

Year 7 Programmes of Study 2025/26

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Year End Points
Art - New Beginnings	Formal Elements - Tonal skills Mark making..	Formal Elements - Colour wheel theory. Colour mixing & paint application skills.	Picasso Portrait - Use of photography and digital manipulation to create a Picasso inspired self-portrait.	Picasso Portrait - Development of portrait based work into dry colour mixing & application via colouring pencils & black line.	Animation - How to tell a story. Using Aardman Animation app for sequencing.	Animation - Development of animation based work into creating own animation.	Students have had an introduction to a broad range of formal elements, techniques, materials and artists, Setting the foundations for developing as an effective artist and creative thinker. Students will have worked through different practical tasks and homework projects. Together this is designed to have developed a balance of practical skills, knowledge, understanding and engagement.
Computer Science	Module: Crypt Technology and Computer Use including google classroom Topics: IPADs, Email, Schools Acceptable Use	Module: E-Safety and Cyber Bullying Topics: File Management, Social Networking, Staying Safe	Module: Introduction to Coding Through Kodu Topics: My First Kodu, Creating	Module: Python Programming in Repl.it Topics: Introduction to Text Based Programming. Programming	Module: Understanding Computers Topics: Elements of a Computer photography	Topics: The Internet, Connectivity , Network Topologies, Client-server Networks, Encryption.	Understand fully the IT infrastructure of the school and able to access all resources and services provided by the school. Is confident working between and across systems and can access work at school and at home seamlessly. Can use a standard keyboard fluently and confidently including shortcuts. Be a

	Policy, Google Classroom, Google Drive and E-praise. Swift Playgrounds. Key Skills: Induction into Google Classroom to access work and organising your Google Drive. iPad training and use within school. Familiarising yourself with the network including email and the schools network policy. MP1: End of Topic Assessment	Online. Cyber Bullying Consequences and Searching the Web. Key Skills: Use basic file management techniques to create folders, save, copy, move, rename and delete files and folders and make backup copies of files. Recognise extensions for common file types such as .doc or .docx, .ppt, .jpg etc. Keep their files in well organised and appropriately named folders. Explain what constitutes a “strong” password for an online account. Describe a code of conduct with reference	Landscapes, Navigation and Pathing, Clones and Creatables, Pages and Selection, Game Depth and Complexity. Key Skills: Identify what the terms program, navigate, object and world mean in computer games design. Explain that a computer program requires a precise series of instructions to operate. Create and alter basic landscape features in Kodu. Describe the possible ways in which a character can be made to	Fundamentals. Code Structure, Sequence and Selection. Key Skills: Understand the concept of variables, sequence, selection and iteration. Understand the difference between different data types. Programming math, including relational operators. Logic in Programming. MP1: Programming Assessment	nd software, Internal components of a computer. Computer building Key Skills: Distinguish between hardware and software. Give examples of computer hardware and software. Draw a block diagram showing CPU, input, output and storage devices. Name different types of permanent storage device. Suggest appropriate input and	Key Skills: Explain the meaning and significance of bandwidth, what is meant by buffering and why it is used. State the advantages and disadvantages of different network topologies. Design a simple network layout. Identify some of the extra hardware components used in a LAN and compare the uses of peer-to-peer	confident user of office applications, including email. Conversant with and conforming to Crypt I.T system usage policies and procedures. Understands the need for and has strategies to stay safe online. Understands and uses the binary number system and its use in digital systems. Able to identify the core components of a computer system and describe their function.
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		to the schools acceptable use policy. List some of the dangers and drawbacks of social networking sites. List some possible responses to cyberbullying. Send and reply to emails, send attachments. Use a search engine to find information efficiently.	move within Kodu, Describe a range of game techniques such as pathing, clones and creatables. Explain how behaviours can change for a character. Describe what is meant in programming by the term selection		output devices for a simple scenario. Explain what RAM and ROM are used for. Show how numbers and text can be represented in binary. Explain the impact of future technologies. Module: Networks	networks and client server networks. MP4: Summative Assessment	
Drama	<u>Intro to Drama Skills</u> <u>Overview:</u> -To gain understanding of fundamental skills used in drama.	<u>Pantomime</u> <u>Overview:</u> -introduce students to theatrical history of pantomime - learn key conventions,	<u>Mime and Mask</u> <u>Overview:</u> -To develop knowledge of Greek Theatre history and explore the differences	<u>Radio Drama</u> <u>Overview:</u> - To gain an understanding of what is meant by the term radio drama, including the era radio drama became popular	<u>A Midsummer Night's Dream</u> <u>Overview:</u> -To explore the play and gain an understanding of the context of theatre in Elizabethan times.	<u>Commedia Dell'Arte</u> <u>Overview:</u> Describe the key features and origins of Commedia dell'Arte	1.For students to have a fundamental understanding of how drama is rehearse, shaped, devised and performed. Students should be equipped with the skills to understand how a performance is developed in rehearsal to performance and have a range of skills in which to do so. 2.All pupils should have a basic knowledge of conventions and

