

Curriculum Overview

SUBJECT:	MATHS	YEAR:	7
INTENT:	To begin to equip students with the numeracy and problem-solving skills they will need in to succeed in KS3, build on in KS4 and take beyond school.		

UNITS OF WORK

1. Sequences	2. Algebraic Notation	3. Equality and Equivalence	4. Place Value, Ordering Numbers
5. FDP Equivalence	6. Problem Solving with Addition and Subtraction	7. Problem Solving with Multiplication and Division	8. Fractions and Percentages of Amounts
9. Operations and Equations	10. Addition and Subtraction with Fractions	11. Construction and Measuring	12. Geometric Reasoning
13. Developing Number Sense	14. Sets and Probability	15. Prime Numbers and Proof	

Main Fluency Development	Key Skills Development	Assessment
- Extend and describe different types of sequences in a variety of ways and begin to solve problems involving sequences. - Interpret algebraic expressions as functions. Substitute into and evaluate. - Begin to understand and manipulate algebraic notation. - Calculate confidently with decimals. - Begin to calculate with and convert between fractions decimals and percentages. - Begin to understand the language of probability, calculate probabilities based on different outcomes. - Understand and use ratios and compare proportions. - Identify and label angles and lines, draw and measure angles. - Generate and describe sequences, identify coordinates in 4 quadrants. - Identify properties of rotations, reflections, enlargements and translations.	- Interpret and select data when measuring spread or central tendency. Interpret graphs and charts. - Use rounding in context to estimate solutions in context. - Begin to substitute into real life formulae - Convert confidently between different metric units. - Use percentages in finance examples. - Develop an understanding of probability through language and as a number line using decimals and fractions. - Develop an understanding as to how fractions and percentages can be used to compare proportions. - Solve problems by applying knowledge of angle properties. - Recognise and plot straight line graphs, find the nth term of a sequence and use to solve problems. - Identify and describe transformations.	- Setting test: Sept - End of Autumn term test: Dec - End of Spring term test: April - End of year assessment: June
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Understand data in the news, finance, shopping, basics needed for many careers and functioning outside the school setting. - All examples from scheme of work include multi-ethnic names and faces. - Where possible cite global or EDI source of mathematics.	Contextual problem solving.	Questions in context, how what is being taught relates to everyday life (probability, data, FDP) and its occurrence in nature (sequences, transformations)

Curriculum Overview

SUBJECT:	ENGLISH	YEAR:	7
INTENT:	Our knowledge-rich curriculum deepens students' understanding of English as a discipline and explores the world through carefully selected and ambitious texts. Students find their voice through oracy and critical and creative writing while exploring important themes and questions.		

UNITS OF WORK – Year 7 theme: Beginnings and Journeys

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main teacher	Transition – KS2 reading skills	'Beginnings and Journeys' poetry anthology	'The Bone Sparrow'	'The Bone Sparrow'	'A Midsummer Night's Dream'	'A Midsummer Night's Dream'
Co-teacher	Transition – KS2 grammar skills through life writing		Reading and writing around 'The Bone Sparrow'	Reading and writing around 'The Bone Sparrow'	Reading and writing around 'AMND'	Reading and writing around 'AMND'

Key Knowledge/Development	Key Skills Development	Assessment
- Development of foundational knowledge from KS2, including understanding of grammar - Knowledge around different types of poetry and their influences - Understanding of the refugee experience through 'The Bone Sparrow' - Exploration of how novels work - Features of Shakespearean comedies - Influences on Shakespeare - Methods authors use to create specific effects	By the end of Year 7, I can... - Understand and respond to texts - Select judicious quotations - Identify the effect on the reader - Create specific effects in my writing	Students complete a baseline assessment and an end-of-year assessment. Throughout the year, feedback is offered through individual targets on feedback stickers, as well as regular whole-class feedback. Teachers offer consistent verbal feedback and mark work live in lessons.
		Curriculum Enrichment Reading lists are available on request. The English department works closely with the librarian to support with reading for pleasure endeavours. Students have the opportunity to watch plays in lesson, and theatre trips are held when possible. The cross-trust Athelstan Festival of Speech and Debate allows students to practise their oracy skills and win prizes. Creative writing by our students is often published by the Young Writers programme.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	
Literary and non-literary texts have been chosen to prompt discussion surrounding British values and other cultures. Texts have been chosen in order to promote equality and diversity – to help equip students with the attitudes and skills required to thrive throughout their lives. Texts should encourage positive outlooks and challenge stereotypes so that students can develop an all-encompassing, unbiased view on life.	Students are encouraged to explore vocabulary origins and uses, and to develop their language skills through writing and responding: academic vocabulary (tier 2) and subject specific vocab are both developed. Students are also encouraged to verbalise ideas and contribute to class discussion. Reading aloud is also a vital part of building confidence in language skills.	

