Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Literary Shorts** - Students study a selection of texts from different time periods, cultures and contexts. Students are introduced to skills needed to identify and comment on the effects of writers' use of language, form and structure.	**Studying Wonder (novel)** - This novel allows students to consider important ideas of kindness, tolerance and friendship. They will analyse how the author develops characters and themes, and consider how their methods affect the reader.	**Non-fiction shorts** - Students study a selection of non-fiction shorts on a range of topics. They will examine how writers adapt their work to suit different text types, audiences and purposes.	**Introduction to Shakespeare** - Students explore the world in which Shakespeare was writing, examining how Elizabethan and Jacobean audiences responded to his work. They explore character types and themes used within his plays.	**Moon on the Tides' poetry anthology** - Students study a range of poetic forms and techniques, and explore how contextual factors influence meanings and interpretations.	**19th century literature** - Students explore the Victorian era and its impact on Literature. They develop their analytical skills, examining the use and effect of different language and structural techniques within a range of extracts.
Cross-Curricular Links	PSHE	PSHE	PSHE, Drama	PSHE, History, Drama, Shakespeare Day	PSHE, Drama	PSHE, Drama
RE	**Pilgrimage** - this is the last unit of work that our feeder schools will have taught Year 7 in primary school. They are making the journey from primary to secondary school, so this it is very fitting to examine special journeys.	**God's Natures and the Church** - God is the most important figure in any religion. Thus, pupils first need to know the beliefs about Him and what this means for all of us today.	**Sacraments** - this combines both previous units. Sacraments are special stages in our lives, which involve God.	**Prayer, the Liturgical Year and Music in Worship** - once pupils understand the special stages in the lives of Catholics, they then learn how prayer and the liturgical year can bring them closer to God. They also examine the importance of music in worship.	**Saints** - Year 7 examine a variety of important Saints; including the house Saints of St. Joseph's. They determine whether or not they should have been made Saints, and how we can replicate their good actions in our everyday lives.	**Judaism** - now that Year 7 have learnt the fundamentals of Christianity, they are ready to learn about the basics of another similar relgion. They look at what Jews believe about God, as well as their different practices within the religion.
Cross-Curricular Links	PSHE			Music	PSHE	GCSE RE, PSHE
PSHE	**Building Relationships** - students learn what is unique about themselves, how to establish good relationships, the role and responsibilities they have in their relatiosnhips, how to spot fake relationships.	**Transition and Safety** - students learn how to manage the challenges of moving school, how to improve their study skills, personal safety including road and rail safety, how to respond in an emergency and basic first aid.	**Developing skills and aspirations** - students learn key skills including enterprise, leardership, teamwork etc. Students learn about different careers and skills needed, how to challenge sterotypes in the workplace and the link between values and careers.	**Marriage and Family** - students learn about different options available for people who want to commit to each other long term, legalities surrounding marriage, responsibilities of parenting and the difference between adoption and fostering.	**Citizenship** - students learn what it means to be a citizen, what national identity is, what international identity is, how the uk plays a role in world organisations such as NATO and WHO, how we can exercise our rights as citizens of the uk.	**Health and Puberty** - students learn the factors that make up a healthy lifestyle including diet, physical activity and sleep. The importance good dental hygiene and personal hygiene, the physical and emotional changes during puberty, managing periods and the different period products available.
Cross-Curricular Links		RE		PSHE-Autumn Term, RE	GCSE History	Food Nutrition, PE
French	**Greetings** - students learn how to introduce themselves, describe themselves and others as well express their likes/dislikes. Using regular verbs and the 2 auxiliary verbs in the present tense and agreeing adjectives with the noun.	**Mon college** - recap likes/dislikes, apply them to discuss school (subjects, teachers, food). Developing adjectival agreement and essential verbs and introduction of partitive article to talk about food.	**Hobbies** - using the computer, sports and hobbies, introduction of weather, saying what you like to do and describing what others do. Using frequency phrases and more regular verbs, using "jouer a" and "faire de".	Talking about your town. Talking about where you go in town at the weekend Saying what you can do in town Using "il y a" (there is/are), "on peut" + infinitive to describe what activities can be done in town.	Holiday plans and what you would like to do in the future. Reflexive verbs in the present tense, the perfect tense and near future.	Revision and grammar bootcamp.