	-Expectations and use of space. -Still-image and movement -Characterisation and use of space -Audience awareness -Students to self and peer assess Assessment 1 – Practical assessment where students develop a piece of drama utilising key skills developed over the term.	performance techniques and cultural significance -Explore exaggerated style of acting, stock characters, audience interaction and physical comedy. Assessment 2 - Written: One written exam on elements of drama. Practical: Students create and perform their own pantomime pieces to the class.	between Greek and contemporary theatre. -To devise and present unscripted pieces using improvisation, physical skills and masks. -Exploration of mask influences across different cultures (Noh theatre / Commedia Dell 'Arte) -To reflect on and evaluate their work and the work of others. -Students to self and peer assess Assessment 3 – Practical – ability to perform theatre with masks (projection/ movement etc.)	and the reasons for it. -To write/ devise an original radio drama. -To perform a live radio drama in front of an audience as part of a team. -Students self and peer assess Assessment 4 – Practical/written – live radio Drama performance.	-To create scenes to show understanding of characters within the play (look at themes of control/parental control/cultures and expectations in Elizabethan times/ arranged marriages etc.) -To work together collaboratively as a group -Students to self and peer assess Assessment 5 – Practical based on delivery of language and acting style.	-Identify and perform key stock characters (eg Arlecchino, Pantalone, Il Dottore, Colombina, etc) Use exaggerated physicality and gestures to express character and emotion Devise and perform short Commedia-style scenes Assessment 6 - Written exam Assessment 7 - Assessment of practical performance of Commedia work.	techniques and should be able to work collaboratively and be able to negotiate group work skills and challenges. 3.They should have a good knowledge of performance style and contexts (physical theatre - Elizabethan theatre - radio drama - mask theatre)
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<i>Reasons for SOW</i>	Introduction to Drama and performance skills Basic understanding of conventions/ techniques. Placement of SOW – an introduction to Key Drama skills and students becoming familiar with working collaboratively.	Accessibility and engagement for all students. Build confidence and collaboration Provide a safe space for experimentation and risk taking Placement of SOW: Positioned at a time of year when students are likely to see professional pantomime outside of school	Theatre history Spatial awareness Focus on movement Ensemble work Placement of SOW -To ensure mime and mask is explored before Physical Theatre to enhance progression of physical skill. Movement focus of characters in A Midsummer Night's Dream so will further expand these movement skills.	Radio culture/ media Understanding live production Sound effects Scriptwriting Placement of SOW -To introduce a new medium of radio and develop character	Reading Shakespeare and how to approach language Character work – mechanicals Creating a successful performance Placement of SOW - development of theatrical styles and range of interpretations of a Shakespearean text.	Cross-curricular links to History, English and PHSE Develop understanding of stock characters (which we still see in modern theatre) Placement of SOW - An energetic and over-exaggerated scheme to finish the student's first year of drama at Crypt.	
English	Folklore AIM: This is a creative and fascinating unit	The Little Mermaid (Anderson) AIM: To explore a	Ghost Boys AIM: To enjoy reading a complete	Love Poetry AIM: To study a range of love poems and	Intro to Dickens AIM: To study a range of	Modern Non-Fiction AIM: To study a range of	READING: - Quote relevant examples from texts - Identify some key writers' methods e.g.

