



YEAR 7: SPRING

Welcome to our Spring term Curriculum Letter. There are plenty of extra-curricular activities for students to get involved in this half term and many departments will be running exciting activities.

More general information about the curriculum can be found [here](#).

We have our Challenge Day on 30th January. Year 7 will be taking a Geography Trip to The National Marine Aquarium in Plymouth.

The departments that teach your child have contributed below to let you know what students will be studying this term.

ART

Pupils are still in the process of producing a final piece on Egyptian Art from last term (Cartouche) using further methods of ensuring accuracy in measuring (rulers, set square, compass). After this, pupils will be producing design based on Ancient Greek and Roman Artwork of a 'Mythological Creature'. This will further enhance their skills in the use of design work (for a given circular space of a plate) and paintbrush control within the design itself.

COMPUTER SCIENCE

Students will continue to develop their skills around Python programming. In this unit of work, they will explore selection, iteration and data structures. Their skills will be applied to a wide variety of real-world scenarios.

CAREERS

As part of their PSHE lessons where they will have an introduction to the World of Work.

DRAMA

Characterisation and Realism - Devising from photographic stimuli.

ENGLISH

Pupils have begun their study of their class novel, Philip Pullman's The Ruby In The Smoke. They will immerse themselves in the dark and dangerous underworld of Victorian London and, through creative and analytical tasks, solve the mystery of the missing ruby. Through their study, they will explore how the author crafts effective characters, creates atmospheric settings and builds tension throughout the novel.

FOOD & NUTRITION

Macro-nutrients: Protein, carbohydrates and fats and their functions and sources.

Making sweet and savoury dishes.

GEOGRAPHY

Threatened Oceans.

Who do you think you are? - Population and Migration.

HISTORY

Students will be moving on from their work on the Normans and looking at the later Medieval period, including: aspects of Medieval Society such as the Black Death and Peasants Revolt, Political History with Medieval Monarchy, the Wars of the Roses, and Murder of the Princes in the Tower etc.

MATHEMATICS

Equations - solving one-step, two-step and involving fractions.

Probability - The language of probability, calculating probabilities, experimental probability vs theoretical probability, expected outcomes.

MFL: FRENCH

Students continue to learn about 'les vedettes francophones' (French speaking celebrities) and then begin a topic called 'Bienvenue chez moi et dans ma région', in which they will:

Describe their house and home.

Describe their local area.

Give their opinion on where they live.

Use key verbs in the present tense.

MFL: GERMAN

[Meine Familie / Mein Lieblingsstar:](#)

Family members.

Physical descriptions including hair and eyes.

Describing personality.

Describing celebrities.

MFL: SPANISH

Students will continue their study of the Spanish speaking world and use new vocabulary to describe countries around the world that speak Spanish before moving on to

[Un artista español:](#)

Learning about the paintings of the Spanish artist Joan Miró.

Describing paintings using nouns and adjectives.

Giving your opinion about the paintings and giving reasons.

Using key verbs in the present tense.

MUSIC

Instruments of the Orchestra - including developing keyboard skills, Ukulele skills.

PHYSICAL EDUCATION

Students in year 7 rotate sporting activities every three weeks, giving them six lessons per activity, plus some additional sports due to a longer term this year. Each year 7 class will have taken part in four of the following activities, from which they haven't already completed in the Autumn Term:

Football - This term, Year 7 students will be developing their football skills through a six-lesson unit focused on teamwork, technique, and game understanding. They learn key fundamentals such as dribbling, passing, shooting, and defending, while also exploring how to create and deny space in small-sided games. Emphasis is placed on communication, fair play, and developing confidence in both attacking and defensive situations.

Gymnastics - students learn the components of a floor routine and performed routines including rolls, jumps, balance and travel. They will also learn how to use springboard technique, focussing on generating power and using body tension, they also apply their springboard technique to help them begin to learn some basic vaults.

Netball - students start by learning the different passes in netball and the basic footwork rule. Over the sessions they are taught the rules of the game and started by playing small sided games where they will aim to outwit their opponents. Students will learn how to dodge, shoot and discover how to defend their player and the ball.

Rugby - students begin to learn the basic laws of rugby union. They begin with ball handling skills, progressing onto pop passes and spin passes applying this to attacking structure. They learn how to create a defensive structure as a team and applied cohesive defence to tag/ touch matches. The curriculum is currently non-contact, however students still learn tackle height laws and how to perform a ruck to support their understanding of offside laws as well as attacking an defensive plays.

Badminton - students will learn how to grip the badminton racket for optimal shots. They have learned how to use various types of serve, clears, smashes and drop shots, their knowledge of shots will help them understand how to outwit opponents and the importance of footwork on the court. The students learn how to use the badminton court lines within the rules of the game for both singles and doubles play.

Volleyball - students practice the main volleyball shots, beginning with lots of isolated practice of: the dig, set, serves, spike and block. They will learn the key rules of volleyball including number of touches, court lines, net rules and team rotation and begun to apply their learned skills to conditioned games.

Dance - Students explore a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. Students will demonstrate creativity by exploring dance ideas from various sources and cultures.

TEXTILES

Students are working as designers to explore the design brief, understand their target customers and complete product analysis to guide them to design a unique fabric case for glasses or phones.

PSHE

In PSHE, students will be moving onto lessons that will help them learn more about themselves. They will be looking at topics such as using Mental Health where they will create a toolkit for good mental health, puberty, personal hygiene, the importance of sleep, personal safety, and finally they will learn some basic first aid, including CPR.

RELIGION, PHILOSOPHY & ETHICS

What might it mean to be a British Sikh?

Many students will not have learnt about Sikhi before and so this unit this will be an introduction to some key beliefs, concepts, and values. The emphasis throughout is on how these beliefs and values might impact on the actions of Sikhs in Britain and on why there is diversity within Sikhi. Students will revisit Sikhi in the Year 8 unit "Good, bad, right, wrong? How do I decide?"

SCIENCE

Biology:

Students will study: Cells, Reproduction, movement and breathing, interdependence and evolution.

Chemistry:

Acids and alkalis: acids and alkalis; indicators and pH; neutralisation and making salts.

Physics:

P2 Thermal energy transfers and P3 Forces 1.

