

A stylized, light blue illustration of a unicorn's head and neck, facing right. The unicorn has a single, braided horn that curves upwards and to the right. Its mane is depicted with flowing, leaf-like shapes. The background is a dark blue gradient, and a vertical yellow bar is visible on the far left edge of the page.

Sancton Wood School
Curriculum Overview
2024-25
Year 7

English

Language, Literature and Spoken Language

Michaelmas 1	Michaelmas 2	Lent 1
<p>World War 1 Fiction</p> <p>Read: Private Peaceful (Michael Morpurgo)</p> <p>Language: Assessment: Lang Paper 1, Q1 & Q2 Language Methods</p> <p>Literature Assessment: First PEEL paragraph on character</p> <p>Skills: Introducing PEEL structure; features of autobiography and memoir writing; simile; metaphor; personification; alliteration; emotive language; sensory language</p>	<p>World War 1 Fiction</p> <p>Read: Private Peaceful (Michael Morpurgo)</p> <p>Language Assessment: Lang Paper 1, Q5 Narrative Writing</p> <p>Literature Assessment: PEEL Paragraphs (2), Charlie & Brotherhood</p> <p>Skills: Building on PEEL with focus on embedding evidence; imagery; repetition; flashbacks and flashforwards; historical background to WW1</p>	<p>Mystery Genre</p> <p>Read: Murder Most Unladylike (Robin Stevens)</p> <p>Language Assessment: Lang Paper 1, Q3 Structural Methods</p> <p>Literature Assessment: PEEL Paragraph, Narrative Voice</p> <p>Skills: Building on PEEL with focus on expanding explanations; genre; red herrings; narrative voice; perspective and POV</p>

English

Language, Literature and Spoken Language

Lent 2	Summer 1	Summer 2
<p>Mystery Genre</p> <p>Read: Murder Most Unladylike (Robin Stevens)</p> <p>Language Assessment: Lang Paper 1, Q5 Writing an opening to a murder mystery</p> <p>Literature Assessment: PEEL Paragraphs (2), Characters of Daisy & Hazel</p> <p>Skills: Building on PEEL with focus on strengthening links; openings; settings; characterisation; cliffhangers; endings</p>	<p>Poetry</p> <p>Read: Poems (Journeys)</p> <p>Language Assessment: Producing a poem of journey</p> <p>Literature Assessment: PEEL paragraphs on poetry terminology</p> <p>Skills: Iambic pentameter; rhyme; rhythm; line; verse; poetic foot</p>	<p>Drama</p> <p>Read: A Midsummer Night's Dream (Shakespeare)</p> <p>Language Assessment: Spoken Language, Group dramatic performance</p> <p>Literature Assessment: Perfect PEELing with Puck</p> <p>Skills: Shakespearean verse; reading & 'translating' Shakespearean English; prologue and epilogue</p>

Michaelmas 1

Set 1 (Delta book 1)

Analysing and displaying data
Number skills

Set 2 (Theta book 1)

Analysing and displaying data
Number skills

Set 3 (Pi book 1)

Analysing and displaying data
Calculating

Michaelmas 2

Set 1 (Delta book 1)

Equations, functions and formulae

Set 2 (Theta book 1)

Expressions, functions and formulae
Decimals and measures

Set 3 (Pi book 1)

Expressions, functions and formulae
Graphs

Lent 1

Set 1 (Delta book 1)

Fractions
Angles and Shapes

Set 2 (Theta book 1)

Fractions
Probability

Set 3 (Pi book 1)

Factors and multiples
Decimals and measures

Lent 2

Set 1 (Delta book 1)

Decimals
Equations

Set 2 (Theta book 1)

Ratio and proportion
Lines and angles

Set 3 (Pi book 1)

Angles and lines
Measures and shapes

Summer 1

Set 1 (Delta book 1)

Multiplicative reasoning
Perimeter, volume and area

Set 2 (Theta book 1)

Sequences and graphs

Set 3 (Pi book 1)

Fractions, decimals and percentages

Summer 2

Set 1 (Delta book 1)

Sequences and Graphs
Review all topics

Set 2 (Theta book 1)

Transformations
Review all topics

Set 3 (Pi book 1)

Transformations
Review all topic

Computing

Michaelmas 1

E-safety/School network

- Essential for safe use of technology in their digital lives and use of different tools in the classroom.
- Folder organisation using cloud storage.
- How to efficiently use some Mi 365 APP
- Baseline test.

What is inside a computer?

- Identify input / output and storage devices.
- Identify the main components on the mother board (CPU/ RAM/ROM)
- Type of storage (Optical, solid state and magnetic)

Tasks:

Formative assessment using online platform.

End of unit written test.

