

# **Curriculum Booklet**

## **Year 7**

2025 - 2026

## ***Dear Parents/Carers and Students***

**A**s part of our drive to raise standards and support learning, we have compiled a Curriculum Booklet for Year 7. This document provides you with an overview of each of the subjects your son or daughter takes during this year.

However, please be aware that the curriculum may change in the weeks and months ahead. We will keep you informed.

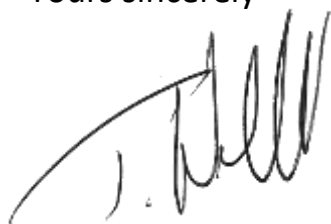
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

Curriculum Leaders have added helpful material, web pages and internet links to support further study and investigation. In some cases, there may be places to visit which might deepen the understanding of particular topics. These enrichment activities will enable all students to move forward 'at a pace' towards success as they move through the school.

Finally, as you know, we are keen to encourage further reading and we have put together an extended reading list for the students to use when they are looking for something good to read. The School Librarian in the LRC is always available to recommend material. However, your local library will also have a wide variety of books appropriate for particular age groups.

We hope that you find this booklet helpful in supporting your son or daughter's learning in 2025/2026. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely

A handwritten signature in black ink, appearing to read 'T. Webber', with a large, sweeping initial 'T'.

Mr T Webber  
*Headteacher*

# 10 THE TOP BIG IDEAS IN ART & PHOTOGRAPHY

1

**Art and Photography are composed of Visual Elements**

*Composition, arranging of Colour, texture, pattern, shape, tone, line, form*

2

**The use of Tone is important and creates realism in the artwork**

*3D, realism, texture*

3

**The ability to use Colour makes a difference to the artwork**

*Colour theory, primary and secondary colours – the colour wheel*

4

**Drawing from Observation is vital in developing artistic skill**

*Drawing from direct and secondary sources*

5

**The use of Media & Techniques broadens artistic skill**

*Drawing, painting, 3D, printmaking, digital manipulation and photography etc*

6

**The use of Technical Drawing supports realism in the artwork**

*Facial and body proportions, distance and perspectives, enlargement*

7

**Creating, Expanding and realising Ideas is crucial for the production of good Artwork**

*Experimentation, Idea development, Planning, Resulting Outcomes*

8

**The use of Annotation is important to convey meaning and purpose**

*Explanation, Reasoning, Evaluation, Opinions, Critical Thinking*

9

**Artists use many different Sources for Inspiration**

*Artists, art movements, cultures, current affairs, historical events, society*

10

**It is vital to show the Creative Journey of the artwork**

*Creative journey, Sketchbooking, Presentation, Communication, Showing work progress*



## **Autumn Term - Colour**

Students learn colour theory and painting skills to enable them to create a unique piece based on the work of David Hockney. Students will develop their observational drawing skills and use still life objects to inspire their work.

## **Spring Term - Undersea**

Students refine their observation skills with their study of Undersea creatures. Work will be inspired by patterns of the artwork of M.C Escher and Anni Albers. Students will develop ceramic skills to produce outcomes inspired by their patterns.

## **Summer Term - Landscape**

Students learn about working with drawn perspective and different painting techniques. They will study the work of the landscape artists such as JMW Turner and the Impressionists and use their understanding to inspire their own unique interpretation of their surrounding environment

## **Reading list**

- Visit the school library to see the range of art books on offer to give inspiration for own work.
- Research artists on the internet:
- Also these recommended Art Gallery websites –  
In London - [www.tate.org.uk](http://www.tate.org.uk) ; [www.saatchigallery.com](http://www.saatchigallery.com) ; [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)  
In New York - [www.moma.org](http://www.moma.org) ; [www.guggenheim.org](http://www.guggenheim.org) ; [www.metmuseum.org](http://www.metmuseum.org)  
In Europe - [www.louvre.fr/en](http://www.louvre.fr/en) ; [www.centrepompidou.fr/en](http://www.centrepompidou.fr/en) ; [www.guggenheim-bilbao.es/en](http://www.guggenheim-bilbao.es/en)

## **Possible enrichment activities at home**

- Students should complete observation drawings at home to develop their skills.
- Students should experiment with a range of media to develop their skills.
- Students should research artists whose work inspires them.
- Students should visit our local Art Galleries including Southampton City Art Gallery and John Hansard to see the range of artwork from both traditional and contemporary artists.

Students may also like to take the opportunity to develop and practise art skills through our Art Club, Photography Club or Clay Club afterschool enrichment sessions that run throughout the year. Please see the Art department staff for an information letter.



# 10 THE TOP BIG IDEAS IN COMPUTER SCIENCE



1

The physical parts of a computer have specific functions.

2

Computers impact the world we live in.

3

The use of computers can present threats to our safety and wellbeing.

4

When talking about computing we use specific terminology.

5

Computer data is stored in a variety of ways.

6

Computers use binary code.

7

Problems can be decomposed to help solve them.

8

The technique of abstraction is helpful in finding solutions.

9

Algorithms are used in programming.

10

The ability to use computational thinking skills to use computers effectively.