Curriculum Overview

KS3 SCIENCE - Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Skills lessons to introduce the way scientists work Chemistry – Particles showing how understanding particles helps to explain the world including changing states and solutions Chemistry – Separating Mixtures exploring the techniques used to separate a range of mixtures.	Biology – Cells Explaining how cells are the building blocks of more complex organisms Biology – Movement looking at the skeleton and muscles	Physics – Energy Describing the main energy stores and transfers Physics – Electricity Using electrical circuits to understand voltage, current and resistance.	Chemistry – Metals and Non-metals looking at the properties of a range of materials. Chemistry – Acids and Alkalis, introducing new chemicals and some of their reactions.	Biology – Variation and Reproduction, explaining how organisms are different and how they reproduce. Biology – Plant Reproduction. Looking at the adaptations of plants to reproducing and comparing wind and insect pollinated plants.	Physics: Investigate forces and gravity, exploring how they shape motion and structure within our solar system.
Big Ideas	Understanding the Particle Model	Understanding Cells	Understanding Energy and Electricity	Properties of Materials and Acids and Alkalis	Understanding Asexual and Sexual Reproduction	Understanding Forces and the Universe
Investigation Skills	Introductory module introducing key scientific equipment and skills Solubility Investigation – focussed on planning experiments	Muscle Contraction Investigation – focussed on Tables and Graphs	Resistance of a Wire Investigation -Focussed on analysis and Conclusions	Metals and Acids investigation – focussed on Tables and Graphs	Seed Dispersal Investigation – focussed on Planning	Ramp height and Speed investigation – focussed on Evaluation
Assessments	Baseline assessment checking KS2 science	Particles and Separating Mixtures mini test	Cells and Movement mini test Energy and Electricity mini test	Metals and Acids mini test PPE Exam 1 including Cells, particles, and Energy	Reproduction Mini test	Forces and Space Mini test PPE Exam 2 including Metals, Variation and Reproduction
Resources	Throughout year 7 pupils will get Sparx homeworks which will reinforce topics they have covered and introduce new material for flipped learning to build confidence before we cover it in class. (https://sparxscience.com)					

Curriculum Overview

SUBJECT:	ART	YEAR:	7
INTENT:	The curriculum aims to develop confident, creative and culturally aware students through the Natural Forms, Hybrid Creatures and Patterns & Culture projects. Learners build strong observational skills, imaginative design abilities and an understanding of global visual traditions. Each unit strengthens technical control, research skills and creative decision-making, enabling students to produce personal and meaningful artwork while laying a solid foundation for future study in Art and Design.		

UNITS OF WORK

<u>Natural forms</u>	<u>Hybrid Creatures</u>	<u>Patterns & Culture</u>
Visual Elements-Line, Tone & Colour Media- Pen, Pencil & Painting	Visual Elements -Pattern, Shape & Texture Media- Sculpture & Printing	Visual Elements- Texture, Light, Colour Media - Sculpture, Photography