Cross-Curricular Links	English	PSHE, English	English	English, Geography	PSHE, English	
Spanish	Introducing yourself, talking about your personality, your age and siblings. Saying when your birthday is and if you have pets. Using "to be" and "to have" in the present tense and understand adjectival agreement	Saying what you like to do, what you do in your spare time, talking about the weather, saying what sports you do, describe your and other people's favourite things. Using regular -ar verbs, "to do" and "to play"	Saying what subjects you study, giving opinions on school subjects, describing your school, talking about break time. Using -ar verbs to say what we do, expressing likes and dislikes, discovering -err and -ir verbs.	Describing your family, describing your hair and eye colour, saying what other people look like, describing where you live. Possessive adjectives, revision of "to be" and "to have", agreement and position of adjectives (after the noun).	Describing your town or village, telling the time, explaining what you are going to do at the weekend. How to say "a lot", "to go"and "to want" in the present tense. "Es la"/"son las" to tell the time, using the near future tense	Revision and grammar bootcamp.
Cross-Curricular Links	English	English	English	English	English, Geography	
	Migration -1. What is Thematic History? 2.	**Migration** - 1. Why did the Jews,	**Norman Conquest** -1. How did the Anglo-	**Norman Consolidation** - 1. What problems	**Medieval Religion** - 1. What medieval	**The Black Death** - 1. What was the Black

History	Who were the Celts, Romans, Anglo-Saxons and Vikings? 3. Why did the Celts, Romans, Anglo-Saxons and Vikings come to the British Isles?	Huguenots and Puritans migrate? What caused migration from Ireland and the West Indies, and how were migrants treated?	Saxons live in England from 1042-1066? 2. How were the Anglo-Saxons governed? 3. What ways have archaeologists and historians found out about Anglo-Saxon England?	did William I have after winning the Battle of Hastings? 2. How did William control England? 3. How did the Normans change England?	Christians believe about life after death? 2. How did individuals dedicate their lives to religion? 3. What influence did religion have on medieval ideas?	Death, and where did it come from? How did medieval people try to prevent and treat the Black Death? 3. What were the short-term consequences of the Black Death?
Cross-Curricular Links		RE			RE, English (Contextual history regarding Shakespeare)	RE, English
Geography	**Where in the World?** Key aims to ensure students are aware of key geographical locations, such as continents and countries, as well as the global political climate. + Key cartographic skills- grid referencing and lines of longitude and latitude.	**My Place- Slough**. Aims to give students better regional and national locational knowledge to build on prior learning. Also, attempts to start a foundation for urban issues and challenges through themes such as regeneration.	**Plate Tectonics and Hazards.** Aims to familairise students with key concepts such as the structure of the earth and plate boundaries through the learning of key words that are then fully embedded and utilised in year 9.	**Population- India.** Aims to give students an insight into slum living and disparities in wealth. Builds an understanding of development and indicators for future topics of Brazil.	**Rivers**- Addresses key processes, landforms and engineering strategies. Key words established for Year 8 coasts topic and KS4 Rivers and Coasts.	Revision and recall of skills, processes and key terms + concepts- both human and physical.
Cross-Curricular Links	MFL	MFL. PSHE	Science			
Maths	Types of number, Algebraic thinking (Collecting like terms, expanding and factorising),fractional thinking (operations and worded problems)	Averages and spread,forming and solving equations,rounding and approximation,written calculations linked to real life problems	Angles and algebra (linked to forming and solving equations,sequences,probability and set notation	Perimeter,area,volume; Apply algebraic thinking through connecting algebra and geometry; Pythagoras theorem	Percentages,fractions,decimals conversions,ratio and proportion	Transformations (Translation, Rotation, Reflection, Enlargement),presenting and interpreting data (Frequency tables, pie charts bar graphs);project work linked to data and finance
Cross-Curricular Links	Food Nutrition (fractions in recipes)	Science	Maths - Autumn Term	Design and Technology	Food Nutrition (ratio and proportion)	Art (transformations), Geography (statistical diagrams)
Science	Introduction to science and safety in the lab. Study of cells of organisms and bodily systems (breathing, gas exchange, movement).	Particles of matter and Energy systems (Food and fuels, energy resources, radiation, energy and power)	Human reproduction (adolescence, fertilisation and implantation, menstruation) and Genetics (DNA, inheritance, types of variation, genetic screening).	Atoms, Elements, Compounds and chemical reactions (chemical formulae, exothermic and endothermic reactions).	The study of space (Gravity, Solar system, the universe), the new frontier.	Sound and vibrations - waves, energy transfer, pitch, echoes and ultrasound
Cross-Curricular Links	Food Nutrition (Health and Safety), PE		RE	Maths (equations)		Music