# Computer Science

## **Autumn Term 1 – Google Skills Development**

- Creating documents online and working collaboratively
- Presenting to an audience
- The Cloud

## **Autumn Term 2 – Digital Safety**

- Understanding why strong passwords are important
- Creating digital footprints in a positive way
- Communicating safely and being friendly with others online

## **Spring Term 1 – Algorithms & Problem Solving**

- What are algorithms?
- Decomposition
- Abstraction
- Flowcharts

## **Spring Term 2 – Introduction to Programming**

- Using Scratch and Python
- Input & Output

## **Summer Term 1 – Computer Systems**

- Understanding what the parts inside the computer do and how they work together
- What is binary and how is it used to represent numbers, images and sound?

## **Summer Term 2 – Games Development with Kodu**

- Planning our game
- Visual programming
- Using problem solving skills

## **Reading list**

- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
- Teach ICT: [https://www.teach-ict.com/v/ks3/ks3\\_home.html](https://www.teach-ict.com/v/ks3/ks3_home.html)
- Code Academy: <https://www.codecademy.com/>
- Cisco Binary Games: <https://learningcontent.cisco.com/games/binary/index.html#>
- Typing Club: <https://www.typingclub.com/>

## **Possible enrichment activities at home**

- Bletchley Park
- National Museum of Computing
- The Science Museum

**10**  
THE TOP

**BIG**

**IDEAS IN**

**DRAMA**



**1**

Drama is about seeing the world from different perspectives to increase the awareness of your own.

**2**

Drama is the art of performing a live story to an audience.

**3**

Drama has been performed throughout history and all around the world.

**4**

Drama can be rehearsed or improvised on the spot.

**5**

Drama can be performed either solo, or in a group of infinite numbers.

**6**

Drama can be performed in many different styles and forms.

**7**

Drama is a form of physical, emotional and intellectual expression.

**8**

Drama can be experienced by an audience in many different settings and ways.

**9**

Drama has the ability to make audiences question, think and change their own personal lives.

**10**

Drama can encompass all forms of visual art, music for example.



# Drama

## Autumn Term 1

'Harry Potter: The Cursed Child'

- Students will be introduced to script work and theatre in education through the play and the topics that arise within it.
- Drama skills - characterisation, improvisation, script work, staging and ensemble performance.

## Autumn Term 2

War Horse

- Students will explore the themes of the play and look at the ideas of being an outsider, grief and relationships.
- Drama skills - ensemble work, soundscape, script work and physical theatre.

## Spring Term 1

'Darkwood Manor'

- Students will learn the art of storytelling in Drama whilst following a ghost story set in 'Darkwood Manor'. They will take part in a range of Drama activities that explore atmosphere, plot and character.
- Drama skills - tension, atmosphere and suspense, teacher in role, devising and performing.

## Spring Term 2

Melodrama

- Students will understand the history and explore the genre of Melodrama creating scripted and devised work for performance.
- Drama skills - characterisation, stock characters, story telling, physicality.

## Summer Term 1

'Titanic'

- Students will explore this fascinating historical event in order to devise Drama for an audience. They will take part in a range of practical devising and performing activities.
- Drama skills - tension, atmosphere and suspense, teacher in role, devising and performing

## Summer Term 2

Roald Dahl

- Students will study a classic Roald Dahl play using a stage adapted script of a famous story. They will explore a range of devising, choral techniques and performing tasks.
- Drama skills - Characterisation, Script work, Devising, song and dance.

Each topic will focus on skills like communication, teamwork, perseverance, creativity and confidence building.

## Reading list

- 'Harry Potter: The Cursed Child' Play
- 'War Horse' Novel and play

## Possible enrichment activities at home

- Look for some movies related to the topic to help with characterisation in lesson.
- Visit a haunted house for ideas in Summer 1 - 'Darkwood Manor'
- Get involved in the whole school production - 'Oliver Jr', performing arts shows and clubs after school when production is complete.



# 10 THE TOP BIG IDEAS IN ENGLISH



'In English we strive to achieve an enabling environment where a mutual responsibility for teaching and learning is accepted by all.'

**1** Reading and writing are two sides of the same coin. They are intricately linked.

**2** Everything that is written has an intended purpose.

**3** Reading is done for enjoyment, understanding and meaning.

**4** Words shape meaning.

**5** For writing to make sense and therefore provide understanding, technical accuracy is pivotal.

**6** Communication requires effective listening and eloquent formation.

**7** Decoding meaning leads to understanding.

**8** Texts come in many forms; plays, novellas, articles, poems, letters, speeches. They all have a place in the world.

**9** Context places the content of written and spoken word.

**10** A rich vocabulary leads to better understanding.



## **Autumn Term 1**

- Villains in Literature and Film: Understanding media techniques, character creation and narrative structure.
- Ethical issues: Students will study a range of persuasive skills which will enable them to translate their thoughts into writing.

## **Autumn Term 2**

- Fantasy Fiction: Building on developing writing skills using the fantasy genre as a springboard

## **Spring Term 1**

- Gothic Convention: Students fully immerse themselves into the gothic genre, reading challenging texts to enable them to make their own writing sophisticated and impressive.

## **Spring Term 2**

- Introduction to Shakespeare: Students are introduced to the world of Shakespeare, exploring the range of literature that he produced.

## **Summer Term 1**

- Year 7 Culture Text: Students will read a class novel of the teacher's choice. It will be related to a culture from around the world. They will learn how an author crafts their writing, focusing upon the language and structure that is used.