Key Knowledge/Development	Key Skills Development	Assessment
Natural Forms Students develop strong observational drawing skills by closely studying plants, flowers, shells and other natural objects. They learn how to use line, tone, texture, shape and colour effectively through a range of drawing and painting techniques. This project builds their confidence in recording from direct observation and applying these visual elements to create a personal, nature-inspired final piece. Hybrid Creatures Students expand their creative thinking by investigating insects, animals and mythical creatures, learning how real and imagined sources can inform design ideas. They develop knowledge of symbolism and cultural storytelling through artist research, strengthening their ability to explain influences on their work. Through drawing, design development and media experimentation, students learn how to refine imaginative concepts into a resolved hybrid creature outcome. Patterns & Culture Students gain an understanding of how patterns, symbols and colour communicate cultural identity and meaning. They build research skills by studying artists, designers and cultural artworks from around the world, learning how visual traditions influence contemporary design. This knowledge supports the creation of their own decorative patterns and final artwork, where they combine cultural references with personal creativity.	Across Natural Forms, Hybrid Creatures and Patterns & Culture, students develop core artistic skills including observational drawing, design development, media experimentation and creative decision-making. They refine control of line, tone, texture, shape and colour, build confidence in generating imaginative ideas, and learn how to apply visual elements purposefully in both representational and expressive outcomes. Together, these projects strengthen technical ability, creativity and independent thinking.	Assessment focuses on students' ability to research, develop ideas, experiment with materials and produce a meaningful final outcome. In Natural Forms, students are assessed on observational accuracy and use of visual elements; in Hybrid Creatures, on imaginative development, symbolism and refinement of design; and in Patterns & Culture, on cultural research, pattern creation and application of colour and motif. Sketchbook work, annotation and practical outcomes provide evidence for both formative and summative assessment.
		Curriculum Enrichment
		These projects enrich learning through exposure to a wide range of artists, cultures and creative practices. Natural Forms encourages engagement with nature and scientific observation; Hybrid Creatures links to mythology, storytelling and contemporary illustration; Patterns & Culture connects students to global traditions, design history and cultural identity. Opportunities for workshops, gallery visits, cross-curricular links and collaborative displays broaden cultural capital and deepen artistic understanding.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	
All three projects promote inclusive values, cultural awareness and respect for diverse perspectives. Natural Forms supports mindfulness and appreciation of the environment; Hybrid Creatures encourages imaginative thinking and exploration of symbolism from different cultures; Patterns & Culture highlights global identity, traditions and shared values. Students learn how art communicates meaning across societies and explore career pathways in illustration, graphic design, surface pattern design, animation, gallery work and creative industries.	Literacy is embedded through artist research, annotation, reflective writing and the use of subject-specific vocabulary. Students describe visual elements in Natural Forms, explain symbolism and influences in Hybrid Creatures, and analyse cultural motifs in Patterns & Culture. Numeracy appears through proportion, measurement, symmetry, pattern construction and spatial arrangement across all three units, helping students apply mathematical thinking within creative processes. Students will develop their speaking and listening skills by discussing and presenting their ideas.	

Curriculum Overview

SUBJECT:	COMPUTING	YEAR:	7 & 8
INTENT:	Students receive an introduction into programming and program logic. During their time on the carousel for Y7 and 8 (roughly around 8 weeks) they are provided with an insight into the key concepts that underpin programming. They will be provided with an opportunity to develop programming and problem solving skills, using Scratch.		

UNITS OF WORK

Computational Thinking	Programming in Scratch
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Key Knowledge/Development	Key Skills Development	Assessment
- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems - Understand key algorithms that reflect computational thinking - Use logical reasoning to compare the use of different algorithms for the same problem - understand several key algorithms that reflect computational thinking - use a programming language to solve a variety of computational problems	- Pattern recognition - Abstraction of problems (identifying the essential details in a problem) - Decomposition of problems (breaking down problems into smaller tasks) - use of Scratch to create characters and develop a game	- Quiz testing problem solving ability and understanding of key terms - complete a working game in Scratch - multiple choice quiz
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Links to careers in programming and the games industry, character and game platform design - Links to real world problems and scenarios	- Requires understanding of co-ordinates, variables, mathematical operators - Use of mathematical operators, order of operations	Opportunities to compete in national coding and logic competitions.

Curriculum Overview

SUBJECT:	DESIGN TECHNOLOGY AND FOOD & NUTRITION	YEAR:	7
INTENT:	To create engaging lessons to introduce Design and Technology and Food to new learners. We focus on the very basics at this stage. Basic design skills, tools, processes and keyword knowledge and basic practical skills. We also nurture stretch amongst the more able students through creativity.		

