Curriculum Booklet
Year 7

2026 - 2027

Dear Parents/Carers and Students

As 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.

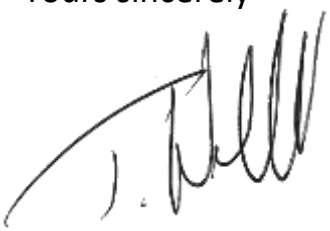
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

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 2026/2027. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely



Mr T Webber
Headteacher

THE TOP 10 BIG IDEAS IN ART & PHOTOGRAPHY

TESTWOOD SCHOOL

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



Art

Autumn Term - Colour

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

Spring Term - Undersea

Students refine their observation and colour blending skills with their study of undersea creatures. Relief printing will be inspired by patterns of the artwork of M.C Escher. Students will develop clay skills to create a ceramic relief tile inspired by their observational studies.

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, the Impressionists and David Hockney and use their understanding to inspire their own interpretation of our 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 ; www.saatchigallery.com ; www.nationalgallery.org.uk
  In New York - www.moma.org ; www.guggenheim.org ; www.metmuseum.org
  In Europe - www.louvre.fr/en ; www.centrepompidou.fr/en ; 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.

THE TOP 10 BIG IDEAS IN COMPUTER SCIENCE

TEETWOOD SCHOOL

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 & Digital Safety

- Creating documents online and working collaboratively
- Presenting to an audience
- The Cloud
- Safeguarding
- Communicating safely and being friendly with others online

Autumn Term 2 – Google Skills & Digital Safety

- Understanding why strong passwords are important
- Creating digital footprints in a positive way
- Google Suite: Slides, Docs, Sheets

Spring Term 1 – Algorithms & Problem Solving & Programming

- What are algorithms?
- Decomposition
- Abstraction
- Flowcharts
- Scratch Project

Spring Term 2 – Computer Systems & Artificial Intelligence

- Introduction to Python Programming
- Input & Output
- High-Level Programming Languages
- Python Project

Summer Term 1 – Computer Systems & Artificial Intelligence

- 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?
- What is AI and how does it work?
- IP and Copyright

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
- 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

- Scratch Creativity
- Family Cyber-Safety Expert
- Kodu Game Lab
- Typing Club Mastery

THE TOP 10 BIG IDEAS IN DRAMA

TESTWOOD SCHOOL

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 Chid'

- 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

'How to be a kid'

- Students will explore the themes of the play and look at the ideas of family, friends and fitting in.
- 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

Roald Dahl - The Twits

- 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.

Summer Term 2

'Drama through time'

- Students will learn about Drama through a range of Historical events and historical based performances- Titanic, Amelia Earhart, War Horse, Come from away and Henry 8th
- Devised Performance, TIR, Characterisation

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

Reading list

- 'Harry Potter: The Cursed Child'' Play
- 'How to be a kid' by Sarah Macdonald Hughes
- 'The Twits' by Roald Dahl

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 - 'Frozen', performing arts shows and clubs after school when production is complete.

THE TOP 10 BIG IDEAS IN ENGLISH

TESTWOOD SCHOOL

'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.



English

Autumn Term 1

- Villains in Literature and Film: Understanding media techniques, character creation and narrative structure to enable students to build on writing skills from Key Stage 2
- 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 'Wolf Trials': 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

- Shakespeare Outsiders: 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 'The Island at the End of Everything'. They will learn how an author crafts their writing, focusing upon the language and structure that is used.

Summer Term 2

- Narrative Poetry: Students will look at different poetic forms such as narrative poetry and free verse, which will lead to producing their own poem.
- Year 7 End of Year Exams.

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.

THE TOP 10 BIG IDEAS IN FRENCH

TESTWOOD SCHOOL

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
- French adjectives and agreement
- Superheroes descriptions (eyes, hair, personality, height, size)
- Cultural appreciation: Christmas in different parts of the French speaking world

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: Architecture in French speaking countries

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

THE TOP 10 BIG IDEAS IN GEOGRAPHY

TESTWOOD SCHOOL

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 21st 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 Future 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/
- 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.

THE TOP 10 BIG IDEAS IN HISTORY

TESTWOOD SCHOOL

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

Autumn Term 1
- Constantinople
- Vikings

Autumn Term 2
- Medieval Bagdad
- The Norman Empire

Spring Term 1
- Medieval religion
- What does the story of Licoricia of Winchester reveal about the medieval world?