## **Summer Term 2**

- Newspaper Study: Students will learn about newspapers, focusing on current events as well as the differences between types of newspapers. They will also explore how to construct a newspaper article and front page.
- Imagine Poetry: Students will look at different poetic forms such as narrative poetry and free verse, which will lead to producing their own poem based on the concept of 'Imagine'.
- Year 7 Exams: Reading comprehension and a Writing paper.

## **Reading lists**

- The Harry Potter Series - J K Rowling
- The Witches - Roald Dahl
- 101 Dalmatians - Dodie Smith
- The Raven - Edgar Allen Poe
- Frankenstein (abridged) - Mary Shelley
- A Christmas Carol - Charles Dickens
- Macbeth - William Shakespeare

## **Possible enrichment activities at home**

- Read for 20 - 30 minutes a day with your child.
- Read a weekly newspaper or magazine to understand the difference between formal and informal language.
- Collect different leaflets and discuss their purpose.
- Visit the Dickens museum in London.
- Harry Potter World Studios Visit – London.

# 10 THE TOP BIG IDEAS IN FRENCH



1

French has different phonics and be able to recognise high frequency phonics patterns in familiar words as well as applying them in less familiar words. A) DPSTX letters B) an / oi / eau / u / ou C) é / è D) ill / th / ss / s / ch / gn

2

Sentence building follows a pattern in French, which cannot easily be switched around without triggering significant changes.

3

French word order in sentences follows a structure.

- A) Adjectives AFTER the noun they describe (Except BANGS)
- B) Adverbs AFTER the verb
- C) Negatives AROUND the verb
- D) Direct and Indirect Object pronouns BEFORE the verb

4

French is a CONJUGATION language i.e. Verb endings change depending on WHO is doing the action expressed by the verb and WHEN this action takes place (subject and tense).

5

Present tense verb endings and time expressions.

6

Past tense formation & time phrases.

7

Future tense endings & time expressions.

8

Grammatical GENDER and NUMBER of nouns and the paramount importance of ARTICLES in French to signal this in a sentence

je mange UN bonbon - UN is needed so we know bonbon is a masculine noun

je mange DES bonbons - DES is needed so we know I eat more than one sweet as the S at the end of bonbons is silent

9

ADJECTIVAL agreement - making the adjective masculine / feminine / plural to match the grammatical GENDER and NUMBER of the nouns in a sentence

10

Mastering a language happens through small incremental steps and that as novices, pupils will need to rely on reference materials such as sentence builders but that over time, they will build a bigger range of language, i.e. vocabulary and grammatical structures, in their long-term memory.

# French

## Autumn Term 1

- Introductions and details about myself
- numbers, months, dates
- French phonics and intonation
- Talking about what I have
- Cultural appreciation: Halloween et la Toussaint in French speaking countries

## Autumn Term 2

- Describing myself and others
- French adjectives and agreement
- Superheroes descriptions (eyes, hair, personality, height, size)
- Cultural appreciation: Christmas in different regions of France

## Spring Term 1

- Giving opinions on school subjects
- Asking questions and discussing ideas
- Using verbs to talk about what we do in school
- Cultural appreciation: Differences between schools in England and in France

## Spring Term 2

- Discussing sports and hobbies
- Using verbs to talk about what people do
- Cultural appreciation: French sporting events and sports people

## Summer Term 1

- My house
- Describing rooms and using adjectives
- Cultural appreciation: Architecture in French speaking countries

## Summer Term 2

- Art in French
- Describing a picture in details
- Describing what people are doing in a picture
- Cultural appreciation: Famous artists and Paris museums; the French Revolution

## Reading lists

- Astérix et Obélix, Tintin, les Schtroumpfs, Le Petit Nicolas
- French films, series and cartoons on any streaming service with subtitles!

## Possible enrichment activities at home

- Quizlet - all year 7 students are invited to join a Testwood virtual class on Quizlet to support vocabulary learning at home (no need to upgrade to 'plus' subscription!)
- Websites such as Memrise, Busuu or Babbel
- BBC bitesize KS3 French
- Phone applications such as Duolingo



# 10 THE TOP BIG IDEAS IN GEOGRAPHY



1

We are part of an interconnected global community.

2

We are interdependent - we rely on each other and natural systems are connected.

3

Understanding one's place in the world.

4

Knowledge and understanding of how and why the world changes.

5

How other people across the world live and adapt to their surroundings.

6

Access to Geographical Information Systems.

7

Interpretation and understanding of Geographical Information Systems.

8

Understand how one's individual actions affect the human and natural environment.

9

Understand the need to live more sustainably and manage waste more effectively.

10

Be able to question our surroundings and challenge what we see and hear as we travel the world, both personally and through media.





# Geography

## Autumn Term 1

- What is Geography?
- Fantastic Places - A whistle-stop tour of some of the amazing places around the world, embedding key geographical skills.

## Autumn Term 2

- Resources: Are we running out? - Example of energy as a resource; the collection, usage and need for management; considering alternative energy production post fossil fuels.

## Spring Term 1

- Africa: Beyond Stereotypes - Investigating the world's second largest continent, diving into misconceptions to create an accurate 21<sup>st</sup> century picture of Africa.

## Spring Term 2

- Rivers and Flooding: Investigating Water's Power - Geographical processes and the landforms they create along rivers. Causes, effects and management of river flooding.

## Summer Term 1

Weather and Microclimates – Aspects of weather and how it affects us; what are microclimates? Includes fieldwork around the school site.

## Summer Term 2

- The UK: A Kingdom by the Sea – Getting to know our country better, with a specific focus on celebrating our local area.