UNITS OF WORK

PRODUCT DESIGN LED USB Lamp – CAD/CAM, Introduction to Plastics	FOOD & NUTRITION Fruit & Vegetables – Basic Practical Skills
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Key Knowledge/Development	Key Skills Development	Assessment
- Basic tool knowledge - Basic keyword retention - Focus on being creative - Measuring - Quality control and assurance - How to evaluate products - How to eat healthy and good nutrition - Health advantages of Fruit and Vegetables	- Basic introduction to what Design and Technology is - Possible careers in Design and Technology - How to generate design ideas and how to annotate - Basic skills in Tools/Processes and Techniques - Material Knowledge - Sustainability/Recycling - How to modify and make changes to a product	- Each project lasts roughly 7 weeks. - Within that time there will be either: - Self-assessment/peer assessment - teacher assessment - End of unit test - Summative marking at the end of the project, in which the students will actively engage with how to improve - Each year has a PPE – this covers what they have learnt throughout Design and Technology
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Product Design – Focus on Famous Designers - A shared sense of belonging and inclusion is encouraged in the classroom - We work hard to raise standards for all our students, especially those most vulnerable. - Positive relationships and attitudes are fostered throughout the school. - Sustainability, Recycling, Environment - Careers – Famous Designers	- Measuring - Keywords - Command words - Evaluations to assess literacy	- D&T Club - D&T competitions

Curriculum Overview

SUBJECT:	DRAMA	YEAR:	7
INTENT:	• Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment. • Motivate and challenge our students into wanting to study Drama at post 14 and even post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students. • To achieve high standards and a love of Drama. • To develop student's confidence within themselves and develop greater empathy, understanding and respect for difference and diversity		

UNITS OF WORK

1. Drama & Ensemble Skills	2. Pantomime	3 & 4. Charlie & The Chocolate Factory – Working with a Script.
5. Silent Movies & Slapstick Comedy	6. Superheroes & Stage Skills	

Key Knowledge/Development		Key Skills Development
Drama Skills: Over the first term Drama aims to develop students' communication skills, confidence, physical & vocal skills and basic drama knowledge; focusing on team building skills, challenging activities, understanding of dramas' explorative strategies and genres. Pantomime: Leading up to Christmas, students will learn of Pantomime as a genre, trace back its origins, and explore the idea of stock characters and exaggerated drama techniques. Charlie and the Chocolate Factory: Students will learn and experience the play, its characters, and plot. They will understand the essential 'toolkit' of a script and practise analysis of text and line learning to perform an extract from the set play. Silent Movies & Slapstick Comedy: Students will further develop their physical skills by understanding practically the key elements of mime. They will also learn how to apply the skills of slapstick comedy in their performances. Superheroes & Stage Skills: Through the use of workshops and key rehearsal techniques, they will work towards a final students will create short, scripted scenes, within a template of a story, leading to a presentation at the end of the unit.		• Physical skills • Vocal skills • Narration • Rehearsal techniques • Script analysis & Line learning • Teamwork, collaboration & Communication. • Stock characters • Genre
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
• Students will develop empathy through acting roles from different situations, time periods and cultures. • Students will build self-confidence by taking risks and performing to an audience.	Interpreting scripts, analysing and evaluating theatre texts.	Study of a wider range of performance texts.

Curriculum Overview

SUBJECT:	GEOGRAPHY	YEAR:	7
INTENT:	Geography at Bradon Forest embraces an engaging, enquiry-based study of our wonderful world and how we live in it; to this end our curriculum includes a rich and diverse range physical and human geographical topics. We have designed the path of our KS3 learning to enable students to gain an understanding of the interconnectedness of the world, the processes of the earth they stand on, and the societies they live in, and most importantly the role they play in it all. As always at Bradon we maintain a strong focus on ensuring that our lessons include a diverse range of mathematical skills and consistently support the ongoing development of student literacy. Our Year 7 Geography Students will start with something very British – our Wonderful Weather; a topic that culminates in school site micro climate fieldwork. We then move onto Mapping, using the UK as our starting point and expanding to understand how to use maps. We then move on to Rivers, the processes that shape them and the landscapes they flow through, and how we manage them. We end the year with some geographical joy – with a short series of lessons about Australia.		