Computing	**Digitial Literacy** Introduction to key Information Technology skills through using Microsoft Office tools. This includes: • attaching files and using OneNote and Teams • writing a formal business letter in Word, • use of interactivity in PowerPoint and • basic formulas and graphs in Excel.	**Computer Systems 1** • Defining a computer system • Identifying input and output devices • Identifying the various components of a computer and understanding their function • Understanding of how the devices work together (the CPU, RAM, Hard Drive, IO Devices) • Introduction to the Von- Neumann Architecture.	**Computational Thinking** Introduction to problem solving using the computational thinking skills: • Decomposition, • Abstraction, • Pattern Match • Algorithms - Create algorithms using flowchart - Introduction to Sorting Algorithms o Bubble Sort o Insertion Sort	**Visual Programming:** Scratch(PRIMM) Introduction to Programming and the language constructs using Sratch Block base' (non- textual approach): - Outputs - Variables - Inputs - Selection (IF-ELSE statements) - Iteration (Conditionals)	**Text Programming 1** :Python Turtle(PRIMM) Introduction to Python Programming using Turtle. Linking block base to text base programming: Draw simple shapes using: • Sequence • Iteration • Selection • Using input statements • Subroutines	**My Digital World 1** Students will investigate and discuss the Impact technologies on our lives while considering: • ethical issues • legal issues • cultural issues • environmental issues • privacy issues. - how key stakeholders are affected by technologies
Cross-Curricular Links	English, Maths		Maths		Maths	PSHE

Design and Technology	**Health and Safety** - Understanding motions and their uses in products and mechanisms. To be able to work in a team to produce a model in a given time - Lego Challenge	**Marble Run** - To demonstrate the use of the 4 motions in a marble run constructed in small groups. Use of good time management and material and adhesive choices	**Isometric drawing** - Using isometric paper to draw 3D Designs. Net templates to make card modelling	**Design and Make Activity** - Use of equipment (links back to health and safety - safe use of hand tools) - design and modelling	**Designer inflences** - using influences and inspiration from a designer or movement to produce their own unique designs	**Material Classification - Woods and Plastic - Understanding different materials and their properties**
Cross-Curricular Links	Science	Science	Maths	Art and Design	Art and Design	
Food Nutrition	Demonstrate health and safety practices and apply own knowledge when cooking and preparing within the kitchen. Cooking and preparation skills and practices – Demonstrate basic cooking and preparation technique within the kitchen. To be able to evaluate dishes made and identify areas of improvement.	Nutrition – To distinguish the different nutrients eaten today and identify the functions of each nutrient as well as available sources. To be able to use this knowledge to make food choices when eating and making different foods Cooking and preparation skills and practices –Continuation of cooking practices, development of skills allow students to make more complex foods in the provided time.	Food Commodities – To understand the nutritional value of key food commodities. Demonstrate knowledge and understanding of commodities through appropriately preparing and cooking through building of prior cooking skills acquired. Students will demonstrate best uses of commodities in dishes prepared and cooked.	Food sustainability – Students must demonstrate an understanding of how the food industry contributes towards global warming. Students will investigate how food can be made more sustainable and practices used today. Students will demonstrate an improvement in skills, linking flavor, texture and appearance of dishes cooked.	Food safety, Food Poisoning, Allergies and intolerances – Students will have a deeper understanding of the consequences of food and hygiene practices. Students will learn basic forms of food poisoning and identify ways in which to prevent its spread, such as cross contamination and bacteria growth. Students will also understand the modern day issues and differences between an allergy and an intolerance.	Revisiting skills and processes – Students will be exploring the variety of cake making techniques (creaming method, whisking method, melting method, rubbing in method) – using these techniques to produce baked goods that are popular today
Cross-Curricular Links		Science - Biology		Geography	Food Nutrition - Autumn Term, Science - Biology	
PE	**Physical:** To demonstrate the key skills, rules and tactics for Handball, Gymnastics and Fitness. **Theory**: To be able to link the bones of the body to key sporting movements in Handball, Gymnastics and Fitness	**Physical:** To demonstrate the key skills, rules and tactics for Netball, Trampolining, Table Tennis, Football, Badminton and Basketball. **Theory**: To be able to link the bones of the body to key sporting movements in Netball, Trampolining, Table Tennis, Football, Badminton and Basketball.	**Physical:** To demonstrate the key skills, rules and tactics for Rugby, Trampolining, Table Tennis, Football, Badminton and Handball and Fitness. **Theory**: To be able to link the muscles of the body to key sporting movements in Rugby, Trampolining, Table Tennis, Football, Badminton and Handball and Fitness.	**Physical**: To demonstrate the key skills, rules and tactics for Rugby, Trampolining, Table Tennis, Football, Badminton and Handball and Fitness. **Theory:** To be able to link the muscles of the body to key sporting movements in Rugby, Trampolining, Table Tennis, Football, Badminton and Handball and Fitness.	**Physical**: To demonstrate the key skills, rules and tactics for Rounders, Softball, Cricket, Tennis and Athletics. **Theory**: To be able to link the joints of the body to key sporting movements in Rounders, Softball, Cricket, Tennis and Athletics.	**Physical:** To demonstrate the key skills, rules and tactics for Rounders, Softball, Cricket, Tennis and Athletics. **Theory**: To be able to link the joints of the body to key sporting movements in Rounders, Softball, Cricket, Tennis and Athletics.