	of work which builds on what students are familiar with, bringing in more challenging and unfamiliar texts. To study a wide range of myths, legends, fables and fairytales. To know and comment on the different features of each type of text. To apply this knowledge of genre to own creative writing. KEY SKILLS: Descriptive and narrative writing skills e.g. technical accuracy, organisation of ideas, use of genre, language and structural features. Identifying and	classic fairy tale in depth, focusing on aspects of genre and language. To make comparisons to modern interpretations and productions. To introduce media terminology and analyse the use of film methods e.g. diegetic and non-diegetic sound, props, lighting. This establishes a foundation for studying play texts. KEY SKILLS: Descriptive and narrative writing skills e.g. technical accuracy, organisation of ideas, use of genre, language and structural	novel as a class. To develop an understanding of some modern issues regarding race (USA focus). To instil empathy and understanding of real as well as fictional people, from different backgrounds, cultures, countries, and times. KEY SKILLS: Identifying and commenting on the effects of writers' choices. Evaluation of opinion. Comparison between texts. Identifying	songs from a range of time periods, starting with Petrarch and Shakespeare. To identify poetic methods and know the difference to other text types. To respond independently to new poems. To explain how meanings and impressions are created by poets. To produce an original love poem or song, showcasing the skills acquired throughout the unit. KEY SKILLS: Identifying and commenting on the effects of writers' choices. Evaluation of opinion. Comparison between texts.	Dickensian extracts from a few of his novels. To identify features of Dickens' writing. To respond independently to new texts. To explain how meanings and impressions are created by Dickens. To explore Victorian history and make connections to the characters, themes and events in the novels. KEY SKILLS: Identifying and commenting on the effects of writers' choices. Evaluation of opinion. Comparison between texts.	non-fiction texts and be able to identify features of different formats. To develop an understanding of some modern issues e.g. climate crisis, UK media, space exploration, animal rights. To instil empathy and understanding of real people, from different backgrounds, cultures, countries, and times. KEY SKILLS: Identifying and commenting on the effects of writers' choices. Persuasive writing techniques. Technical	simile, metaphor - Make clear and relevant comments on the effects of methods. - Identify some aspects of genre and form e.g. elements of a fairy tale or news article. - Identify and clearly explain similarities and differences between texts. WRITING: - Produce texts using accurate basic punctuation and grammar. - Begin to vary types of sentences and punctuation. - Use a range of appropriate methods in creative and non-fiction writing. - Respond to framed analysis questions to produce essay-style responses. - Use a range of discourse markers for clarity and clear sequencing of ideas. ORACY: - Respond appropriately to questions and feedback, adding to
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	commenting on writers' methods and meanings. CAREER LINKS: Creative writing, art, classics, curatorship, conservation, anthropology, archaeology READING: Termly reading lists issued. Fortnightly reading lessons. All are encouraged to read for read for 20 mins per day.	features. Identifying and commenting on writers' methods and meanings. CAREER LINKS: Creative writing, art, classics, curatorship, conservation, anthropology, archaeology READING: Termly reading lists issued. Fortnightly reading lessons. All are encouraged to read for read for 20 mins per day.	links between the novel and real world. CAREER LINKS: Creative writers, journalists, historians, academics, politicians, policing, lawyers, and activists. READING: Termly reading lists issued. Fortnightly reading lessons. All are encouraged to read for read for 20 mins per day.	Identifying and commenting on how poetic form changes through time. CAREER LINKS: Creative writers, historians, musicians, song writers, journalists READING: Termly reading lists issued. Fortnightly reading lessons. All are encouraged to read for read for 20 mins per day.	Using Dickensian features in creative writing. Technical accuracy. CAREER LINKS: Banking, prison work, charity work, creative writing, civil service. READING: Termly reading lists issued. Fortnightly reading lessons. All are encouraged to read for read for 20 mins per day.	accuracy. Creating convincing facts and statistics. Quoting from sources in articles. CAREER LINKS: Journalism, media, PR, activism, charity work, law. READING: Termly reading lists issued. Fortnightly reading lessons. All are encouraged to read for read for 20 mins per day.	answers when required to do so. - Present ideas clearly to an audience The Crypt School English Department Programme of Study 2024-2025 Our aim is to foster a deep knowledge, understanding and appreciation of the English language, its rich literary heritage, and its myriad practical applications (independently as well as in pairs or groups). - Participate in class and group discussion.
Geography	Cartography: How can maps be used to solve geographical problems?	Physical Geography of the UK Regions and relief of the UK.	Landscapes of Britain: Rivers Geological Timescales.	Geography of Gloucestershire Key locations.	What is Asia like? How do places vary (AC, LIDC, EDC)	Global Economic Activities	- Know how to describe and explain variations in population density. - Understand how and why climate varies in Britain at a national and

	Global locations. Types of maps. Explaining population density. Fieldwork	Climate of Britain. Weather in Britain.	Types of Rock Geomorphological processes. River basin & long profile. River landforms	OS map skills: directions, distances, grid references, symbols, contour lines.	Physical and human characteristics of Asia, India and China Economic Activities in Britain Types of economic activities. Farming and soils. Location of Industry. Growth of the tertiary and quaternary sectors.	Economic Activities in SW China. Causes and impacts of globalisation in Britain, India, Bangladesh & China.	local scale including the impact of air pressure on weather. • Understand how geomorphological processes and geology can create a range of landscapes in the UK with a particular focus on river landforms. • Understand the factors affecting the location of the four types of economic activities. • Understand economic growth in Asia. • Know how countries vary in terms of development. • Understand how countries are interconnected and the consequences of economic connections. • Know major locations on the globe. • Know the physical features of the UK including relief and weather patterns. • Know the key characteristics of Asia, India, China and SW China. • Know how to complete a guided fieldwork investigation within the school grounds. • Know how to use map skills to identify human and physical features in the local area. • Know how to describe, analyse and/or present geographical data using simple techniques. • Know how to identify reasons and begin to explain geographical features.
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History	Topics: Consolidation of skills and the 'Ancient World' Enquiry question: How civilised was the Ancient World? Content: What is History, Using sources & interpretations to make a judgement, key features of Roman society Assessment: Celtic sources task Skills: Base-line skills covered particularly sources/interpretation Cultural Capital includes: Roman Britain, government & society,	Topics: Power in Medieval Britain Enquiry question: How important were the two pillars of control in Medieval Britain? Content: Battle of Hastings case study, Conflict between church & state, Thomas Becket, History of warfare/medicine project Assessment: Battle of Hastings causation essay Skills: Causation & independent research	Topics: Life in the Medieval (emphasis on the vulnerable) Enquiry question: What was life like in the Middle Ages? Content: Daily life, key features of medieval society, Black Death impacts Assessment: Mid year exam Skills: Consequences/impacts Cultural Capital includes: Fragile nature of human existence	Topics: Medieval Middle East & African Kingdoms Enquiry question: How different were societies throughout the world in the Middle Ages? Content: Middle Eastern culture /architecture /medicine, organisation & culture of African Kingdoms Assessments: How are the Middle East & West Africa similar in the Middle Ages? (TBC) Skills: Similarities & Comparisons	Topics: Thematic study on political power Enquiry Question: How has power shifted from monarchs to the people? Content: Medieval kings, Magna Carta, Civil War, 19th Century reform, Votes for women Assessments: "Power has always been in the hands of the higher classes." How far do you agree? Has Britain always had a global identity? Skills: Thematic nature of	Topics: Castles Enquiry question: How revolutionary are medieval castles? Content: Key features of castles, life in castles, attacking & defending castles, Local study on Goodrich Castle Assessments: Summer exams Skills: Significance Cultural Capital: Castles in the South West, Symbolic nature of castles,	Basic understanding how aspects of Medieval societies functioned. Explain the nature and power of medieval monarchy and the impact of key events/developments/changes. Assessing one level of significance for historical people/events. Able to write a PEE (point, evidence, explanation) paragraph using basic terminology & literacy. Infer and make basic judgements about key medieval events by studying both primary and secondary sources of evidence.