UNITS OF WORK

Wonderful Weather: British weather focus	Mapping Britain and developing map skills.	River Processes and Landforms.	Geographical Joy – Amazing Australia
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Key Knowledge/Development	Key Skills Development	Assessment and feedback
- Life in the UK - UK global influence - Weather and climate (local, national and global) - Map skills - Contextual application of topics to real locations - Geographical process and changes - Physical process – with a focus on fluvial (river) processes - Comparisons of events between different locations - Spatial context/understanding - Subject specific terminology/spellings - Place knowledge	- Identification of key geographical places using a map - Use of newly learnt subject specific terminology - How to describe graphical information - Explanations: understanding and explaining why - Comparisons between places: similarities/differences - Decision making exercises: evaluative and thinking skills - Assessing and evaluating positives and negatives - Building of informed opinions - Collecting geographical data - Presenting and analysing data - Identifying and describing location - Awareness of the global context of learnt concepts	- In order to support students in their end of topic assessments we include extensive revision development and support. This will include scaffolded sheets, in class skills building and some homework. - Our end of topic assessments give students a chance to showcase not only their learning and new found sets of knowledge, but also their developing analytical and evaluative skills. - These skillsets are key building blocks of their KS3 foundation education and will support them in all humanities subjects in higher years and eventually at GCSE level.
Geography at Home:	Use of technology: Empowering and improvement of place knowledge by turning our mobile phone or tablet into a portable up to date Atlas; enabling research into homework topics and building a better sense of our place in the world. Using phones and personal computers to complete geography-based tasks, quizzes and games.	Connecting to the world we live in: Maintaining a connection to the natural world around us, from back gardens and grass verges to local wetlands and forests, helps open the mind to understanding of human impact on nature. Connecting to the world we live in: Observing and discussing urban environments, how they change and develop over time.

Curriculum Overview

SUBJECT:	HISTORY	YEAR:	7
INTENT:	We begin the year with a baseline assessment to assess the students' knowledge base and standard of writing. This allows us to assess the level of class intervention vs individual need. We then take the first era of that unit and investigate the Anglo Saxons through to the coronation of William the Conqueror in 1066. This is followed by a social and religious investigation into the medieval era and the Tudor era, drawing on different aspects such as chronology, cause and consequence and the use of sources. In Term 3, we complete a unit on 'forgotten history' with an examination of female leaders during the Medieval period. This allows them to identify with different factors that affect society to build on as they move into Year 8.		

UNITS OF WORK

Anglo Saxons to Normans – how did 1 battle change Britain?	What was the impact of the Norman Conquest?	Was Medieval Society mucky and miserable?
Forgotten history – What about HERstory?	Tudors – terrible or terrific?	Elizabethan England

Key Knowledge/Development	Key Skills Development	Assessment
2nd order concepts of chronology, significance, change and continuity - Anglo Saxon era - Norman invasion and settlement - Medieval society - The importance of the role of the King vs the Church - Henry VIII and the Reformation	A01 – Demonstrate key knowledge A02 – Analysis of 2 nd order concepts A03 – Source Analysis A04 – Interpretation Analysis	- Baseline assessment at the start of the year - Knowledge tests “flash backs” as starters - PEEL paragraph assessment to be teacher assessed against criteria at least once per topic. - End of unit knowledge test in class
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Debate role of the church in people's lives - Consideration of values when learning about what it means to be British and our heritage. - Consideration of working conditions and why they are important.	- Key words explained and defined in books. - Glossaries for EAL speakers as needed. - Development of paragraphing through PEEL. - Chronology/dates to provide numerical questions in lessons.	- KS3 History club projects on related aspects to lessons (to resume when safe to do so). - Department links to recommended reading linked to the topics. - Department reading lists circulated

Curriculum Overview

SUBJECT:	MODERN FOREIGN LANGUAGES: FRENCH	YEAR:	7
INTENT:	Build on any experience of Modern Foreign Languages in Key Stage 2. Introduce key linguistic topics, structures and tenses which will ensure success in further years of study. Include cultural awareness and understanding and promote student engagement.		

