



2022-2023

Year 7 Curriculum Overview

Subjects <i>(Click subject to jump to overview)</i>	
Mathematics	2D Art / 3D Art
English	Textiles
Science	Food
History	Physical Education
Geography	Music
Religious Studies	Drama
Spanish	Bourne Scholar

Mathematics Curriculum Content

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Autumn Term	
<p>The aim of this term is to build a solid foundation in number skills. By the end, students should be fluent in all four operations, negatives, factors, multiples, and primes in addition to moving with ease between fractions, decimals, and percentages. We emphasise the importance of not rushing through each topic and spending time repeating processes to build fluency.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> • Number properties • Types of number • Decimals 1 • Highest common factors and lowest common multiples • Order of operations • Comparing numbers 	<ul style="list-style-type: none"> • Rounding • Decimals 2 • Fractions – taught using bar modelling • Calculating with fractions • Fractions, decimals and percentages • Percentages • Multipliers

Spring Term	
<p>This is the first time that students are introduced to algebra and therefore ample time is given to understanding the notation and conventions of algebra. Students need to have a good understanding of the four operations to be able to calculate where the calculation involves variables. Students also need to have a good understanding of fractions and indices, and these are used in problems to extend.</p> <p>A key strategy we use to extend students in this topic and to develop problem solving is to combine algebra with geometry.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> • Algebraic notation • Generalise relationships using algebraic statements • Simplify expressions • Manipulate algebraic expressions using the distributive law to maintain equivalence 	<ul style="list-style-type: none"> • Substitution • Solve linear equations • Sequences

Summer Term	
<p>Using prior knowledge of core fractions, decimals and percentages, students apply their number knowledge to probability theory. Going beyond number, students develop an understanding of the concept of what probability is and notation. This means that students are able to describe problems in words and understand what they are finding. This involves understanding of key terms such as ‘trial’, ‘event’ and theory around ‘or’ and ‘and’. The scheme of work develops so that students can also access contextual problems. Application of knowledge is extended to frequency trees and two-way tables, with extension leading on to ideas of more than one event, and independent and dependent events.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> • Fractions, decimals and percentages re-cap • Probability • Probability diagrams • Data handling • Data handling – pie charts 	<ul style="list-style-type: none"> • Averages • Data handling - scatter graphs • Venn diagrams

English Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>At the start of Year 7, all students take baseline tests in Reading and Writing. The data from these tests, in combination with available SATs data, is used to determine which set a student is placed in.</p> <p>During the Autumn term, students explore the foundations of English literature by studying the myths and legends of Ancient Greece. Students read a translation of 'The Odyssey' by Homer, which is the first recorded piece of literature in the Western world. As context for this text, students learn about the myths of Ancient Greece, covering stories such as 'Icarus and Daedalus' and 'Pandora's Box'. During the first half term, students also work on their own skills of creative writing.</p>	<p>In the second half of the Autumn Term, students focus on a close analysis of 'The Odyssey', with a particular emphasis on the ways that Homer characterises Odysseus as a hero. They also continue to refine their own skills of creative writing.</p> <p>There are two end of term assessments in early December: one requires students to produce a piece of creative writing and the other asks them to analyse an extract from 'The Odyssey', requiring them to draw on their knowledge of the text as a whole.</p>

Spring Term	
Half term 1	Half term 2
<p>At the start of the Spring term, students study influential and important speeches from the 20th and 21st centuries, such as Martin Luther King's 'I have a dream' and Malala Yousafzai's 'Education First'. Through studying these speeches, students learn about rhetorical techniques. Students also practise writing their own speeches and delivering these to the class.</p> <p>The culmination of this unit is an assessment in which students write a persuasive speech in timed conditions.</p>	<p>In the second half of the Spring term, students read Shakespeare's 'Julius Caesar', focusing on a close analysis of the most important speeches in the play. Students develop their oracy skills by performing the most famous speeches from the play out loud and they draw on their knowledge of the Roman Empire (covered in the History curriculum) to help them to understand the context of 'Julius Caesar'.</p> <p>The term ends with a timed assessment focused on analysing an extract from 'Julius Caesar' and linking it to the play as a whole.</p>