## Reading lists

- See the School Librarian in the LRC for advice on appropriate material to support the topics being studied.
- Fantastic Places – The Power of Geography by Tim Marshall
- Resources – The New Climate War by Michael Mann
- Africa – Africa is Not a Country by Dipo Faloyin
- Rivers – The Epic of Gilgamesh (said to be the oldest story ever told)
- Flooding – When the Floods Came by Clare Morrall
- UK – The Kingdom by the Sea by Paul Theroux
- Weather & Microclimates – What Does Rain Smell Like? by Simon King and Clare Nasir □
- Atlas of the World.
- Horrible Geography book series.

## Possible enrichment activities at home

- BBC Bitesize - Keystage 3 Geography <http://www.bbc.com/bitesize/levels/z4kw2hv>
- KS3 Education Quizzes <https://www.educationquizzes.com/ks3/geography/>
- Practise your map skills [www.ordnancesurvey.co.uk/mapzone/](http://www.ordnancesurvey.co.uk/mapzone/)
- Download and use a weather app (BBC weather or XC weather)
- Download and use the BBC news app
- Visit local areas with links to the topics being studied (River Test)
- Watching the news and reading newspapers to keep up to date with what is going on in the world (BBC news and Newsround)
- Visiting new and interesting places
- 'Geogglebox' - a weekly list of geographical related programmes on free-to-air TV/streaming services.

# **10** THE TOP **BIG** IDEAS IN **HISTORY**



**1**

History is global and can be told from many perspectives.

**2**

History is a construct; there are different interpretations of the past.

**3**

The reasons for different interpretations of the past can be explained.

**4**

Some people, events and changes have been given more historical significance than others.

**5**

There are many reasons why things happen and there are many consequences of events.

**6**

Within time periods, and across time periods, some things change and some things stay the same.

**7**

Not everyone's experience of the past was the same.

**8**

The changing nature of beliefs has shaped societies over time.

**9**

The changing nature of conflict has shaped societies over time.

**10**

The changing nature of power has shaped societies over time.



# History

<b>Autumn Term 1</b> <ul style="list-style-type: none"><li>• Constantinople</li><li>• Vikings</li><li>• Medieval Bagdad</li></ul> <b>Autumn Term 2</b> <ul style="list-style-type: none"><li>• Impact of the Norman Conquest</li><li>• Medieval Religion</li></ul> <b>Spring Term 1</b> <ul style="list-style-type: none"><li>• What does the story of Eleanor of Aquitaine reveal about power and monarchy in the medieval world?</li></ul> <b>Spring Term 2</b> <ul style="list-style-type: none"><li>• Black Death</li><li>• Peasants Revolt</li><li>• Medieval Mali</li></ul>	<b>Summer Term 1</b> <ul style="list-style-type: none"><li>• Martin Luther</li><li>• Reformation</li><li>• Elizabethan England</li><li>• Tudor Southampton</li></ul> <b>Summer Term 2</b> <ul style="list-style-type: none"><li>• Privateering</li><li>• The Age of Colonisation</li></ul>
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## Reading lists

- The Silk Roads: Illustrated edition by Peter Frankopan
- How to be a Viking by Cressida Cowell
- Good Masters! Sweet Ladies! Voices from a Medieval Village by Laura Amy Schlitz
- Anne Boleyn and Me: A Tudor Girl's Diary, London 1525 by Alison Prince
- Horrible Histories: Terrible Tudors by Terry Deary
- Mansa Musa and the Empire of Mali by P. James Oliver

## Films and Documentaries

- The Silk Road, Dr Sam Willis, (BBC)
- Battlefield Britain: Hastings - Peter and Dan Snow
- A History of Britain: Conquest - Simon Schama
- Kings and Queens of England: Ep 1 The Normans
- Queens That Changed the World: Episode 5, Eleanor of Aquitaine (Channel 4)

## Possible enrichment activities at home

- Dover Castle: [www.english-heritage.org.uk/visit/places/dover-castle/](http://www.english-heritage.org.uk/visit/places/dover-castle/)
- Arundel Castle, Arundel: [www.arundelcastle.org](http://www.arundelcastle.org)
- Portchester Castle: [www.english-heritage.org.uk/visit/places/portchester-castle/](http://www.english-heritage.org.uk/visit/places/portchester-castle/)
- Portsmouth Historic Dockyard, Portsmouth: [www.historicdockyard.co.uk](http://www.historicdockyard.co.uk)
- Fort Nelson, Fareham: [www.royalarmouries.org/visit-us/fort-nelson/](http://www.royalarmouries.org/visit-us/fort-nelson/)

# 10 THE TOP BIG IDEAS IN MATHS KS3



1

Structural arithmetic - adding, subtracting, multiplying and dividing - including with decimals. (This must include facts of times tables up to and including  $12 \times 12$ )

2

Fluency changing between fractions, percentages and decimals

3

Calculations with fractions

4

Simplification - an understanding that algebra copies the structure of arithmetic for symbols and numbers.

5

Ratio and proportion

6

Geometric understanding of triangles

7

Statistics - mean, median and mode

8

Fluency with time calculations and real world applications.

9

Ability to solve worded problems - just 2 to 3 sentence problems. Where links are made between mathematical ideas and reasoning.

10

Use a calculator efficiently.