UNITS OF WORK

La rentrée	En classe	Mon temps libre
Key Knowledge/Development	Key Skills Development	Assessment
- Family members, greetings - Pets, colours, descriptions - Clothes - Telling the time - School and opinions about school - Weather and seasons - Sports and activities	- Learning to pronounce key French sounds - Noun, gender, key verbs - Negatives, possessive adjectives, adjectives; linking sentences - Adjectives, present tense verbs - Giving and justifying opinions in longer sentences - Present tense verbs - Opinions	- Weekly low-stakes, standardised vocabulary tests - Terms 1, 3 & 5 reading & speaking - Terms 2 & 4 listening & writing - Term 6 integrated listening & reading
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Development of knowledge and appreciation of a different culture (Francophone). - Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes. - Students encouraged to embrace “difference” from their culture. - Discussing and challenging stereotypes within a national and international context.	- Phonics - Numbers 1 - 100 and beyond - Time - Noun, gender, key verbs - Negatives, possessive adjectives, adjectives; linking sentences - Adjectives, present tense verbs - Giving and justifying opinions in longer sentences - Present tense verbs - Verbs followed by the infinitive - Writing and speaking at greater length	- Day trip to Boulogne (spring/summer) - European Day—Boule
		EDI - Range of culturally diverse activities; introduction to la Francophonie and the wide range of countries French is spoken in - Diverse literary texts where appropriate

Curriculum Overview

SUBJECT:	MODERN FOREIGN LANGUAGES: GERMAN	YEAR:	7
INTENT:	Build on any experience of Modern Foreign Languages in Key Stage 2. Introduce key linguistic topics, structures and tenses which will ensure success in further years of study. Include cultural awareness and understanding and promote student engagement.		

UNITS OF WORK

Term 1 – Das sind wir	Term 2 – Komm in die Schule	Term 3 - Stadtleben
Key Knowledge/Development	Key Skills Development	Assessment
- Greetings, introducing yourself - Age, numbers - Pets, family and friends - Describing appearance - Describing school, uniform, opinions - Exploring a German town - Describing where you live - Weekend plans - Shopping	- Nouns - Articles - Adjectives - agreement, position - Pronouns - Regular verbs - present - Cases - Plurals - Word order - Adverbs of time and place - Verbs followed by infinitive - Extended sentences/paragraphs - Gender - Possessive adjectives	- Weekly low-stakes, standardised vocabulary tests - Terms 1, 3 & 5 reading & speaking - Terms 2 & 4 listening & writing - Term 6 integrated listening & reading
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Development of knowledge and appreciation of a different culture. - Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes. - Students encouraged to embrace “difference” from their culture. - Discussing and challenging stereotypes within a national and international context.	- Phonics - Numbers 1 - 100 and beyond - Time - Noun, gender, key verbs - Negatives, possessive adjectives, adjectives; linking sentences - Adjectives, present tense verbs - Giving and justifying opinions in longer sentences - Present tense verbs - Writing and speaking at greater length	- Day trip to Boulogne (spring/summer) - Visiting German teacher - European Day

Curriculum Overview

SUBJECT:	MUSIC	YEAR:	7
INTENT:	To create engaging lessons that inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement.		

UNITS OF WORK

Black note march & the big sing – Elements of music; Group singing; ensemble performance; composition	Keyboard skills and Notation – Staff notation; solo and ensemble performance; composition	Rhythm and drumming –Rhythm grids, Rhythmic notation, percussions skills and drumming
Ukulele – Instrumental skills; Chord diagrams; TABliture; solo and ensemble performance	All about the Bass (optional unit)– Musical eras, baroque to, 21 st century; instruments of the orchestra	(Optional unit) Pictures at the exhibition and graphic scores – Composition and alternative notation.