Summer Term	
Half term 1	Half term 2
<p>In the Summer term, students study poetry with a focus on Seamus Heaney's translation of the 10th century poem 'Beowulf' and Samuel Taylor Coleridge's 'The Rime of the Ancient Mariner'. When studying 'Beowulf', students learn about Old English and its influences on modern English. Ideas around how writers present heroes and monsters, which were first covered in Term 1 during their study of 'The Odyssey', are returned to during this unit.</p>	<p>The concept of storytelling is further explored in the final half term of the academic year. Students read a variety of different fairy and folk tales from Europe, Asia and Africa, and discuss the significance and influence of these stories on cultural norms. Students also learn about narrative structure and archetypal characters during this unit.</p> <p>The final assessments of the year require students to produce a close analysis of an extract from 'Beowulf', drawing on their study of the whole text, and to produce a piece of creative writing completed in timed conditions.</p>

Science Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students start Key Stage 3 Science by learning about basic skills in working scientifically, which they later need in Key Stage 3 and Key Stage 4. They go on to learn the fundamental concepts of biology and chemistry, starting with cells, particles, and matter.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Working scientifically• Matter, Particle Model and Separating Techniques• Organisms, Cells, and Movement	<p>Year 7 students are introduced to Key Stage 3 Physics with the topic of Forces. Here they start with basic principles of motion and forces, specifically an introductory understanding of Newton's Laws. These ideas are introduced again in Year 8 so students can build on and deepen their understanding of components originally introduced during the teaching of forces in Key Stage 2 at primary school. They also build upon their previous chemistry topic, learning about atoms, elements and compounds.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Forces• Atoms, Elements and Compounds

Spring Term	
Half term 1	Half term 2
<p>This half term students build on their knowledge of Earth and space by learning more about the solar system and gravity. The students then have an introduction to acids and alkalis before expanding their understanding of neutralisation.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Space• Acids and Alkalis	<p>In this half term the students build on their cell biology knowledge and learn about plant and animal reproduction. Students move onto Energy, which is a new concept. Students build an understanding of the fundamental components in this topic. Students revisit and build on these ideas at GCSE, allowing them to deepen their understanding.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Reproduction in Plants• Reproduction in Animals• Energy

Summer Term	
Half term 1	Half term 2
<p>In this half term students build on their knowledge of electricity learned in Key Stage 2 at primary school. Here, they begin learning the basics of static electricity and circuit diagrams and understanding current, voltage and resistance in a circuit. Students then expand their knowledge by learning about ecosystems. This unit builds on their knowledge of living things and their habitats from Key Stage 2 at primary school.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Electricity• Ecosystems	<p>In the final half term students revisit their Year 7 topics and preparing for their end of year exams.</p>

History Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students are challenged to activate exciting historical knowledge and skills as well as go through the process of conducting a mini-enquiry. This then paves the way for a larger-scale enquiry into the Romans, where students explore the developments made by the Romans and how significant they were. Students then compare this time period to that of the Anglo-Saxon period to determine whether progress was made or hindered.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Key Skills and Introduction to History - <i>What is History?</i> - <i>What did the Romans actually do for us?</i> • The Anglo-Saxons - <i>How dark were the Dark Ages?</i> 	<p>This enquiry allows students to examine what England was like prior to 1066, why there was a succession crisis, and why William was able to win the battle and how he took control over England. Students then study and explore how three different groups challenged royal authority in the Later Middle Ages and assess the extent to which royal authority diminished in this period.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • The Norman Conquest - <i>How was William the Conqueror able to seize and maintain control of England?</i> - <i>Students formally assessed on the Romans, Anglo Saxons and The Norman Conquest</i> • Medieval Life - <i>Could anyone challenge the king in the Middle Ages?</i>

Spring Term	
Half term 1	Half term 2
<p>Students study the English Reformation and Counter Reformation from Henry VIII to Elizabeth I, exploring the role of the monarch, church, parliament, and people in altering England's religion. They then explore how power shifted within England during the time of the Civil War.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Tudors - <i>What drove religious change in the sixteenth century?</i> - <i>Students formally assessed on William and Control and the Tudors.</i> • English Civil War - <i>Why did the king lose his head in 1649?</i> - <i>What made Parliament supreme in the 17th Century?</i> 	<p>Students learn about France's Ancient Regime and investigate the problems that arose from the Third Estate's lack of power. They explore how a popular revolution took place that caused the execution of Louis XVI and how France navigated the power vacuum following this, exploring the Great Terror and eventual restoration of the monarchy.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • The French Revolution - <i>Why did the French Kill their King?</i>