# Mathematics

## Autumn Term 1

- Number calculations: Exploring four operations
- Understanding different types of numbers
- Fractions and standard index form

## Autumn Term 2

- Algebraic Thinking: Exploring Sequences
- Understanding and using algebraic notation
- Functions and expressions

## Spring Term 1

- Measures: Conversions
- Compound Measures
- Time

## Spring Term 2

- Fractions: Amounts
- Addition, Subtraction, Multiplying and Dividing
- Algebraic fractions
- Properties of shape: Triangles, Quadrilaterals, Polygons

## Summer Term 1

- Lines and Angles:
- Constructing, measure and using geometric notation
- Developing geometric reasoning

## Summer Term 2

- Developing number sense
- Sets and probability
- Prime numbers and proof

## Reading lists

- Cool Maths 50 Fantastic Facts by Katie Hewett
- The Cracking Code Book by Simon Singh
- What's the point of Maths by Doris Kingsley

## Possible enrichment activities at home

- [nrich.maths.org](http://nrich.maths.org)
- [www.ukmt.org.uk](http://www.ukmt.org.uk)
- [www.mathsworkout.co.uk](http://www.mathsworkout.co.uk) (ask your class teacher for school login details) • Play card games, chess or any strategy game.



# **10** THE TOP **BIG** IDEAS IN **MUSIC**



**1**

Music is a way to use sound organised in time, pitch, tone and volume in order to communicate.

**2**

Music is a part of culture and reflects societies' and individuals' experience of life.

**3**

Attitude and practice are vital components of musical success.

**4**

Music can be transcribed and recorded using a variety of notations and recordings.

**5**

Performing requires a mixture of instrumental mastery, practice, flair and confidence.

**6**

Composing music is being creative within set parameters.

**7**

Music can inspire people on both an emotional and aesthetic level.

**8**

Familiarity with different genres, traditions and styles increases comfort.

**9**

Music can be performed, composed and enjoyed in a variety of contexts including solo, and groups.

**10**

Music is inclusive.



# Music

## Unit 1

### A Cappella Singing

- *Instrument Focus:* Voice
- Group singing performance: 'When I'm Gone'
- Solo composition: Improvising in C

## Unit 2

### Djembe Drumming

- *Instrument Focus:* Djembe / African drums
- Group djembe performance: 'Djolé'
- Composing: Ostinato
- Topic Test

## Unit 3

### Videogame Music

- *Instrument Focus:* Keyboard
- Group keyboard performance: 'Tetris'
- Composing: Three Blind Mice Composition

## Unit 4

### Ukulele & 4 Chords

- *Instrument Focus:* Ukulele
- Solo ukulele performance: 'LAVA'
- **Year 7 Exam**

### A Cappella Singing

- Watch Pitch Perfect

### YouTube/Websites/Reading List

- Pentatonix

### Videogame Music

#### Concerts

See local press for upcoming concerts including PLAY and Distant Worlds

### YouTube/Websites/Reading List

- <http://www.mfiles.co.uk/video-game-music-history.htm>
- <http://midnightmusic.com.au/2016/06/the-guide-to-composing-music-for-video-games/>
- Composing Music for Games: The Art, Technology and Business of Video Game Scoring – *Chance Thomas*
- A Composer's Guide to Game Music – *Winifred Phillips*

### The Ukulele & 4 Chords

- Southampton Ukulele Jam – either join or see them perform - <http://www.suj.btck.co.uk/Calendar>

### YouTube/Websites/Reading List

- The Ukulele Teacher

### Extra-Curricular Opportunities

Throughout the year there are a number of opportunities to groups to get involved with including:

- Aurora (Year 7 & 8 singing group) - Monday Lunchtimes in Mu1
- Year 7 & 8 Band (Friday Lunchtimes from Jan 24 in Mu1)
- Instrumental lessons - £84 for paired lessons a term

# 10 THE TOP BIG IDEAS IN PER



- 1 What it means to be religious is different for different people.
- 2 People understand the divine and the world around them in different ways.
- 3 Religion can help to give people a sense of right and wrong, but you do not have to be religious to have morals.
- 4 We do not have to agree with other people to respect their views.
- 5 For some religious people, belief is more important than practice; for others, practice is more important than belief.
- 6 Abrahamic (Judaism, Christianity and Islam) and Dharmic religions (Hinduism, Buddhism, and Sikhism) cannot be understood or categorised in the same way.
- 7 Religion can contribute both to global connectedness and global division.
- 8 A person's views on the afterlife will affect the way they live their life now.
- 9 All major world religions hold showing compassion to others in high regard.
- 10 The rules of a religion may not be compatible with the laws of a country.



# Philosophy, Ethics & Religion

## Autumn Term 1 & 2 – The Island

- Survival
- Community
- Rites of Passage
- Special objects
- Celebration
- Laws and values
- Remembrance
- Holy Books
- Stories
- Special places

## Spring Term 1 – Ideas about God

- Philosophy
- Polytheism
- Theism
- Atheism
- Agnosticism
- Science vs Religion

## Spring Term 2 – Judaism

- Abraham
- Moses
- Passover and Seder
- Torah & Laws
- Shabbat

## Summer Term 1 – Judaism/Christianity

- Kosher
- Synagogue
- Jewish Identity & Community
- Introduction to Christianity?
- Denominations
- The Bible & Jesus

## Summer Term 2 – Christianity

- Trinity
- Parables
- Holy Communion
- Agape

## Reading list

- Read BBC news online to keep on top of current events and ethical debates
- Big Questions from Little People – Gemma Elwin Harris
- The If Machine – Peter Worley (Philosophy Foundation)
- What Do You Believe? – DK Eyewitness
- Science vs God? – Dr. Chris Done & David Wilkinson (short readings for schools)
- <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt> (BBC Bitesize Religious Studies Key Stage 3)
- See Mrs Blake in the school LRC for advice on appropriate material to support the topics being studied.