Michaelmas 2

Data representation

- Why does a computer use Binary to store data?
- Introduction to how data is stored by Computers.
- Memory capacity measured in KB,MB,GB.
- Computers use Binary to store data.
- Conversion of binary to denary
- Represent numbers/characters using binary.
- Use of ASCII table to code and decode messages.
- Teacher/pupil questioning
- Binary/denary conversion Decoding messages using the ASCII table.
- End of unit assessment MCQs

Lent 1

Spreadsheets: Data modelling, The Animal Rescue Centre

- To develop a basic understanding of storing and manipulating data using a specific scenario.
- To promote a cause for The Animal rescue Centre.
- Creating a poster to promote the Animal rescue Centre and organizing charitable event: use of Desk top publisher.
- Use online image editor for manipulate images.
- Students to create basic spreadsheet
- Students to use basic formulae '+', '-', '/', '*' Functions SUM, MAX, MIN, AVERAGE
- Students to use more advanced features e.g spin buttons, macros.

Computing

Lent 2

Computational thinking

- Algorithm, Abstraction, decomposition.
- Students will demonstrate their understanding of each concept by creating flowcharts and writing pseudocode.
- What is algorithm?
- What is decomposition?
- What is abstraction?
- Represent an algorithm using flowcharts and pseudocode. information
- Teacher/pupil questioning

- End of unit assessment MCQs

Summer 1

Python Turtle

- Students will be introduced to the basic programming concepts: Iteration, selection, and sequence.
- Use of the Python library to create graphics.
- Students will be introduced to the IDLE: trinket.io
- They will learn the basic commands to create a few simple shapes.
- Formative assessment.

Summer 2

Creating a multimedia project.

Students will use an online platform to create a video for marketing a special event.

Analysing the brief for the project

Planning:

Identify target audience

Creating a story board

Create a video using images and online videos.

Formative and summative assessment.

Biology

Michaelmas 1 + 2

ORGANISMS

- To know that parts of the human skeleton work as a system for support, protection, movement.
- To understand that antagonistic pairs of muscles create movement when one contracts and the other relaxes.
- To know that the musculoskeletal system is muscles and bones working together to cause movement and support the body.
- To learn how to use a light microscope to observe and draw cells and compare different types of cells, labelling their different features and relating it to their functions.
- Explain how unicellular organisms are adapted to carry out functions that in multicellular organisms are done by different types of cells.

Lent 1 + 2

ECOSYSTEMS

- To compare food chains to form a food web.
- To explain issues with human food supplies in terms of insect pollinators.
- To describe how a species' population changes as its predator or prey population changes.
- To explain the effects of environmental changes and toxic materials on a species' population.
- Children will suggest what might happen when an unfamiliar species is introduced into a food web.
- To understand how insects are needed to pollinate food crops and how pollen is carried by the wind, insects and animals.
- To identify parts of the plant linking their structure to their function
- Children will describe the main steps that take place when a plant reproduces successfully.
- To understand why seed dispersal is important to survival of the parent plant and its offspring.

Summer 1 + 2

GENES

- To explain whether characteristics are inherited, environmental or both. They will be able to plot bar charts or line graphs to show discontinuous or continuous variation data.
- To learn how variation helps a particular species in a changing environment and how they can become adapted to particular environmental conditions.
- To learn the difference between puberty and adolescence and the changes that take place during puberty.
- Sex Ed: To learn about the stages in development of a foetus from the production of sex cells to birth.
- To understand the process of fertilisation and implantation and the developmental stages of the foetus and how substances can be passed from mother to foetus.
- To learn about the menstrual cycle and how it links to contraception and fertility.

Chemistry

Michaelmas 1

The particle model

Introduction to the particle model of matter.

Application to understanding solids, liquids and gases, and what happens when objects melt, freeze, boil and condense.

How do atoms (tiny particles) combine to form larger molecules?

What do molecules look like, and how do they react to form different molecules?

Michaelmas 2

Separating mixtures

This unit will be taught as a series of laboratory experiments.

After establishing the concept of solubility, students will learn the uses and merits of a range of separation techniques.

These include filtration, evaporation, distillation, and finally chromatography.

Lent 1

Acids and Alkalis

Students will explore the different acids and alkalis which exist both in nature and as household and industrial chemicals.

What is the pH scale?

What makes things acidic or alkaline and how do we make predictions about chemical substances?

Chemistry

Lent 2

Metals and non-metals

This term focuses on the reactions of metals and non-metals, and how and why they are placed in the reactivity series the way they are.

Experiments will build an appreciation of the reactivity series through reactions of metals with water, acids and oxygen.

Summer 1

Earth structure:

Practical based unit. Students will model the rock cycle in the laboratory and use it to explain the formation of sedimentary, metamorphic and igneous rocks.

How does the chemical structure of rocks relate to their physical properties?