Summer Term

Half term 1

Students study the English Reformation and Counter Reformation from Henry VIII to Elizabeth I, exploring the role of the monarch, church, parliament, and people in altering England's religion. They then explore how power shifted within England during the time of the Civil War.

Topics covered:

- Tudors
- *What drove religious change in the sixteenth century?*
- *Students formally assessed on William and Control and the Tudors.*
- English Civil War
- *Why did the king lose his head in 1649?*
- *What made Parliament supreme in the 17th Century?*

Half term 2

Students learn about France's Ancient Regime and investigate the problems that arose from the Third Estate's lack of power. They explore how a popular revolution took place that caused the execution of Louis XVI and how France navigated the power vacuum following this, exploring the Great Terror and eventual restoration of the monarchy.

Topics covered:

- The French Revolution
- *Why did the French Kill their King?*

Geography Curriculum Content

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Autumn Term	
During the Autumn Term, students ask and explore answers to the question 'what is the UK and what is it like?'	
Half term 1	Half term 2
In the first half term students learn their geographical place in the world, developing confidence in locating physical spaces using latitude and longitude; compass directions; and the names of continents, global regions, and oceans. Students then explore the location of London within the UK and assess its importance on a variety of scales.	Students continue with the topic of half term 1, studying the causes of migration, focussing on the pull factors of employment to then learn about the main employment sectors in the UK. Students finish the unit by studying the physical features of the UK through analysis of climate graphs and explanation using the concepts of convectional and relief rainfall.

Spring Term	
During the Spring Term, students first study the country Nigeria before moving onto study Ordnance Survey (OS) Maps.	
Half term 1	Half term 2
With students having a firm grasp of their national Geography, they study Nigeria as a contrasting country. The unit mirrors some of the key concepts of the first term. Students revisit climate graphs to compare the UK's temperate climate with the desert and tropical climates of northern and southern Nigeria. Migration is studied again, but this time in the context of mass rural to urban migration rather than international migration. New concepts such as natural increase and slum growth come into play as students are introduced to demographics and urban challenges.	Students return to the UK to develop a core skill in Geography. Students learn how to read and to give 4- and 6-figure grid references, read distances using scale, decipher OS map symbols and tell the height and shape of the land using contour lines as well as spot heights. Each lesson refers back to one OS map extract from the UK so that students build confidence and familiarity with the landscape.

Summer Term	
During the Summer Term, students apply the skills that they have developed over the course of the year to the study of a larger geographical region. They ask and explore answers to the question 'what is the Middle East?'	
Half term 1	Half term 2
Students use the skills they have developed to confidently study an area on a larger scale than a single country: a global region. Students learn about the human and physical features of the region, its climate, and the challenges it faces in a warming world. Students investigate the role oil plays in the fortunes and misfortunes of the region, before looking at how this resource is not just the cause of problems, but how the wealth and energy generated from it allows Middle Eastern countries to overcome the challenges of global warming through the growth of Dubai and the use of desalination.	Prior to end of year exams, students surmise the Middle East unit by investigating the question 'Is the Middle East a developed region?' In this investigation students use their knowledge of urban growth, climate, and natural resources as well as learning about key concepts such as development measures and gender equality.

Religious Studies Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students are introduced to the basic concepts within Religious Studies. Students study what constitutes a religion and how the different world religions fit within those criteria. Students also look at different explanations for the existence and creation of the world through a variety of world religions as well as scientific and atheistic perspectives.	Building from the previous term, students analyse how religions develop and change over time and place. Students look at how religions spread historically, have changed through different denominations and how and why people may or may not be religious today.