## Possible enrichment activities at home

- Discussion and debate on the issues with people at home.



# **10 THE TOP BIG IDEAS IN PHYSICAL EDUCATION**



- 1** Develop physical literacy and core skills to participate in a wide range of physical activities/sports.
- 2** Develop holistic skills to support work life including teamwork, leadership and communication.
- 3** Improve physical fitness to be able to complete everyday activities with ease.
- 4** Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.
- 5** Develop tactical awareness and have the ability to develop strategies within a game.
- 6** Identify and understand the link between physical exercise and mental wellbeing.
- 7** Explore and develop creativity.
- 8** Develop knowledge of activities that are played around the world.
- 9** Develop a love or appreciation of physical activity to support lifelong participation.
- 10** Experience competitive activities to all and be aware of community links.





# Physical Education

Throughout the year, the students will participate in a range of sporting activities to develop their core and technical skills to become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They will also be encouraged to use a range of tactics and strategies to overcome opponents.

	<b>7x/PE1</b> Tu4 / Wed1 Tu5 / Wed5	<b>7x/PE2</b> Tu4 / Wed1 Tu5 / Wed5	<b>7x/PE3</b> Tu4 / Wed1 Tu5 / Wed5	<b>7y/PE1</b> Tu5 / Th1 Tu4 / Wed4	<b>7y/PE2</b> Tu5 / Th1 Tu4 / Wed4	<b>7y/PE3</b> Tu5 / Th1 Tu4 / Wed4
03.09.25 – 03.10.25 (5 weeks)	Core Skills (To include netball and rugby style games)	Core Skills (To include netball and rugby style games)	Core Skills (To include netball and rugby style games)	Core Skills (To include netball and rugby style games)	Core Skills (To include netball and rugby style games)	Core Skills (To include netball and rugby style games)
06.10.25 – 24.10.25 (3 weeks)	Cross Country (Outside/Boots)	Cross Country (Outside/Boots)	Cross Country (Outside/Boots)	Cross Country (Outside/Boots)	Cross Country (Outside/Boots)	Cross Country (Outside/Boots)
03.11.25 – 28.11.25 (4 weeks)	Gymnastics (Indoor/Bare Feet)	Dance (Indoor/Bare Feet)	Football (Outside/Boots)	Gymnastics (Indoor/Bare Feet)	Dance (Indoor/Bare Feet)	Football (Outside/Boots)
01.12.25 – 19.12.25 (3 weeks)	Dance (Indoor/Bare Feet)	Gymnastics (Indoor/Bare Feet)	Netball (Trainers)	Dance (Indoor/Bare Feet)	Gymnastics (Indoor/Bare Feet)	Netball (Trainers)
05.01.26 – 30.01.26 (4 weeks)	Invasion Games (Trainers)	Basketball (Trainers)	Dance (Indoor/Bare Feet)	Invasion Games (Trainers)	Basketball (Trainers)	Dance (Indoor/Bare Feet)
02.02.26 – 06.03.26 (4 weeks)	Netball (Trainers)	Football (Outside/Boots)	Gymnastics (Indoor/Bare Feet)	Netball (Trainers)	Football (Outside/Boots)	Gymnastics (Indoor/Bare Feet)
09.03.26 – 27.03.26 (3 weeks)	Football (Outside/Boots)	Netball (Trainers)	Indoor Athletics (Trainers)	Football (Outside/Boots)	Netball (Trainers)	Indoor Athletics (Trainers)
13.04.26 – 08.05.26 (4 weeks)	L1 – Athletics L2 – S&F Skills	L1 – S&F Skills L2 – Athletics	L1 – Athletics L2 – S&F Skills	L1 – Athletics L2 – S&F Skills	L1 – S&F Skills L2 – Athletics	L1 – Athletics L2 – S&F Skills
11.05.26 – 12.06.26 (4 weeks)	L1 – Athletics L2 – Rounders	L1 – Rounders L2 – Athletics	L1 – Athletics L2 – Cricket	L1 – Athletics L2 – Rounders	L1 – Rounders L2 – Athletics	L1 – Athletics L2 – Cricket
15.06.26 – 21.07.26 (5 weeks)	L1 – Athletics / S&F L2 – OAA	L1 – OAA L2 – Athletics / S&F	L1 – Athletics / S&F L2 – OAA	L1 – Athletics / S&F L2 – OAA	L1 – OAA L2 – Athletics / S&F	L1 – Athletics / S&F L2 – OAA

S&F – Striking and Fielding games such as rounders/cricket/softball. Lessons will be outside and may require boots for term 5 (April to May)

OAA – Outdoor Adventurous Activities. Lessons will be outside.