What links metamorphic rock to the concept of crystallisation?

Summer 2

The Universe

How do scientists model the vast universe?

How do models explain why objects appear to move?

How do they show the phases of the moon?

Physics

Michaelmas 1

Force

What is a force?

What is an interaction pair?

What is the unit for force?

How do we calculate forces?

How do forces interact?

What does it mean if forces are balanced or unbalanced?

Michaelmas 2

Forces

How can we measure and calculate speed?

Why does the speed of an object depend on the speed of an observer?

What does a distance-time graph show us?

How can you calculate speed using a distance-time graph?

What is the difference between mass and weight?

How does gravity affect objects?

Lent 1

Electricity

What is potential difference?

How do we draw a circuit diagram?

What is an electric field?

How do charges interact with each other?

What is current?

How do we measure current?

How does current affect components in a circuit?

Physics

Lent 2

Electricity

What is resistance?

How do we measure resistance?

How does resistance affect components in a circuit?

What is the difference between series and parallel circuits?

How does voltage behave in series and parallel circuits?

Food and fuels

How much energy do we use?

How much energy is there in food and fuels?

Summer 1

Food and fuels

What do electricity companies charge you for?

How much energy do our devices use?
What happens to energy?

How is energy transferred

Summer 2

Sound waves and speed

How is sound produced?

How fast does sound travel, and what can it travel through?

How are loudness and amplitude linked?

How can we use an oscilloscope to measure amplitude?

How is amplitude affected by reflection and absorption?

How are frequency and wavelength linked?

How can we draw waves to show frequency and wavelength?

How does the ear work?

How can hearing be damaged?

History

Michaelmas 1

History Skills

Chronology and Timelines

Primary and Secondary Sources

Perspective and Bias

Source Analysis

Mini investigation on the Titanic

History Skills Assessment

Michaelmas 2

1066 – conquest and change

Britain before 1066 – Vikings and Anglo-Saxons

1066 and the Battle of Hastings

William's Problems when taking power

Castles- Motte and Bailey project

Lent 1

Medieval Life

Life in the Medieval Period and the Feudal System

Heraldry

Crime and Punishment

Medieval Research Project

Medieval research Project Exhibitions

History

Lent 2

Medieval Life

Thomas Becket – crown vs church

The Black Death depth study

The Peasants Revolt

Summer 1

Late Medieval

The Renaissance Introduction

Da Vinci

The Printing Press – how it changed the world

Wars of the Roses

Summer 2

Course info

Geography

Michaelmas 1

Marvelous Maps

- What are maps?
- Using scale
- What OS maps are and what basic symbols
- 4 and 6 figure grid referencing
- How to use contour lines

Michaelmas 2

Our Island Home

- What are the British Isles?
- The UK's landscape
- Where does "Britishness" originate from
- The UK's economy
- Links to the wider world

Lent 1

Terrestrial Water

- What is the water cycle?
- Physical processes that effect rivers
- River landforms
- How humans use rivers
- Causes and impacts of flooding

Lent 2

Above our Heads

- What are weather and climate?
- How do we measure weather?
- The types of rainfall
- What controls the climate?
- Drawing and reading climate graphs

Summer 1

Green Planet

- What are ecosystems?
- Location and structure of temperate forests
- Are the botanical gardens diverse? 3 lesson fieldwork study

Summer 2

Diverse Africa

- How do we divide up Africa?
- Group study into an African region

Curriculum Plus

Lent

DESIGN AND TECHNOLOGY

Graphic Design

Students will learn about lettering through medieval manuscripts, graffiti tags and other forms. Each will design their own alphabet.

This will lead on to a Packaging design project (with a possible film tie-in) using a 'net' to create a card package with branding logos and lettering in the design.

Spring

DESIGN AND TECHNOLOGY

Chair designing (model making)

Students learn to think in 3D, using drawing techniques, scale and gridded paper.

Material qualities and structural possibilities of different materials are considered. A scale model of a chair design will be constructed in card.

Summer

DESIGN AND TECHNOLOGY

Textiles

In this project students respond to a brief to design a bag for a client according to the parameters set. Students will make a paper version of their pattern and cut the pieces from fabric, considering pattern matching and other issues.

All students will learn to use a sewing machine and some core hand stitching techniques.