Spring Term	
Half term 1	Half term 2
Students begin to apply their understanding of the concepts of religions and God and see how this is manifest in the practices, stories, and beliefs of Judaism. Students look at the stories of Judaism, looking at the formation of Judaism in the Torah focusing on the narratives of Abraham and Moses, whilst simultaneously learning about the practices of different denominations of Jews today.	Students continue with their study of Judaism, before moving onto looking at Christianity and the life of Jesus. Students study the historical context of Judea and how this shaped Jesus' message and the formation of Christianity. Students look at the narrative of Jesus' life and how this would affect a Christian's belief and practices today.

Summer Term	
Half term 1	Half term 2
Students continue studying the life of Jesus before moving onto an in-depth study of rites of passage through various religions. Students evaluate the nature and purpose of rites of passage from birth, adolescence and death, looking at examples from all the major world religions.	Students continue their work on rites of passage as well as consolidating all their previous work from the year with a focus on essay writing and evaluation skills ahead of their end of year exam.

Spanish Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students learn how to introduce themselves; giving name, age, where they live and a brief description of themselves. They also learn to describe someone they admire.</p> <p>In terms of high frequency language and grammar, they learn the first and second person of key, high frequency verbs such as 'tener' (to have) and 'ser' (to be,) as well as numbers, months of the year, and key descriptive adjectives.</p> <p>Students learn basic sentence structure, including the use of verbs and adjectives as well as how to phrase questions. They practise key memorisation techniques such as self-testing.</p>	<p>Students learn how to talk about what they do in their free time, including expressing opinions and talking about the weather.</p> <p>In terms of high frequency language and grammar, they learn how to use the verb 'gustar' (to please/like) with a verb in the infinitive and they learn how to conjugate '-ar verbs' (the most common verbs) in the present tense.</p> <p>Students learn how to use question words, enabling them to take part in an extended and detailed conversation. They also learn how to use the high frequency verbs 'hacer' (to do/make) and 'jugar' (to play) in the first and second person.</p>

Spring Term	
Half term 1	Half term 2
<p>Students learn how to talk about school, including describing what school subjects they study and giving opinions on these. They learn how to describe their schools and what they do at break time.</p> <p>In terms of high frequency language, they learn how to use the first person plural (the 'we' form) of verbs, as well as how to use the verb 'haber' (to be) to describe what there is and is not. They also learn about '-er' and '-ir verbs.'</p>	<p>Students learn how to talk about family and friends, including giving detailed physical and character descriptions. They practise using the required high frequency verbs 'tener' (to have) and 'ser' (to be,) whilst enhancing and enriching their language in order to create detailed, extended sentences and texts.</p>

Summer Term	
Half term 1	Half term 2
<p>Students learn how to describe where they live, including what there is and is not, and how to give detailed opinions.</p> <p>They learn how to ask for and give the time, how to order food and how to talk about future plans.</p> <p>In terms of high frequency language and grammar, students learn how to use the high frequency verb 'ir' (to go) and how to use 'un/una' ('a/an'), 'unos/unas' ('some') and 'mucho/a/os/as' ('many') correctly in order to enhance their descriptions.</p> <p>Students also practise listening for detail, including understanding more complex spoken text.</p>	<p>Students review the language covered over the year, focusing on key grammar points, especially high frequency verbs such as 'tener, ser, ir, hacer'.</p> <p>They practise understanding more complex language and extended texts as well as coping strategies when faced with challenging and unfamiliar language.</p> <p>Students also practise revision techniques and extended writing ahead of the end of year exam.</p>

2D Art Curriculum Content

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Rotation Structure

Year 7 students complete four distinct rotations across Art, Textiles and Food as part of the 'Expressive Arts' curriculum over the course of the academic year. Each rotation lasts approximately eight weeks.

Rotation 1: 2D Art

In this project, Year 7 focus on everyday objects and how artists utilize these objects in their artwork. They start the project by creating tonal drawings from primary and secondary sources. They explore historical and contemporary artists' work by creating drawings/paintings using variety of materials. Students combine their knowledge from the project and skills they have developed into an outcome, whilst also exploring colour and composition.