<b>Extra-Curricular Opportunities</b>	<b>Out of School Opportunities</b>
<p>After school clubs and teams.</p> <p>Why not try setting yourself a daily step challenge?</p> <p>Can you beat the number of steps a PE staff member completes?</p> <p>Why not follow a workout session from YouTube?</p> <p>How about a family cycling outing?</p>	<p>Waterside Table Tennis Club <a href="http://www.watersidettc.tlclubs.co.uk">www.watersidettc.tlclubs.co.uk</a></p> <p>Tottonians Rugby Club <a href="http://www.tottonians.com">www.tottonians.com</a></p> <p>Southampton Hockey Club <a href="http://www.southamptonhc.org">www.southamptonhc.org</a></p> <p>Calmore Cricket Club <a href="http://www.calmoresports.co.uk">www.calmoresports.co.uk</a></p> <p>New Forest Junior Athletics Club <a href="http://www.newforestjuniors.co.uk">www.newforestjuniors.co.uk</a></p> <p>Testwood Gymnastics Club <a href="http://www.testwoodgymnastics.co.uk">www.testwoodgymnastics.co.uk</a></p> <p>Totton &amp; Eling Tennis Centre <a href="http://www.servingtennis.net/totton.htm">www.servingtennis.net/totton.htm</a></p> <p>Stagecoach <a href="http://www.stagecoach.co.uk/totton">www.stagecoach.co.uk/totton</a></p>

# 10 THE TOP BIG IDEAS IN PSHE



1

**Physical Health** - getting to know how to keep our bodies physically fit and cared for.

2

**Mental Health** - learning how to take care of our minds and emotional wellbeing.

3

**Growing and changing** - understanding that there will be physical and emotional changes as we grow.

4

**Personal Safety** - learning how to keep ourselves safe, online and offline.

5

**Relationships and Sex** - knowing how to build healthy, consensual relationships and boundaries with people

6

**Inclusivity** - understanding that everyone is accepted in our community and how we can respect each other's differences.

7

**Digital Literacy** - in an ever changing world, our digital literacy helps us to navigate all forms of communication in an effective manner.

8

**Finance** - discovering how our finances may look in the future and how to keep these well-managed and secure

9

**Careers** - Learning how to access various opportunities, and learn the pathways to future aspirations.

10

**Community and responsibility** - PSHE encompasses all the building blocks that lead us to becoming well-rounded, responsible citizens in our community.



PSHE is run on a rotation of 6 different topics. Students will study one topic with a specialist teacher before changing to a different teacher who specialises in a different topic.

## **Unit 1: Careers**

Students will begin their understanding of the world of work, what careers are available to them and the skills that they possess. They will also begin working with our dedicated careers platform [xello.co.uk](http://xello.co.uk)

## **Unit 2: Finance**

Students will look at the difference between wants and needs and how we raise money to pay for these. Students will also look at how companies advertise to them and how this can impact on our spending habits; particularly within video gaming.

## **Unit 3: British Values**

Students will look at the core British Values of Tolerance and Mutual respect and how that translates into the 21st Century

## **Unit 4: Mental Health**

Students will begin to explore the concept of Mental Health and how to take care of their mental health in a positive way

## **Unit 5: Physical Health**

Students will begin to explore the concept of Physical Health and how to take care of their bodies. This includes dental hygiene, sleep, physical hygiene, puberty and the menstrual cycle

## **Unit 6: Relationships and Sex Education**

Students will explore the fundamentals of what makes a positive relationship. This will focus primarily on friendships and familial relationships. Students will explore how different families are run.

## **Useful Websites:**

### **General advice and support**

- Childline - [www.childline.org.uk](http://www.childline.org.uk)
- NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Sex and Relationships**

- Let's talk about it - [www.letstalkaboutit.nhs.uk](http://www.letstalkaboutit.nhs.uk)

## **Possible enrichment activities at home**

- Discussing and exposing your child to the work family members are in
- Budgeting with your child
- Reading and discussing daily news



# 5 BIG IDEAS IN SCIENCE



1

**Cells** are the fundamental building blocks of all living things. They reproduce to cause organisms to grow and can become specialised to take on many different roles. They can co-ordinate and communicate to form organs or entire organisms.

2

**Interdependence** – living things depend on each other for food and other resources. Changes to feeding relationships occur when biotic or abiotic factors in ecosystems are disturbed, and this can result in catastrophic collapse and loss of biodiversity.

3

**Forces** change the shape and motion of objects in the universe. The fundamental forces such as gravity, electrostatic, nuclear shape the behaviour of all objects from atoms to stars, galaxies and the entire universe.

4

**Energy** cannot be created or destroyed, it is transferred from one energy store to another. Energy is a useful concept that can allow us to describe the behaviour of open and closed systems.

5

**Particles (atoms & molecules)** are the fundamental building blocks of all materials in the universe. The behaviour of simple materials and reactions can be described by the particle model and kinetic theory. All of the different elements in the periodic table were forged in the heart of a dying star. Each type of element is made of a single type of atom and understanding the patterns caused by building atoms from protons, neutrons and electrons is fundamental to unlocking the secrets of chemistry.