	interpretative nature of history	Cultural Capital includes: Nature of Norman Conquest, Temporal vs spiritual power, importance of religion in medieval society	within medieval society, Medieval anti-Semitism & patriarchy, pandemics	Cultural Capital: Islamic culture, Tolerance v Intolerance, Justification of Holy War, advances in medicine, West African civilisation pre-European intervention	change over time Cultural Capital: Importance of Magna Carta & constitution, struggle between parliament & monarchy, evaluating effectiveness of protest tactics, British democracy today	Medieval architecture	
Maths	Number Baseline Assessment Numbers & Calculation Fractions Factors, Multiples & primes Decimals & Estimation	Probability, Expressions & Constructions Non-Calculator assessment Simplifying expressions Single Brackets Factorising Probability Venn Diagrams Construction & Loci Calculator assessment	Shape & Equations Ratio and Proportion Solving Equations Formulae Area & Perimeter Circles Cuboids	Sequences & Graphs Sequences Coordinates Plotting graphs Pythagoras Solving Inequalities	Angles percentage increase & decrease Value for Money Angles and Parallel Lines Congruent End of Year Non-Calculator assessment Calculator assessment	Statistics & Transformations Averages Statistical Diagrams Transformations Alien Invasion Investigation Note these topics will be assessed in year 8	✓ Use the four operations with decimals, fractions and mixed numbers ✓ Round a number to a significant figure or decimal place and use it to estimate ✓ Use a sample space diagram ✓ Draw a Venn diagram and know what is meant by union and intersect ✓ Use non-calculator methods to find percentage of a number and increase and decrease by a percentage ✓ Use angle rules for around a point, straight line, in a triangle, in a quadrilateral, corresponding, alternate, co-interior and vertically opposite angles ✓ Find areas and perimeters of rectangles, triangles, parallelograms, and trapeziums. Find the circumference and area of a circle ✓ Find the nth term of a linear sequence

							✓ Understand and use lines parallel to the axes, $y=x$ and $y=-x$ ✓ Simplify expressions by collecting like terms and expanding a single bracket ✓ Solve linear equation with unknowns on both sides ✓ Use Pythagoras to find a long or short side of a triangle ✓ Know and calculate mean, median, mode and range
MFL French	<u>Tasters</u> What is a cognate? Skills: Taster lessons - Places in a town and preferences with reasons. Grammar: Opinions, intensifiers, negatives. Assessment: Quiz	<u>Family and pets</u> How do you use adjectives correctly? Skills: Introducing yourself, numbers and dates, describing your family and pets, colours. Grammar: Adjective agreement, avoir and être. Assessment: Grammar and Vocabulary Quiz,	<u>School</u> How can I express my opinion? Skills: Talking about school and subjects and activities. Giving opinions and comparisons. Telling the time. Grammar: Preference verbs (aimer, préférer, detester, adorer), comparative adjectives.	<u>Free-time</u> How do you form the present tense? Skills: Talking about sports, free time activities, adverbs of frequency, opinions on activities. Grammar: Regular -er, -ir & -re verbs. 1st person infinitive structures, adverbs of frequency. Assessment: Grammar and	<u>Where I live</u> How do you form the near future tense? Skills: Talking about your house. Saying what you are going to do. Describing countries and nationalities, where you live and your town. Grammar: il y a & il n'y a pas de, using aller + à la/au, prepositions of location. J'habite à/en. On peut +	<u>Summer Project</u> Skills: Talking about summer plans. Completing summer projects. Designing a consolidation boardgame. Grammar: Consolidation of Year 7 Grammar. Near future tense Assessment: Grammar and Vocabulary	By the end of year 7, students will be able to... ...express their opinions and justify them on the topics of family, sport, free time and where they live. ...understand the gender of nouns and adjective agreement rules. ...understand what an infinitive is and conjugate verbs in the present and near future tenses.

