

ENGLISH	<p>Students will begin with an introductory unit about Shakespeare, focusing on 'The Tempest'. They will explore the plot and analyse extracts from the text through reading in class and drama activities. Developing confidence in understanding Shakespeare's language, students will discuss and respond to the text, building upon the skills studied in 'The Bone Sparrow' to practise using evidence to support their explanations.</p> <p>In the second half term, students will read and respond to classic mythical tales. They will begin to analyse the tales, reflect on world literature and explore how this has impacted modern texts. In addition, students will develop their creative writing skills ready to undertake a descriptive writing assessment at the end of the unit.</p>
MATHEMATICS	<p>In the spring term, students will study the following topics:</p> <ul style="list-style-type: none"> • Solving problems with addition and subtraction • Addition and subtraction of fractions • Solving problems with multiplication and division • Directed number • Fractions and percentages of amounts <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
SCIENCE	<p>During spring term, students will learn about the following topics:</p> <ul style="list-style-type: none"> • Sexual reproduction in animals • Electricity • Atoms, elements and compounds • Muscles and bones <p>More information can be found about these topics on the science curriculum page of the school website.</p>
ART	<p>Students will continue to study insects in a range of media. They will develop skills in colour theory through watercolour and colouring pencils. Students will learn how to mix and apply colour effectively. They will then research Impressionist art, and they will design and make their own clay tile.</p>
COMPUTING	<p>Topics to be covered this term include: 'Parts of a PC' and 'Introduction to Python Programming'. In the first topic, students will be introduced to the main hardware components of a PC alongside their functions. They will then have to design their own PC by researching currently available components under budgetary constraints and report their choice of components in the design. In the second topic, students will be introduced to programming in an IDE, the use of variables and data structures in programming as well programming input/output exchanges with the user within selection statements. A short python project will follow where students will write and debug their first python program.</p>
COOKING & NUTRITION	<p>Students will continue to develop their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
DANCE	<p>Students will immerse themselves in the world of Matthew Bourne's "Nutcracker!", analysing how a professional dance work communicates story and character. Through practical exploration, students will master the core dance elements: actions, space, dynamics, and relationships. This foundational study will build their creative and technical vocabulary.</p>
DESIGN & TECHNOLOGY	<p>During our first rotation, students will begin to explore a range of materials and equipment to produce functional products. Students will begin to consider how electronics can be used in products alongside the work of others. The design development will involve greater annotations and reflection with significant reference to the consumer they are designing for. Students are encouraged to work more independently and complete further research both at home and using school laptops to extend their knowledge of materials. Students rotate from February half term and will be studying the following: In Year 7, students will explore biomimicry by studying how nature inspires design, then learn about sustainability and the environmental impact of materials, beginning to go into detail about the social, moral, cultural and spiritual aspect of different materials and products, including thermoforming plastics such as HDPE and our roles as both manufacturers and consumers.</p>
DRAMA	<p>This term, students will study Mime and the key elements that are needed for a believable performance, such as space, weight and shape. Students will also explore physical theatre and how to use their bodies creatively, focusing on a scheme called 'Darkwood Manor'.</p>

SPRING TERM 2026 - YEAR SEVEN

FRENCH	Having concentrated last term on student's personal world and their immediate physical environment at school (classroom/stationery items etc), we will broaden the school focus in French lessons this Spring Term. We will start with learning the French names for school subjects and how to give opinions about these and justifications for those opinions. We will then talk about school uniform and how to describe what someone is wearing in a photo – a skill that they will continue to use right into KS4. The school timetable and describing the school day is next, when students will use simple -er verbs with the pronoun "je", and then cover how to tell the time in French. Lastly, we will be describing school buildings and facilities, using "dans mon collège, il y a..." There will be continued and frequent emphasis on French phonics in lessons, so that pronunciation is finessed for the future.
GEOGRAPHY	Students will continue to learn and complete their topic about earthquakes and volcanoes, and they will consider if we can ever live safely with them. They will use their map skills to locate and describe distributions of tectonic and seismic hazards before case studying major volcanoes and earthquakes. This topic will see students studying old favourites like types of volcanoes and question the predictability and preparedness for earthquakes and volcanoes. Their knowledge will be informed by Ilan Kelman's book on natural disasters. Students will be encouraged to link their learning and geographical skills using the key concepts, so they can continue to see the connections in their learning. They will move onto study some contemporary geography topics starting with the 'geography of chocolate'.
HISTORY	Students will continue their in-depth investigation into the Medieval world. Our enquiries will be centred on 'What does the life of Eleanor of Aquitaine reveal about the medieval world?'; 'Why did the barons keep rebelling against their English rulers?'; 'How did the Mongols end up destroying Baghdad'; and 'What does the story of Mansa Musa reveal about medieval west Africa?' Throughout, students will continue to develop their skills of source analysis and extended writing.
LIFE SKILLS	Within the 'Relationships' topic, students will explore what underpins positive, healthy relationships. Students will consider what values are important to a successful relationship and how the media can impact expectations. They will also determine how to manage online relationships within this context. In the second half of the spring term, students will start to explore the wider world, with a focus on careers in the first half term. They will begin to identify their own skills and interests, exploring how these link to future career pathways. Through interactive activities, students will learn about different job sectors, workplace expectations and the importance of employability skills.
MUSIC	'The Classical Music of North India' Students will develop an understanding of music from this tradition. They will participate in performing and composing activities based on the techniques used by Indian musicians.
PHYSICAL EDUCATION	Physical Education (PE) lessons will cover the following activities: netball, dance, gymnastics, sports hall athletics, rugby, football and basketball. Games lessons will concentrate on skill development and incorporate fitness components. Students are expected to apply the skills and tactical knowledge gained during the autumn term to these various sports.
RELIGION, PHILOSOPHY & ETHICS	In the first half of the term, students will explore how justice and equality are central themes within Sikhism. The theme for the second half term is 'Do prophets influence us today?' Students will look at examples of prophets from different religions and investigate the impact they had on the world both then and now. They will then go on to investigate what problems there are in the world today and question whether there is a need for a modern prophet.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.