Key Knowledge/Development	Key Skills Development	Assessment
- Identifying and using the Musical elements - Developing an understanding of forms of notation - Identifying musical instruments, genres and contexts - Develop an understating of the music that they perform	- Develop individual/ ensemble and class vocal skills, controlling the musical elements - Performing as an individual - Composing music from a brief - Composing for a specific audience - Instrumental skills development - Keyboard skills - Ukulele Skills - Listening skills	- Each topic will use on-going formative assessment through teacher observation, homework tasks and in lesson AFL - Each topic to be formally assessed at the end of the topic. - Assessments will take the forms of: - An individual or ensemble Performance of a piece of music, - A showcase of a self-made composition - Electronic submission of a recording or score through music technology
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- Developing an understating of music's cultural links and influence from, and on, society both today and throughout history - Links to careers within the music industry and how different people make a living through music (Advertising, Performing, composing) - Diversity is embedded throughout the curriculum and explored in a holistic manner. Students will learn about musicians from a diverse background and perform music that originates from different cultures, genders and creeds.	- Subject specific key words - Oracy skills development - Evaluation skills	- Extra curricular clubs - Performance opportunities - Community links - Peripatetic teaching and learning

Curriculum Overview

SUBJECT:	PE	YEAR:	7
INTENT:	The focus and aim of PE at Bradon Forest school is to provide a curriculum that develops competence to excel in a broad range of physical activities, students are physically active for sustained periods of time, are encouraged to engage in competitive sports, sporting activities and lead healthy active lives		

UNITS OF WORK

1. Striking Fielding	2. Net Wall	3. Invasion games
4. Health Related Fitness	5. Athletics	6. Aesthetics

Key Knowledge/Development	Key Skills Development	Assessment
• Core skill acquisition ○ Developing fundamental skills of a range of sports and activities i.e. passing, dribbling, attacking, defending, shooting, travelling, shape, control • Basic rules and regulations ○ Application of skills adhering to the rules of the activity • Developing knowledge of sport/activity ○ Developing the knowledge of how to complete a skill. ○ Developing knowledge of when to use these skills in a competitive situation and/or performance • Tactical situations ○ Game management: time and scoring • Roles and responsibilities of different positions ○ Students to explore different positions. ○ Students to display skills in a range of positions and roles within activity	• Motor skills – knowledge of the range of movements i.e. walking, running, jumping, skipping and specific skills i.e. passing, catching • Components of fitness: Developing strength, power, balance, flexibility, speed, muscular endurance, reaction time, coordination, cardiovascular endurance • Rules, strategies, and tactics – knowledge of all within competitive situations and performances • Healthy participation – knowledge of safe and effective participation developing mental and physical wellbeing	• APP • Self-assessment • Peer-assessment • Observation • Verbal and written feedback
EDI/SMSC/British Values/Careers • Mutual Respect/Tolerance (Social): ○ Teamwork ○ Individual Responsibility ○ Communication (various) ○ Aspiration ○ Excellence in attitude • The rule of law/democracy (Moral) ○ Abide by laws of the game. • Leadership within games to self-govern their games/challenges within the game. • Inclusion for all in PE • Exploring the diversity of sports across the world	Literacy/Numeracy • Addition/multiplication of scoring systems • Key words (Tier 2 / 3) • Vocational skills with peers • Reading/analysing images and texts • Peer assessment	Curriculum Enrichment • Swindon Schools competitions • Afterschool clubs (recreational and competitive) • Lunchtime clubs (recreational) • Interhouse competitions • PE colours • Primary school liaison • Local club links

Curriculum Overview

SUBJECT:	PERSONAL DEVELOPMENT	YEAR:	7
INTENT:	In Year 7 Personal Development, we aim to equip students with essential life skills, fostering emotional intelligence, resilience, and empathy. Through engaging activities and discussions, students will explore topics such as self-awareness, healthy relationships, digital safety, and responsible citizenship. Our goal is to support students in developing confidence, critical thinking, and a sense of responsibility, empowering them to make informed decisions and positively contribute to their communities.		