		Speaking, Mid-Year Exam	Assessment: Grammar and Vocabulary Quiz, Listening	Vocabulary Quiz, Translation	infinitive. Near future tense. Assessment: End of Year Exam, Speaking	Quiz, Speaking	
German	Tasters: Sport What is a cognate? Skills: Introducing yourself, sports and opinions, German sportspeople. Grammar: Opinions and reasons, verb pullers, intensifiers. Assessment: Google Forms Quiz	Family What is the difference between the nominative and accusative cases? Skills: Numbers and dates, family members, pets, physical description including hair and eyes. Grammar: Haben and sein, plural adjective endings, introduction to the accusative case. Assessment: End of Unit Assessment (Listening and	School What is the main word order rule in a German sentence? Skills: School subjects, opinions with reasons, telling the time, days of the week, school facilities, German school system. Grammar: Verb kickers, introduction to prepositions with dative case. Assessment: Mid-year	Free time What is an infinitive and how can you tell? Skills: Sports and free time activities, preferences, adverbs of frequency. Grammar: Regular present tense verbs, gern/lieber/am liebsten, verb is the second idea. Assessment: End of Unit Assessment (Listening and Reading)	Where I live How do you form the present tense? Skills: Types of house and locations, rooms and furniture, places in a town, town descriptions, future living plans. Grammar: Adjective endings in the accusative case, ein vs kein, prepositions with the dative case, future tense with werden. Assessment: End of Year Exam (Reading,	Summer Project How do you form the future tense? Recapping all year 7 skills and grammar and create video interview. Assessment: Video interview	By the end of year 7, students will be able to.....express their opinions and justify them on the topics of family, sport, free time and where they live. ...understand the difference between the nominative and accusative cases and apply that to their writing and translation. ...understand what an infinitive is and conjugate verbs in the present and future tenses. ...understand the key word order rules in German, including verb pullers and verb kickers.

		Speaking)	Exam (Reading, Writing and Translation)		Listening, Writing and Translation)		
Spanish	Tasters (food) What is a cognate? Skills: Introducing yourself, foods, descriptions and opinions of food, Spanish cuisine. Grammar: Definite article, adjectival agreement, opinions, connectives Assessment: Google Forms Quiz	School How and why do adjectives change? Skills: Introducing yourself, ages and birthdays, school subjects, opinions, adjectives, describing a Spanish school Grammar: Definite article, adjectival agreement, opinions + plurals, intensifiers, connectives, comparatives. Assessment: End of Unit Assessment (Listening and Speaking)	Family How do I change opinions to make them plural? Skills: Family members, pets, describing appearance including hair and eyes, describing personality. Grammar: ser + tener in present tense, further adjective agreement and word order. Assessment: Mid-year Exam (Reading, Writing and Translation)	Free Time What is an infinitive and how can you tell? Skills: Sports, free time activities, adverbs of frequency, opinions on activities. Grammar: present tense verbs, both regular and stem-changing, near future tense. Assessment: End of Unit Assessment (Listening and Reading)	Where I live How do you form the present tense? Skills: Types of house, house description, rooms, furniture, places in a town, where you would like to live Grammar: ser vs estar, hay with indefinite article, prepositions, me gustaría + infinitive. Assessment: End of Year Exam (Reading, Listening, Writing and Translation)	Summer Project How do you form the near future tense? Skills: Recapping all year 7 skills and create video interview. Assessment: Video interview	By the end of year 7, students will be able to... ...express their opinions and justify them on the topics of family, sport, free time and where they live. ...understand the use of genders and adjectival agreement rules. ...understand what an infinitive is and conjugate verbs in the present and near future tenses.