Skills covered:

- Drawing:
 - *Drawing from primary and secondary sources*
 - *Exploring line and tonal drawings using pencil and coloured pencils*
- Painting:
 - *Practising how to mix and create colour (colour wheel)*
 - *Using painting to add colour to their outcome*
- Media Exploration:
 - *Understanding how to use different media: pencil, coloured pencil, pen, charcoal, and watercolour*
- Sketchbook:
 - *Laying out artist style pages*
- Outcome:
 - *Developing their own compositions from line drawings*
 - *Exploring a range of colours and compositions*

Knowledge covered:

- Fauvism:
 - *History and context of fauvism artists*
 - *Understanding Colour Theory and how artists use it to communicate their ideas and emotions*
- How to compare and discuss historical and contemporary artists work, using:
 - *Art vocabulary*
 - *Attention to detail*
 - *Use of colour*
 - *Subject matter*
 - *Composition*

3D Art Curriculum Content

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Rotation Structure

Year 7 students complete four distinct rotations across Art, Textiles and Food as part of the 'Expressive Arts' curriculum over the course of the academic year. Each rotation lasts approximately eight weeks.

Rotation 2: 3D Art

Students continue their Key Stage 3 Fine Art journey with a 3D unit inspired by Picasso's abstract period, focusing on portraiture. Students expand their knowledge of Picasso by considering his impact on a series of more contemporary and diverse artists, using each one as an opportunity to explore a new skill. They then build on existing skills, designing their own personal, unique 3D design before creating it in clay. They also consolidate fine motor skills gained from the handling of collage and cardboard relief versions of their portraits.

Skills covered:

- Sketchbook:
 - *Laying out artist style pages*
- Collage:
 - *Photo and paper collage*
 - *Learning about scale and abstraction*
- Cardboard Relief:
 - *Layering corrugated cardboard in a portrait*
- Clay Handling:
 - *Gaining greater fine motor control*
- Stippling:
 - *Mark making is explored through the creation of an expressive portrait, gaining transferrable skills to use for mark-making in clay*
- Outcomes:
 - *Using their knowledge of Picasso to design and build a relief portrait in clay*
 - *Choosing their own colour scheme and individual features*

Knowledge covered:

- Picasso's Guernica:
 - *Political context*
 - *Critical analysis*
 - *Understanding the story behind an artwork – how to look at, read, write and talk about art and design*
- How to design a portrait from an abstract perspective

Textiles Curriculum Content

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Rotation Structure

Year 7 students complete four distinct rotations across Art, Textiles and Food as part of the 'Expressive Arts' curriculum over the course of the academic year. Each rotation lasts approximately eight weeks.

Rotation 3: Textiles

Students begin Key Stage 3 with a word brainstorm on their identity including their hobbies, aspirations and cultural heritage as a starting point. Their words are developed into simple line drawings which students develop into stitched 'drawings', telling their own story in stitch.

Students develop a basic proficiency in hand stitching, building fine motor skills and hand-eye coordination. They learn about the design process from research to outcome and produce a final piece.

Skills covered:

- Drawing:
 - *Pencil-line drawing*
- Hand Embroidery:
 - *Back, running, satin stitch*
- Applique:
 - *Creating templates and shapes*
 - *Using heat press to transfer design*
- Machine Sewing:
 - *Straight stitch*
- Designing Ideas:
 - *Using ideas based on research*
 - *Using drawing to create an idea for a stitched outcome*

Knowledge covered:

- Narrative Art and Artists:
 - *Bayeux Tapestry*
 - *Grayson Perry's 'The Walthamstow Tapestry'*
 - *The work of Tileke Schwarz*
- Asofo Flags: an important aspect of Ghanaian culture and heritage

Food Curriculum Content

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Rotation Structure

Year 7 students complete four distinct rotations across Art, Textiles and Food as part of the 'Expressive Arts' curriculum over the course of the academic year. Each rotation lasts approximately eight weeks.

Rotation 4: Food

During their Food lessons, students are taught the importance of healthy eating and the principles of nutrition. They learn and develop a range of cooking skills and techniques, making a range of predominantly savoury dishes. The dishes explore food from different cultures.