UNITS OF WORK

Health and Wellbeing	Wider World	Relationships
Technology Carousel unit: Character Education		

Key Knowledge/Development			Key Skills Development	Assessment
<u>Term 1</u> Mission transition Bradon Forest Values Why is PSHE important? Worrying and loneliness Healthy friendships and relationships LORIC skills and being a lifelong learner IT Skills	<u>Term 2</u> What is bullying? How can I make a noise about bullying? What are the effects of bullying? Banter or bullying? How should I behave online? Respect for others	<u>Term 3</u> How and why is my body changing? Personal hygiene Emotional changes FGM Menstrual Wellbeing Consent	IT skills Self-reflection Emotional literacy Communication Resilience Active Listening Oracy Debate and discussion Subject specific vocabulary Considering alternative viewpoints Evaluation Collaboration Empathy Respect for diversity Moral reasoning	Optional termly homework to earn House Points and Bronze, Silver and Gold awards Termly knowledge tests RAG ratings each lesson Extended writing Retrieval questions Verbal feedback during discussion and debate
<u>Term 4</u> Are risks always bad? What are the British Values? How do we respect the British Values? How does the Rule of Law keep us safe? Tolerance and discrimination Poverty and fairtrade	<u>Term 5</u> Why is sleep so important? Exercise Sun exposure Importance of a balanced diet Energy drinks Screen addiction	<u>Term 6</u> Managing emotions Dealing with grief Group chats and WhatsApp TikTok Social media and validation Age ratings, online gaming and inappropriate content		Curriculum Enrichment Guest speakers and visitors Careers opportunities Themed days and weeks (Children's Mental Health Week/Anti-Bullying Week) Whole school competitions Mental Health Ambassadors Anti-Bullying Ambassadors
<u>Employability and Finance</u> Developing resilience; Developing communication skills; Conflict resolution, Emotional literacy; Leadership; Teamwork; Positive Work Ethic; Problem Solving; Managing Money; Budgeting; Saving and borrowing money; Online advertising; Consumer rights; Being a responsible consumer; Volunteering; Entrepreneurs				
EDI/SMSC/British Values/Careers				Literacy/Numeracy
British Values explicitly explored in depth Diversity and inclusion promoted and celebrated in all lessons Skills and knowledge linked to relevant careers Exploration of attitudes in other cultures				- Subject specific key words & glossary - Using appropriate terminology - Additional reading material/case studies/comprehension - Writing and speaking at greater length

Curriculum Overview

SUBJECT:	RELIGIOUS STUDIES	YEAR:	7
INTENT:	To create engaging lessons to promote deeper understanding, thereby equipping students to access and succeed at KS3, laying foundations for progression into KS4.		

UNITS OF WORK

Introduction to World Religions	World Views: Judaism:	World Views: Christianity	World Views: Hinduism	Rights and Responsibilities
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Key Knowledge/Development	Key Skills Development	Assessment
- Definitions of technical terms and concepts. - Understanding of religious traditions and rituals. - Reflecting on how teachings are put into practice by believers. - Considering differences and similarities within and between different denominations and religions. - Evaluating ways in which faith impacts on believers.	- Description of different religious practices. - Understanding the 'bigger picture' and how each unit contributes to this. - Enquiry into different religions using a variety of sources. For example: Bible passages and parables, and other religious texts. - Analysis of different religious responses. - Reflection on beliefs and practices and their impact on individuals, communities and society. - Literacy writing coherently and accurately about religious beliefs and practices and evaluating their impact on believers and non-believers. - Interpretation of different religious texts and viewpoints.	- Retrieval practice - Spelling tests - Graded tasks - End of unit assessments - PPEs
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
- The key values shared by religious beliefs. - Identity and belonging to different cultures and communities. - The impact of religious beliefs on British identity. - Understanding concepts such as equality, religious tolerance, charity, persecution, the application of the law. - Career links to humanities, people focused occupations such as journalism, law, public sector, teaching, caring professions.	- Technical and subject specific terms. - Command words - Interpreting data on religious traditions in the UK and drawing conclusions based on this.	- Challenge projects – extended research – with a range of responses. - Exploring religious, philosophical and ethical ideas through wider reading and film. - Guest speakers