Music	Rhythm & Pulse Skills: 1.1 How to keep time 1.2 Rhythmic notation 1.3 Awareness of tempi 1.4 Simple and complex rhythms 1.5 How to play in an ensemble 1.6 Recognising basic rhythms (Aural) 1.7 Listening and appraising Topics: 1.1 Samba 1.2 African drumming 1.3 Chair drumming 1.4 Rhythm grid Breakdown of 10-week term Practical (5 weeks) 1.1 Talking drums performance 1.2 Polyrhythmic piece	Rhythm & Pulse (for 2 weeks) followed by Melody Skills: <i>Continuing to develop and refine skills learnt in Term 1</i> After 2 weeks: Skills: 1.1 Pitch awareness 1.2 Improvisation 1.3 Aural dictation (intervals) 1.4 How to understand graphic scores 1.5 How to create a melody 1.6 Improvement of piano technique Topics: 1.1 Keyboard performance	Melody (for 3 weeks) followed by Harmony Skills: <i>Continuing to develop and refine skills learnt in Term 2</i> After 3 weeks: Skills: 1.1 Understanding and playing major and minor chords 1.2 Mastering a range of instruments (Keyboard/ ukulele/guitar/ drum kit) 1.3 Understanding how to compose chord progressions 1.4 understanding 7 th chords	Harmony (for 3 weeks) followed by Texture Skills: <i>Continuing to develop and refine skills learnt in Term 3</i> After 3 weeks: Texture Skills: 1.1 Recognise and write about different instruments of the orchestra 1.2 Understand the textural norms of other cultures 1.3 Recognise the various textures that are used in orchestral music 1.4 Topics: 1.1 Sonority city 1.2 Folk music	Texture (for 3 weeks) Followed by Preparation and revision for the Y7 End of Year Exam Skills: <i>Continuing to develop and refine skills learnt in Term 4</i> End of term 5 assessment FOS/theory tests Texture skills tests End of Year Exam composition on Muscore (Week 8)	Skills review Following the results of Term 5 assessments/ End of Year exam: Skills: <i>Specific skills based Performance Composition Listening Theory tasks To ensure all skills are embedded and refined.</i> End of term 6 assessment Skills based tests (as above)	Endpoints: Developed Rhythmic skills Basic Notation skills Singing skills Group performances – Samba and Djembe Rhythmic compositions – using Muscore Music technology skills Listening skills and understanding the elements of music Ability to perform fluently on two or more instruments, reading notation from the treble clef. Improved performance confidence Ability to maintain own part within a class ensemble Respond to a Graphic score Developed singing skills - reading from notation. Recognising Melody and harmony parts through deliberate listening Aural dictation exercise completed with confidence
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	1.3 Body percussion piece 1.4 Applying rhythmic skills using African Djembae drums and Samba drums to perform in ensembles. 1.5 Developing singing skills using the MMC advisory songs as well as other songs relevant to BV and the Crypt or seasonal celebration. Performance: African drumming – perform own part within group task based upon rhythmic grid (teacher assessed) Composition & Aural (5 weeks) 1.1 Introduction to notation on a stave – using Focus on Sound	1.2 Binary composition 1.3 Graphic scores Breakdown of 10-week term Practical (5 weeks) 1.1 Love me tender performance (AABA) 1.2 Graphic score 1.3 Developing instrumental skills focusing on reading and applying notation understanding (on the keyboard/ukulele/guitar/drum kit) 1.4 Developing ensemble skills playing parts, understanding where Melody and harmony appear.	Topics: 1.1 Just play – game of thrones 1.2 Twinkle twinkle little star composition 1.3 Early one morning (folk unit – MC) 1.4 Singing in harmony 1.5 Revisiting rhythm, melody, texture, structure, meter, pulse Breakdown of 9-week term Practical (5 weeks) 1.1 Just play – game of thrones 1.2 addressing more complex chords, minor chords and 7th chords.	1.3 Textural composition Breakdown of 9-week term Practical (5 weeks) 1.1 Folk music performance showcasing textural layers and how to build texture in a piece of music Performance of a folk music piece as a class ensemble (eg Wellerman song) 1.2 Perform relevant melodic or harmony notes on instruments which are appropriate to the genre. 1.3 Distinguish the difference			Confident understanding of how to construct a triad chord Aural ability to recognise major and minor harmonies Creative ability to utilise effective chord progressions Understanding the construction and use of 7th chords Confident performance of 'Game of Thrones' within a Class ensemble Confident singing a melody and harmony line Effective compositions using major and minor chord notes Accurate recognition of instruments and instrumental groups Confident understanding of the types of instrumental ensembles Well informed understanding of various textural types in compositions A successful composition using a defined texture Performance of a folk music piece
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	in technology suite. 1.2 Composing using notation- devising rhythm grids for Djembae or Samba ensembles. <i>Listening and appraising</i> 1.1 Developing listening and appraising skills by introducing the 'MADTSHIR T' acronym as a framework for critical analysis of music – addressing all of the key elements of music. 1.2 Peer assessment of	1.5 Developing confident and critical performer Composition & Aural (5 weeks) 1.1 Binary composition 1.2 Focus on sound – theory 1.3 Aural dictation 1.4 Introduction to Muse score 1.5 Deliberate listening 1.6 Understanding the notes of Treble clef through practise of Focus on Sound (listening and theory) and application on Musescore software. Talk 4 learning/Oracy : questioning/	Confident understanding of how to construct a triad chord Singing harmonies – recognising chord notes – 3rd apart. Confident singing a melody and harmony line 1.2 Singing from the MMC - Composition & Aural (4 weeks) 1.1 Twinkle twinkle composition – major or minor version with the chords chosen by students	between families of instruments (String/Wind/Brass/Percussion) Composition & Aural (4 weeks) 1.1 Determine whether a piece is Monophonic, Homophonic, Polyphonic or Heterophonic following explanation 1.2 Compose in either a Homophonic or Polyphonic style (On Musescore) 1.3 Analyse texture in varying styles of music - eg. Orchestral, Folk, Words music through deliberate listening.			
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	composition and performance s – describing and analysing peer performance s and composition s using specific musical terminology. Talk 4 learning/Oracy: questioning/peer assessing/ discussion Metacognition: planning/ organising performances Collaboration: Teamwork Feedback: verbal/whole	peer assessing/ discussion Metacognition planning/ organising performances Collaboration: Teamwork Feedback: verbal/whole class/peer assessment/skills trackers Literacy: musical keywords End of term 2 assessment: Performing own part in a class performance (Love me Tender AABA piece) (Week 10) Composing a Binary melodic	1.2 recognising major, minor and 7th chords. 1.3 looking at intervals and what combinations can be used for effect. Talk 4 learning/ Oracy: questioning/ peer assessing/ discussion Metacognition : planning/ organising performances Collaboration: Teamwork Feedback: whole	Talk 4 learning/Oracy : questioning/ peer assessing/ discussion Metacognition: planning/organising performances Collaboration: Teamwork Feedback: verbal/whole class/peer assessment/ skills trackers Literacy: musical keywords Music technology skills End of term 4 assessment Performance of a folk music piece as a class			
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	class/peer assessment/ skills trackers Literacy: musical keywords Music technology skills <u>End of term 1 assessment:</u> Performance: African drumming – perform own part within group task based upon rhythmic grid (teacher assessed) (Week 10) Notation test (Focus on sound/theory worksheets from Musical contexts) (Week 5)	line on Musescore with given choice of harmony chords (week 10) Answering a deliberate listening question with specific focus on melody (Week 5) Focus on sound Lessons/Tests - Note values, Treble and bass clef notation, time signatures, Aural dictation test (week 5) DECEMBER: WRITTEN	class/peer assessment/ skills trackers Literacy: musical keywords Music technology skills <u>End of term 3 assessment:</u> Listening - deliberate listening to Major and Minor compositions, recognising chords and 7 the chords (Week 5) Focus on Sound - Lessons & tests on harmony, chords, 7th chords (Week 5) Composition variation in	ensemble (eg Wellerman song) (Week 8) Listening exercises - Fanfares: Fanfare of the Common Man and Olympic fanfare (week 5) Young Persons Guide to the Orchestra - listening test (week 8) Composing - Polyphonic or Homophonic composition on Musescore (Week 8)			
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	Composing: Rhythmic composition using Musescore 3 or Garageband using a rhythm grid (devised in performance class) to compose for Samba kit. (Peer assessed) Week 10 Listening: deliberate listening test focusing on rhythm and pulse primarily (Week 5)	MID YEAR TEST ~(THEORY/ LISTENING)	Major and Minor keyboard (Twinkle Twinkle) (week 10) Group performance of 'Game of Thrones' (week 10)				
PD - 3 lessons per fortnight	Organisation. New school anxieties; peer pressure; dealing with	Puberty; healthy relationships, impact of negative experiences;	Bullying; dangers of the digital world; information generation,	CPR, caffeine, alcohol, tobacco, vaping, cannabis; with a focus on	Community, Equality Act 2010. The Kindness Project - Encouraging kin	Mental health and emotional wellbeing, digital resilience. Self harm and	Students will have explored ways to settle in a new secondary school; to talk about their emotions and understand that these may be connected to others. They will have a developing understanding of how to recognise the early signs of