Skills covered:

- Measuring and weighing ingredients
- Knife skills:
 - *Preparing vegetables*
- Using the hobs:
 - *Simmer, boil, stir fry*
- Bread making:
 - *Proving, kneading, shaping*
- Cake making:
 - *Creaming, using chemical rising agents, using ovens safely*

Knowledge covered:

- Food safety and hygiene:
 - *Knife techniques to safely cut ingredients*
 - *How to prevent food poisoning when cooking*
- Balanced diets:
 - *How to implement the 'Eatwell Guide' to create a balanced diet*

Physical Education Curriculum Content

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Autumn Term	
<p>Across this first term there is a focus of collaboration across all of the sports. Students work on their teamwork skills, focusing on different forms of communication as well as giving effective feedback. Students also have a focus on demonstrating good sportsmanship in their lessons.</p>	
Half term 1	Half term 2
<p>Students begin the year focussing on components of fitness and fitness testing. The components of fitness are applied throughout the year across all sports and create an excellent baseline of knowledge. Within the fitness testing unit, students apply their newly learnt skills and knowledge to a variety of sports. After this unit, boys move onto football where they focus on developing their core skills such as dribbling, passing and shooting. Girls move onto their netball unit. Within this unit they learn the rules of the game, different positions and develop basic skills such as passing, pivoting and shooting. Throughout this unit students also have ample opportunity to practise these new skills in competitive situations.</p>	<p>Students start the second part of the half term by finishing their respective football and netball units with the final lessons focusing on gameplay, outwitting defenders and tactics. Boys groups then move to basketball, where the focus is on learning and developing core skills for the sport such as dribbling, shooting and passing. The girls groups move on to two short units: the first focuses on football where they begin to develop their core skills such as dribbling, passing and shooting; the second focuses on rugby where they work on both their attacking and defensive roles, learning how to pass the ball and evade defenders as well as how to safely tackle.</p>

Spring Term	
<p>Over this term there is an overarching focus of the importance of effective communication. Across this term there is a focus on how to clearly communicate both verbally and non-verbally and the importance of being an active listener.</p>	
Half term 1	Half term 2
<p>At the start of the half term the girls groups transition to their trampolining unit. This unit focuses on students learning how to safely demonstrate a number of core skills on the trampoline such as pikes, tucks, turns and seat landings. There is also the opportunity for students to learn more advance skills. The unit concludes with students learning how to create a routine, working through different elements such as flow and control. The boys groups cover two short units in this time: the first activity is handball where students learn and develop core skills for the sport such as dribbling, shooting and passing with the unit culminating in students demonstrating these skills in competitive situations; the second activity is table tennis where students learn a variety of different techniques such as the forehand and backhand push. Students also learn how to serve effectively alongside the basic rules of gameplay. The activity block lasts for four weeks before students then switch activities at the end of the block, with the boys moving onto trampolining and the girls beginning their unit of table tennis and handball.</p>	<p>At the start of the second part of the half term students finish their respective blocks from the previous half term. Once finished, the boys groups then move onto rugby where they work on their attacking and defensive roles, learning how to pass the ball and evade defenders as well as how to safely tackle. The girls groups take part in a basketball unit where students learn and develop core skills for the sport such as dribbling, shooting and passing. Throughout this unit students also have ample opportunity to practise these new skills in competitive situations.</p>

Summer Term

In the summer term students have a focus of resilience in all their lessons. Students look at the importance of not giving up when their team is not doing as well as they would have hoped or if they are struggling to learn a new skill.

Half term 1

At the start of the summer term students focus on athletics. In athletics lessons students develop the basic skills required in sprinting, distance running, relay, jumping and throwing events. The end of the unit culminates in a mini athletics competition where students are given the opportunity to showcase the new skills they have learnt in the unit.

Half term 2

Students finish the academic year with a focus on striking and fielding activities. The boys take part in cricket where they work on developing basic skills such as catching, throwing, fielding and how to effectively bat and bowl. Girls groups take part in a rounders unit where they also focus on developing core skills such as catching, throwing, fielding and how to effectively bat and bowl. Throughout both units students are given ample time to develop their skills as well as tactical knowledge in competitive games.