Cross-Curricular Links	Science - Biology	Science - Biology	PSHE (Healthy living)	Science - Biology	Science - Biology	Science - Biology
Music	West African Drumming - Exploring Rhythm: Main focuses include Reading rhythm notations and understand how to write a rhythm down. Texture and structure in Rhythms within a group, using structure to organise a performance as a group. Using Teams to complete homework tasks	Developing Keyboard Skills - Building Dexterity: Main focuses include - finger movements, spatial awareness and motor co-ordination Ternary Form Structure Reading Treble Clef and note lengths	**Folk Music of the British Isles** : Main focuses include - Reading rhythms with the treble clef Understanding time signatures Investigating how the term 'Folk' and 'Traditional' are interpreted in different countries across the world	**Gamelan Music:** Main focuses include - Using different forms of notation to represent music Understanding textures, time, listening skills, pitch and sub-division of time Composing an ostinato	**Tonality and Scales**: Main focuses include - Reviewing knowledge of scales and structure Understanding complex rhythms Composing challenge	**Programme Music:** Main focuses include - Story telling with music: How to recreate a theme Using harmony to change directions Writing about music (end of year exam)
Cross-Curricular Links	Art (African themes), Drama, History, Geography	Tech - Electronics, Science, Geography, Physicality - Dexterity	Geography, History, Art, Drama, English, Science	Geography, History, Numeracy, Literacy, Science, Drama, Art, MFL	Maths, Art (Cross-curricular vocabulary), Drama,	Drama, English, Science, Art.
Drama	**The Pied Piper of Hamelin**- Students look at different parts of the story each week, focusing on a different drama technique within the lesson. These includeFreeze frames, narration, dualogues	**Charlie and the Chocolate Factory** - Exploring the Roald Dahls characters and bring ing them to life using techniques such as thought tracking and physicalisation	**Inside Out** - To explore the effect of mental health and how to cope if it affects your life using the premise of Disneys Inside Out	**Shakespeare** - Is Shakespeare relevant in todays society? Students will explore plot, character language and structure	**Pantomime -** How did the origins of Pantomime influence other works? Students will explore the origins of Panto and look at the stock characters	**Pantomime**- Students will write and perform their own pantomine in forms
Cross-Curricular Links	Engish, Form Time, Reading	English, Form Time, Reading	PSHE	English, History, Shakespeare Day	English, History	English, History

Art	**Formal Elements:** Drawing, line, texture, tone, paint, colour theory. OUTCOME: Colour wheel and series of drawings	**African Masks**: Drawing, collage, mixed-media, sculpture. OUTCOME: Design and create their own African mask	**Natural Forms:** Colour drawing, line and landscape, backgrounds, mixed-media. OUTCOME: Mixed media design inspired by British Artist Angie Lewin.	**Natural Forms**: Printmaking, repeat/reflect/rotate, developing a design. OUTCOME: Polytile repeated pattern	**Portraiture:** drawing, colouring, creative writing, drawing from life. OUTCOME: Artist study	**Portraiture**: Symbolism, painting, mixed-media. OUTCOME: A3 Mixed-media self-portrait
Cross-Curricular Links		Music		Maths	English	English