	change in friendships. Emotional management - meditation; self soothing; empathy.	consent; sexual orientation; transgender; same sex relationships; marriage & civil partnerships. The breakdown of a relationship & divorce. Personality types, relationships, friendships and coping strategies. The impact of sleep, diet & exercise on learning.	collecting, sharing and usage. Resilience; optimism vs. pessimism	student perceptions of social norms. The Kindness Project - encouraging kind behaviour in schools to increase social and emotional wellbeing.	d behaviour to increase social and emotional wellbeing.	eating disorders. Dealing with loss.	mental wellbeing concerns and the need to evaluate when something impacts on themselves/others. They will have explored the key facts about puberty, the changing adolescent body - in males and in female bodies; menstrual wellbeing and about personal hygiene. They will have discussed why young people may use drugs/alcohol/(E)cigarettes; how to avoid these pressures and understand the potential impact of substance misuse. Information will have been shared on there being different types of committed, stable relationships. That living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other. Facts on stereotypes will be shared, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage and encourage prejudice. Tolerance & respect will have been explored with the understanding that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs, the different ways in which a citizen can contribute to the improvement of their community. They will have been informed about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
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							They will have had an introduction exploring a range of occupations and to set aspirations. They will have knowledge shared on how to administer CPR. To appreciate the physical and mental effects of a healthy lifestyle, eating habits, sleep patterns, meditation and self-soothing. Students possess an understanding of how kindness among young people directly reduces bullying and disruptive behaviour and helps to increase social and emotional wellbeing.
RS	Judaism The roots of the three Abrahamic religions, and how Jewish identity has developed in the modern world	Hinduism The oldest and most populous polytheistic (sometimes!) conception of God, and how it has affected the lives of Hindus.	Sikhism A combination of Hindu and Abrahamic influences, with distinctive practical applications.	Humanism A worldview that rejects theism, and the struggle to replace the values that it provides.	Revision and end of year exam	Spirited arts How art can express ultimate ideas in a way that language never could.	Students should be able to explain the main beliefs of Judaism, Hinduism, Sikhism and Humanism, and give examples of how they affect practice. They should also be able to evaluate opposing arguments on a controversial issue, with reference to relevant religious beliefs.
Science [Key : Black; all 3 science strands or skills, Green;	<u>Topics:</u> A1 Working Scientifically C1 Particle	<u>Topic</u> P1 Energy B1 Cells, Tissues Organs and	<u>Topics:</u> C2 Mixtures & Separating techniques	<u>Topics:</u> C3 Atoms, elements, compounds & the periodic	<u>Topics:</u> B2 The Digestive System P3 Forces and	<u>Topics:</u> B3 Reproduction A2 Y7 Project	- Use a range of laboratory apparatus safely, evaluating risk and suggesting control measures - Plan an appropriate method to investigate a question