Music Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students study the topic 'Classical keyboards'. All students learn how to play the keyboard, learning where the notes live and how to play with the correct fingers and technique. Students also start to learn how to read notation in the treble and bass clef. Students are introduced to Baroque, Classical and Romantic music when doing listening tests for each genre. Students learn about 'tempo, dynamics, metre, rhythm, articulation' and 'instruments' of the orchestra and the four families.</p> <p>Students are assessed through:</p> <ul style="list-style-type: none"> • Keyboard solo performance of 'Ode to Joy' • Three listening tests in a basic AQA-style on Classical genres (understanding and performing) 	<p>Students study the topic 'Cool keyboards'. Students learn how to use Logic Pro on the Apple Mac computers in order to play and record melodies/bass lines. Students play and record along with a backing track. Students improve their keyboard skills in the process.</p> <p>Students are assessed through:</p> <ul style="list-style-type: none"> • Keyboard melodies recorded into Logic Pro • Keyboard melodies composed and recorded into Logic Pro • Three listening tests in a basic AQA-style on Pop music (performing and composing)

Spring Term	
Half term 1	Half term 2
<p>Students learn how to play African music. They learn how to play the Djembe drum with correct technique and have to play in time with the class. Students learn many different rhythms, learning about syncopation and the different textures in music. Students may also learn to play other African instruments such as the Dun Duns and the cowbells. All students learn to improvise as well as how to listen and analyse the main features of African Music.</p> <p>Students are assessed through:</p> <ul style="list-style-type: none"> • Class performances and some opportunities for solos on the Djembe drum alongside rhythmic ability • Listening tests in basic AQA-style on African music (understanding and performing) 	<p>Students study singing and the ukulele in this half term. Students learn the correct techniques of singing, including how to stand, breathe, pronunciation and sing long phrases. Students learn two or three songs.</p> <p>As regards the ukulele, students learn three or four basic chords so that they can perform various pop songs as a whole class (e.g. Ed Sheeran 'Thinking out loud') and Reggae songs (e.g. 'One Love'). Students learn about major and minor tonality and some students are able to sing and play at the same time. Dynamics, tempo, metre, harmony, structure and texture are revised.</p> <p>Students are assessed through:</p> <ul style="list-style-type: none"> • Class performances and some opportunities for solos on ukuleles and also ukuleles whilst sing • Listening tests in basic AQA-style on pop music (understanding and performing)

Summer Term	
Half term 1	Half term 2
<p>Students study the topic of 'Jazz and Blues'. Students use their keyboard skills, singing skills and ukulele skills to perform class ensemble performances of Jazz and Blues pieces. Students perform a new piece each lesson, which is usually from a different style of Jazz or Blues. Students also</p>	<p>Students revise all of the Year 7 topics studied. They listen to different genres of music and practise answering questions related to the musical elements: melody, rhythm, metre, articulation, dynamics, harmony, instrumentation, texture, tempo and structure.</p>

learn about the two genres, including the context and history of them and the general musical key features, including instrumentation, rhythm and structure.

Students are assessed through:

- Class performances and some opportunities for solos on all instruments
- Listening tests in basic AQA-style on Jazz and Blues (understanding and performing)

Students are assessed through their end of year exam.

Drama Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students are introduced to the basic concepts of drama. Students develop basic stage craft and hone their Oracy skillset. Students learn key dramatic terms such as 'still image, audience awareness' etc. Their initial work begins on role-play and devising in groups through the topic of <i>Darkwood Manor</i> .	Students work on character and status and contextually appropriate character behaviours in the work <i>The Titanic</i> . Students learn to work from a script and how to rehearse and play alternative roles. Students develop and learn these skills through <i>The Titanic</i> script.

Spring Term	
Half term 1	Half term 2
Students learn the history of comedy and mime work. Students develop knowledge of stock characters, tropes and set pieces. They also learn the physicality of each character and how to explore 'gammelot' through <i>Commedia Dell'arte</i> .	Students learn the difference between abstract and naturalistic styles. They learn to devise from stimuli and how to use symbolic objects and movements to convey a message. Students are also introduced to the concepts of physical theatre. Students learn these skills through the stimuli war and conflict.