# Science

## Autumn Term 1

- Working Scientifically
- Cells
- Particles

## Autumn Term 2

- Energy
- Reproduction

## Spring Term 1

- Contact Forces
- Energy Resources

## Spring Term 2

- Mixtures and Compounds
- Interdependence

## Summer Term 1

- Electric Circuits
- Reactions

## Summer Term 2

- Magnetism
- Motion
- Investigations

## Reading lists

- Key Stage 3 Science Revision Guide
- Wonders of the Solar System (Prof Brian Cox)
- Hands-On Science: Forces and Motion, Matter and Materials, Sound and Light, Electricity and Magnets (J Graham, J Challoner)
- Wonders of the Natural World (Prof Brian Cox)
- Stuff Matters: The Strange Stories of the Marvellous Materials that Shape Our Man-made World (M Miodownik)
- What's Biology all About? What's Chemistry all About? What's Physics all About? (Usborne Books Collection)

## Possible enrichment activities at home

- The Science Museum, London
- Winchester Science Centre and Planetarium
- Southampton University Open Days



# 10 THE TOP BIG IDEAS IN DESIGN & TECHNOLOGY



1

Understand how to work safely.

2

Learn how to work with a range of materials.

3

Development of confidence in executing skills.

4

Plan/Re-plan/Adapt.

5

Visualise and realise a design using creativity and imagination.

6

Troubleshoot and adapt.

7

Develop resilience and perseverance.

8

Evaluate the process.

9

Develop understanding of the role of professionals in industry, including career paths.

10

Develop understanding of the use of design and technology around the world.



# Technology

Throughout the year, the students will participate in a range of Technology activities to develop both their core and technical skills to become more competent, confident and expert at creating design solutions to a given brief. They will also be encouraged to use a range of specialist tools, materials and equipment.

<b><u>Product Design</u></b> <i>Block Bot Project</i>	<b><u>Electronics</u></b> <i>Mini Lantern Project</i>	<b><u>Food</u></b> <i>Healthy Eating</i>	<b><u>CAD</u></b> <i>Computer Aided Design</i>
Block Bot Project Unit of Work  Introduction to the Workshop.  Health and Safety in the Workshop.  Working with a range of different hand tools.  Design, make and evaluate a product out of wood.	Mini Lantern Project Unit of Work  Health and Safety when working with electrical components  Knowledge and understanding and how to use electrical components.  Working with a range of specialist tools and equipment.  Design, make and evaluate a product using basic electronics	Healthy Eating Unit of Work  Health, Safety and Hygiene in the kitchen.  Development of Knife skills, cooking methods and practical cooking.  Eat Well Guide – Nutrition.  Understanding what makes a healthy balanced diet.	Introduction to CAD Unit of Work.  Using 3D Modelling Software  Using 3D Slicing Software  Using and understanding how a 3D printer works.  Working with Modern Materials (PLA)

	<b>7Y1</b>	<b>7Y2</b>	<b>7Y3</b>	<b>7Y4</b>	<b>7X1</b>	<b>7X2</b>	<b>7X3</b>	<b>7X4</b>
<b>Autumn Term</b>	Food	Product Design	Food	Product Design	Food	Product Design	Food	Product Design
<b>Spring Term 1</b>	CAD	Electronics	CAD	Electronics	CAD	Electronics	CAD	Textiles
<b>Spring Term 2</b>	Electronics	CAD	Electronics	CAD	Electronics	CAD	Electronics	CAD
<b>Summer Term</b>	Product Design	Food	Product Design	Food	Product Design	Food	Product Design	Food

## Reading lists

- Rosie Revere's Big Project Book for Bold Engineers (Andrea Beaty)
- Everyday Superheroes: Women in STEM careers (E. Twamley and J. Sneideman)
- The Kitchen Science Cookbook (Dr Michelle Dickinson)
- Hello World: How to be Human in the Age of the Machine (Hannah Fry)
- Saving Bletchley Park (Dr Sue Black)
- The Urban Farmer: How to Create a Productive Garden in Any Space (J. Calverley)
- Love at First Stitch (Tilly Walnes)

## Possible enrichment activities at home

- Cook a family meal
- Help make flat pack furniture
- Design a family logo/crest
- Sew a button onto a shirt
- Make a Cross Stitch design
- Become involved in STEM activities
- Play and experiment with Lego - be creative

# Recommended Reading for Year 7

**The Colour of the Sun** *by David Almond*

**The Afterwards** *by A F Harrold*

**Tales from the Inner City** *by Shaun Tan*

**The Skylark's War** *by Hilary McKay*

**The Storm Keeper's Island** *by Catherine Doyle*

**Looking After Your Mental Health** *by Alice James*

**Boy 87** *by Ele Fountain*

**Where the World Ends** *by Geraldine McCaughrean*

**Five Children on the Western Front** *by Kate Saunders*

**Artichoke Hearts** *by Sita Brahmachari*

**The Island at the End of Everything** *by Kiran Millwood*

**Out of Heart** *by Irfan Master*

**Here Lies Arthur** *by Philip Reeve*

**Booked** *by Kwame Alexander*

**My Sister Lives on the Mantelpiece** *by Annabel Pitcher*

**Tinder** *by Sally Gardner*

**A Monster Calls** *by Patrick Ness*

**Smart A Mysterious Crime, a Different Detective** *by Kim Slater*

**Coram Boy** *by Jamila Gavin*

**She is Not Invisible** *by Marcus Sedgwick*

**Smart** *by Kim Slater*

**After Tomorrow** *by Gilliam Cross*

**Ways to Live Forever** *by Sally Nicholls*

**Harry Potter (all the series)** *by J K Rowling*

**Watership Down** *by Richard Adams*

**The Boy at the Back of the Class** *by Onjali Rauf*

**Percy Jackson (entire series)** *by Rick Riordan*

**Can You See Me?** *by Libby Scott*

**I am David** *by Anne Holm*