biology, Red; Chemistry, Purple; physics. *Teaching order and assessments may change during year]	Theory <u>Key Skills:</u> Practical and Investigative Skills (working safely, using equipment, collecting data, analysing data, evaluating) Key words, modelling theories, evaluating models <u>Assessments:</u> A1 Working Scientifically Baseline Test (Written) C1 Particle Theory test (MCQ)	Organ Systems <u>Key Skills:</u> Calculating, planning, analysing data, literacy, comparing, evaluating, ethics of energy resources, biological drawings <u>Assessments:</u> P1 Energy Test (MCQ) B1 Cells Test (MCQ) Half Year assessment	P2 Waves <u>Key Skills:</u> Calculating, practical skills, evaluating techniques, analysing data, applying knowledge, key words, <u>Assessments:</u> C2 Separating Mixtures Test (MCQ) P2 Waves Test (Written)	table <u>Key Skills:</u> Planning, analysing data, literacy, evaluating, key words, analysing patterns, interpreting data, understanding the development of scientific thinking <u>Assessments:</u> C3 Atoms, elements, compounds & PT test (Written)	Motion <u>Key Skills:</u> Calculating, applying, describing, explaining, comparing, literacy <u>Assessments:</u> B2 Digestive System Test (MCQ) P3 Forces and Motion Test (MCQ) End-of-Year Exam	<u>Key Skills:</u> Interpreting and analysing data, dissection, practical skills, comparing biological structures and functions Planning, investigation and presentation skills <u>Assessments:</u> B3 Reproduction Test (Written)	- Evaluate the accuracy, precision, repeatability and reproducibility of data and identify sources of error - Present observations and data using appropriate tables and graphs and interpret data, including identifying patterns and drawing conclusions - Use simple equations to make calculations - Understand that energy is a quantity that can be calculated; describe the energy changes that take place for a variety of situations. - Understand the effects of balanced and unbalanced forces on the motion of objects and draw and interpret force diagrams - Understand the properties of light and sound waves and explain wave phenomena like reflection and refraction - Identify solids, liquids and gases based on their properties. - Understand that everything is made up of small particles, which are known as atoms. - Understand that these particles/atoms can remain separate as elements, join as elements or compounds. - Use simple separation techniques to identify if a substance is an
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							element, mixture or compound. • Use of light microscope to identify and complete biological drawings of cells • Understand structure and function of different cell types and exchange between the cell and its environment. • Understand the importance of a healthy diet, testing techniques for different molecules and the structure and function of the digestive system. • Understand processes occurring in reproduction in plants and animals, including germination, puberty and the menstrual cycle.
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DT Rotation Project	Assessments	End Points
Reusable Chocolate mould For the project the students will develop graphic design skills to produce a reusable chocolate mould while studying Pixar as source of inspiration. They will discover how paper is made and affects materials have on the environment. While using a range of different processes they will produce a high-quality product that links to the area from Pixar that they have investigated.	Assessment taken throughout rotation based on communication techniques, investigation, development and manufacture as per the school policy. Assessments taken during assessment windows as per the school schedule.	The students will be able to: • Use communication techniques to present a range of 2D and 3D drawing • Critically reviewed own and work of others • Use basic functions on 2D design • Understand use of CAD and CAM • Understand vacuum forming as a manufacturing process • Understand the process of making paper • Assemble a 2D net into a 3D package

Food Technology - 1 lesson per week Objectives	Assessments	End Points
Being healthy In this project, students will develop knowledge and understanding of good food hygiene, which is essential to make sure that the food you serve is safe to eat. This helps prevent food poisoning. The four main things to remember for good hygiene are the 4Cs: • Cleaning • Cooking • Chilling • Cross-contamination The 4Cs are used to prevent the most common food safety problems. The students then study The Eatwell Guide. This makes healthy eating easier to understand by giving a	Assessment taken throughout rotation based on -Food, nutrition, and health -Food science -Food safety Assessments taken during assessment windows as per the school schedule.	The students will be able to: • Identify key pieces of equipment and explain their use. • Identify safe personal hygiene practices. • Identify the danger zone and describe how temperature affects bacterial growth. • Explain why we need to eat a range of different foods. • Identify good sources of each nutrient. • Suggest changes to a diet to make it more nutritionally balanced. • Classify a range of fruit and vegetables. • Identify a range of high fibre starchy carbohydrate foods. • Identify a range of protein rich foods. • Demonstrate safe working practises when using high risk

visual representation of the types of foods and drinks we should consume and in what proportions to have a healthy, balanced diet.		foods. ● Explain why milk is pasteurised. ● Explain the effects of too little/too much water in the diet.
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