Summer Term	
Half term 1	Half term 2
Students focus on the third component during this half term. Students study the set text 'Blood Brothers' and are introduced to the roles of director, designer and actor. Students also learn how to analyse and stage theatre to create depth and meaning. Finally, they are introduced to costume and technical theatre.	Students continue to focus on the third component and set text 'Blood Brothers' during this half term. Students explore the set text theoretically and begin to develop an understanding of how to respond to questions from the perspective of the director, designer and actor. Students develop their ability to analyse stage theatre to create depth and meaning as well as an introduction to costume and technical theatre. Students explore the role of director, designer and actor through a mixture of written based tasks exploring short and extended responses.

Bourne Scholar Curriculum Content

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Overview
<p>The Bourne Scholar Programme is a co-curricular course that students undertake from Year 7 through to the end of Year 9. Students have one lesson of Bourne Scholar each week. The course consists of a number of different mini-courses, or strands. Each strand lasts four lessons and contains content that students would not normally learn in their mainstream curriculum provision. Some of the content delivered is related to statutory PSHCERSE (personal, social, health, economics and relationships and sex education) and ICT content that all students are required to learn during their time at Mossbourne Victoria Park Academy. Each strand of the Year 7 Bourne Scholar curriculum is outlined below.</p>
<p>Strand 1: How did Hackney become Hackney? Celebrating the diversity in our community.</p>
<p>In this strand, students learn about how contemporary Hackney has been shaped by historical events. Students start by revisiting and adding to their knowledge about The Blitz, which caused the need for the rebuilding of London. Students come to understand the invaluable contributions of the Windrush Generation to their local community. Students explore the ways in which these contributors are celebrated but have also faced discrimination in Britain.</p>
<p>Strand 2: How can I help myself and others? First-aid and wellbeing.</p>
<p>In this strand, students learn about basic first aid skills. Some of the topics students learn include treating minor and major head injuries, bleeding and swallowing harmful substances. Students also learn about the key stages of primary survey when giving first aid. Students learn about putting a casualty in the recovery position and giving CPR. Finally, students learn about how AED works and about the benefits of mindfulness.</p>
<p>Strand 3: How do computers work?</p>
<p>In this strand, students learn about how technology has changed the way we live and work. They examine modern technology tools that assist inclusivity and accessibility. This is followed by exploring online software collaboration tools. Finally, students evaluate software design decisions.</p>
<p>Strand 4: How do charities work?</p>
<p>In this strand, students learn about the history of charities and how they have developed over time to become modern organisations. Students have to create their own charities to address a societal or environmental issue and consider how they would raise funds. Finally, they explore different ways in which they can make a positive contribution on their own level.</p>
<p>Strand 5: How do languages evolve? Latin and the Ancient World.</p>
<p>In this strand, the students learn about the Ancient World. Students start by learning about some of the myths and legends from the Ancient World and examine why humans invented them. Students then learn about the Ancient Greek and Roman civilisations. Finally, students explore the Latin language and examine how it has influenced the Romance languages (e.g. Spanish and French) as well as the English language.</p>
<p>Strand 6: How else can I say it? Global storytelling traditions.</p>
<p>In this strand, students are introduced to the origins, practices and reasons for storytelling. The study of storytelling practices across a range of cultures such as Ancient Greece, Ghana, and Malaysia enable students to come to an understanding of the social and cultural impact of storytelling, whilst also developing their practical skills as storytellers. The strand culminates in a storytelling performance by all students. Through the performance presentation students utilise choral movement, narration, and mask work as central skills developed during their four weeks of learning.</p>
<p>Strand 7: How do I decide? An Introduction to Philosophy.</p>
<p>In this strand, students are introduced to some key questions of ethical philosophy, in which they consider how they make decisions and how they place value on people and things. Students study Kant's Categorical Imperative, Aristotle's Golden Mean and Bentham's Utilitarianism.</p>
<p>Strand 8: Are we too late to save the world? Your role in the climate crisis.</p>
<p>Students learn about Earth's history and how little time humans have been on the planet. They then learn how the greenhouse effect works before going on to understand how, despite only being on Earth a short while, humans are affecting the entire atmospheric system. Students learn the main impacts of global warming on the planet before investigating the role of global changemakers such as Greta Thunberg.</p>

Students use the inspiration of these climate figureheads to understand how their small actions can collectively have a powerful impact on global decision making.