping technique within different disciplines. Skills of batting, bowling, fielding, serving, forehand and backhand shots and rallying within the different sports. **Healthy Mind**; understanding the short-term and long-term effects of exercise and key points of how to perform correct technique within different athletics events and rounders, cricket and tennis **Healthy Relationships**; students will focus on the qualities of developing communication when feeding back to a partner on technique and cooperation skills within team sports and when working with others 1-1