Spring Term 2
- Black Death
- Peasants Revolt
- Medieval Mali

Summer Term 1
- Martin Luther
- Reformation

Summer Term 2
- Tudor Southampton
- The Age of Colonisation

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

THE TOP 10 BIG IDEAS IN MATHS KS3

TESTWOOD SCHOOL

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

Autumn Term 2

- Standard form
- Algebraic thinking: Exploring sequences
- Understanding and using algebraic notation
- Substitution and expressions
- Sequences

Spring Term 1

- Measures: Conversions
- Time
- Fractions of amounts

Spring Term 2

- Properties of shape: Triangles, quadrilaterals, polygons
- Perimeter and area

Summer Term 1

- Rounding and estimation
- Ratio and proportion
- Probability

Summer Term 2

- Algebra: Solving equations
- Data
- Data collection project

Reading lists

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

Possible enrichment activities at home

- nrich.maths.org
- www.ukmt.org.uk

THE TOP 10 BIG IDEAS IN MUSIC

TESTWOOD SCHOOL

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
Musicals

- *Instrument Focus:* Voice
- Group singing performance: 'Consider Yourself'

Unit 2
Songs of the UK

- *Instrument Focus:* Voice / Cubase sequencing
- Solo composition: Improvising in Dorian

Unit 3
Djembé Drumming

- *Instrument Focus:* Djembé / African drums
- Group djembe performance: 'Djolé'
- Topic test

Unit 4
Ukulele & 4 Chords

- *Instrument Focus:* Ukulele
- Solo ukulele performance: 'See you Again'

Unit 5
Videogame Music

- *Instrument Focus:* Cubase sequencing
- Composing: Three Blind Mice Composition

Unit 6
EDM Pop

- *Instrument Focus:* Cubase sequencing
- Producing: 4 chords song
- 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:

- Frozen
- Winter showcase

THE TOP 10 BIG IDEAS IN PER

TESTWOOD SCHOOL

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
- Sacred places

Spring Term 1 – Ideas about God

- Philosophy
- Polytheism
- Theism
- Agnosticism
- Atheism
- 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.

THE TOP 10 BIG IDEAS IN PHYSICAL EDUCATION

TESTWOOD SCHOOL

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.

	7x/PE1 Tues3 / Wed3 Mon3/Tues3	**7x/PE2** Tues3 / Wed3 Mon3/Tues3	**7x/PE3** Tues3 / Wed3 Mon3/Tues3	**7y/PE1** Wed2 / Thurs4 Mon2 / Fri3	**7y/PE2** Wed2 / Thurs4 Mon2 / Fri3	**7y/PE3** Wed2 / Thurs4 Mon2 / Fri3
01.09.26 – 18.09.26 (2 weeks)	Core Skills *(Outside/Boots)*	Core Skills *(Outside/Boots)*	Core Skills *(Outside/Boots)*	Core Skills *(Outside/Boots)*	Core Skills *(Outside/Boots)*	Core Skills *(Outside/Boots)*
21.01.26 – 25.09.26 (1 week)	Cross Country *(Outside/Boots)*	Cross Country *(Outside/Boots)*	Cross Country *(Outside/Boots)*	Cross Country *(Outside/Boots)*	Cross Country *(Outside/Boots)*	Cross Country *(Outside/Boots)*
28.09.26 – 23.10.26 (4 weeks)	Tag Rugby *(Outside/Boots)*	Handball *(Outside/Boots)*	Netball *(Outside/Trainers)*	Tag Rugby *(Outside/Boots)*	Handball *(Outside/Boots)*	Netball *(Outside/Trainers)*
02.11.26 – 27.11.26 (4 weeks)	Gymnastics *(Indoor/Bare Feet)*	Football *(Outside/Boots)*	(Tag) Rugby *(Outside/Boots)*	Gymnastics *(Indoor/Bare Feet)*	Football *(Outside/Boots)*	(Tag) Rugby *(Outside/Boots)*
30.11.26 – 17.12.26 (3 weeks)	Netball *(Trainers)*	Gymnastics *(Indoor/Bare Feet)*	Dance *(Indoor/Bare Feet)*	Netball *(Trainers)*	Gymnastics *(Indoor/Bare Feet)*	Dance *(Indoor/Bare Feet)*
04.01.27 – 29.01.27 (4 weeks)	Badminton *(Trainers)*	Dance *(Indoor/Bare Feet)*	Football *(Outside/Boots)*	Badminton *(Trainers)*	Dance *(Indoor/Bare Feet)*	Football *(Outside/Boots)*
01.02.27 – 05.03.27 (4 weeks)	Football *(Outside/Boots)*	(Tag) Rugby *(Outside/Boots)*	Gymnastics *(Indoor/Bare Feet)*	Football *(Outside/Boots)*	(Tag) Rugby *(Outside/Boots)*	Gymnastics *(Indoor/Bare Feet)*
08.03.27 – 25.03.27 (3 weeks)	Dance *(Indoor/Bare Feet)*	Netball *(Trainers)*	Handball *(Outside/Boots)*	Dance *(Indoor/Bare Feet)*	Netball *(Trainers)*	Handball *(Outside/Boots)*
12.04.27 – 21.05.27 (6 weeks)	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
24.05.27 – 02.07.27 (5 weeks)	S&F Skills Rounders Cricket	S&F Skills Rounders Cricket	S&F Skills Cricket Rounders	S&F Skills Rounders Cricket	S&F Skills Rounders Cricket	S&F Skills Cricket Rounders
05.07.26 – 21.07.27 (3 weeks)	L1 –S&F L2 – OAA	L1 – OAA L2 –S&F	L1 –S&F L2 – OAA	L1 –S&F L2 – OAA	L1 – OAA L2 –S&F	L1 –S&F L2 – OAA

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

THE TOP 10 BIG IDEAS IN PDP

TESTWOOD SCHOOL

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.



PDP

PDP (Personal Development Programme) is run on a rotation of 6 different topic areas; all based around the school values. Students will study one topic with a specialist teacher before changing to another specialist teacher for another topic.

Caring Unit 1

Students will explore what it means to be a responsible student at Testwood school, with focus on time management, personal accountability, anti - bullying and how to manage their mental wellbeing.

Caring Unit 2

Students will explore what it means to be physically healthy throughout their lives, with a focus on hygiene, personal and dental, good sleep patterns, and healthy habits for a healthy lifestyle. Students will also explore the impact that puberty has on teenager's bodies including a detailed study of the menstrual cycle.

Inclusive Unit 1

Students will explore what it means to be British, from our values, culture and important people who have shaped our country. Students will also explore in detail the values of Mutual Respect and Tolerance in addition to the rights afforded to British citizens and the responsibilities associated with them.

Inclusive Unit 2

Students will explore the fundamentals of building positive and healthy relationships. This will focus primarily on friendships and familial relationships as well as managing peer pressure and self esteem.

Ambitious Unit 1

Students will begin their journey with our careers programme where we focus on life outside of Testwood. In Year 7 we focus primarily on what the world of work looks like and the career options that are available. Students will begin working on our dedicated Careers Platform of xello.co.uk. In addition students will begin working on presentation skills, vital for success outside of school.

Ambitious Unit 2

Students will explore how to work together in groups to manage large projects. Students will also begin to explore the ever-changing world of finance with a focus on how money is made and how to control expenditure through budgeting. Whilst looking at ways corporations target individuals via advertising.

Useful Websites:

General advice and support

- Childline - www.childline.org.uk
- NSPCC - www.nspcc.org.uk

Sex and Relationships

- Let's talk about it - 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

THE TOP 5 BIG IDEAS IN SCIENCE

TESTWOOD SCHOOL

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 or 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

THE TOP 10 BIG IDEAS IN DESIGN & TECHNOLOGY

TESTWOOD SCHOOL

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.

Product Design *Block Bot Project*	**Electronics** *Mini Lantern Project*	**Food** *Healthy Eating*	**CAD** *Computer Aided Design*
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)

	7Y1	**7Y2**	**7Y3**	**7Y4**	**7X1**	**7X2**	**7X3**	**7X4**
Autumn Term	Food	Product Design	Food	Product Design	Food	Product Design	Food	Product Design
Spring Term 1	CAD	Electronics	CAD	Electronics	CAD	Electronics	CAD	Textiles
Spring Term 2	Electronics	CAD	Electronics	CAD	Electronics	CAD	Electronics	CAD
Summer Term	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 Technic Lego (motors and power functions) - be creative

Recommended Reading for Year 7

Strike by Mitch Johnson

The Not-So Great Escape by Emma Green

Advice From A 12-Year-Old Nobody by Helen Rutter

The Cursed Melodies by Connie Glynn

And Now We Run by Nicola Penfold

Outlaws by E. L. Norry

Bim Blakes Hot Takes by Tola Okogwu

Nine Times I Nearly Died by Benedict Allen

Zero Overdrive by Steve Blackman

The Zombie Project by Alice Nuttall

How To Get Magically Popular by Radhika Sanghani

My Soul, A shining Tree by Jamila Gavin

People Like Stars by Patrice Lawrence

On The Wall by Anne Fine

The Secret Lives of Women Spies by Charlotte Philby

Twice Upon A Time by Michelle Harrison

The Boy With Big Decisions by Helen Rutter

A Flash Of Neon by Sophie Cameron

Cringe Club by Emily-Jane Clark

Spirit Warriors by Ashley Thorpe

Island of Whispers by Frances Hardinge

A Sequence of Cosmic Accidents by S. A Reyhani

Gloam by Jack MacKay

Runaways by E. L Norry