Michaelmas 1& 2

History of God

- Who were the gods and goddesses of prehistory? Are ancient artefacts evidence of religious beliefs? Almost every society that has ever existed has had beliefs in supernatural beings (e.g. spirits, ghosts, gods etc) and beliefs about the afterlife. Why?
 - Who were the pagan gods and goddesses of the ancient world? The story of Enuma Elish.
 - Who is the god of Judaism? Monotheism. All-powerful. Covenant. Sacrifice. Abraham and Isaac.
 - Who is the god of Christianity? Messiah. Comparison to Judaism. The Trinity.
- Ultimate Questions
- What are ultimate questions? Why are they important?
 - How did everything begin? Creation, Genesis, and Science.
 - Are humans naturally good or naturally evil? Philosophical views on human nature. Adam and Eve. Allegory.
 - All Saints Day - significance in Christianity and other cultures.
 - How should we live our lives? Ethics. The Ten Commandments. The Great Commandments of Jesus. The Five Yamas of Hinduism. The Principle of Utility.
 - Are we just meat machines? Theories of the self. Religious beliefs about the self.
 - What happens to us when we die? Christian and Hindu beliefs.
 - Christmas and Hannukah.

Lent 1 & 2

Judaism

Chosen People. A leap of faith. How did Judaism begin? Who is Father Abraham?
 Rescued. Who is Moses? What was rescued?
 A meal to remember: The Pesach. What is the Passover? Why is this night different from all other nights?
 God's Laws. Explore the laws given to Moses. How should we live in a world of God's creation?
 The Torah. What is the Torah? Why is the Torah sacred?
 Keeping the 1st commandment. How do Jews worship God? Why are beliefs, spaces, and rituals important?
 Worship in the home - Shabbat. What is the fourth commandment? Why are women so important in the celebration of Shabbat? How do we express our beliefs in ritual?
 Worship in the home - Mezuzahs and food laws. How do Jews carry out their beliefs at home?
 What steps do we take to remind ourselves about what is important?
 Special occasions – Birth and Coming of Age. How do Jews welcome a new child? What happens at a Bar/Bat Mitzvah? What do you think it means to be a Son or Daughter of the Commandments?
 Special occasions - Marriage. What happens at a Jewish Wedding? What do special ceremonies say about what is most important?
 Persecution. What is persecution and prejudice? How has suffering made Jews today aware of their 'Jewishness'?

Summer 1 & 2

Islam

The 5 Pillars of Islam. Why are they so important to Muslims? What would the five pillars of your religion be. Shahadah and Zakat.

Sawn – Fasting – Ramadan.

Salah – Prayer.

Hajj - Pilgrimages.

Sunni and Shi'a Islam.

Family.

Divorce.

Architecture and Mosques.

Artefacts.

Comparison of religions studied so far this year.

Classics

Michaelmas 1

Chapter 1

Language

Nouns (1st-3rd declension, without neuters); nominative and accusative; adjectives

Culture

Gladiators and the Amphitheatre

Michaelmas 2

Chapter 2

Language

Regular verb person endings; the infinitive; the imperative

Culture

Roman Education

Lent 1

Chapter 3

Language

Prepositions with the accusative case; plurals

Culture

Fables and Slavery

Classics

Lent 2

Chapter 4

Language

Perfect and imperfect tenses

Culture

Roman Theatre

Summer 1

Chapter 5

Language

Prepositions with the ablative case

Culture

Roman Dinner Parties

Summer 2

Chapter 6

Language

Irregular verbs sum, eram, possum, poteram

Culture

Cleopatra and Augustus

Michaelmas 1

Landscape Art

Tone and textural drawing using artists such as Van Gogh and Claude Lorrain students will develop their skills in recording landscape features such as trees, clouds and geological features.

Discussions of artists' work will lead into practical activities using a variety of media and techniques.

Understanding of composition, depth, tone and texture can be used to create a recording of a photographic or imagined landscape scene.

Michaelmas 2

Landscape Art

Students will move on to explore colour in landscape, looking at Monet and Fauve artists.

Colour theory and the use of the colour wheel will help learn the basics of colour combinations.

Students will create a large fauve version of a landscape from a photograph using water-based paint and a variety of painting techniques.

Lent 1

Two point perspective

Here students will learn how to use converging lines and vanishing points to create architectural forms.

Starting with one point perspective they will learn the rules of perspective drawing. This will lead them to explore buildings and cities, drawing a townscape with a variety of structures and building features which the teacher will guide them through.

Lent 2

Perspective building

Each student will design an imaginary two-point perspective view of a house with features that they choose.

The project finishes by bringing together elements of the earlier landscape project to create a convincing location for the building.

Perspective is a core subject in the KS3 Art & Design curriculum and year 7 usually show great aptitude for it.

Summer 1

Aztec Art & Sculpture

Here we will look at the hieroglyphs, sculpture and vases of ancient South American civilisations. Patterns and designs will be explored and inter-mixed.

The peoples and cultures will be considered.

Summer 2

Aztec Art & Sculpture

Students will design decorative vases on paper using a variety of South American cultural motifs and designs.

These designs will be realised in three dimensions of vases and pottery that students will make using thumb pots and coil techniques. Inscribing and high and low relief techniques will be explored to apply the designs.

Fired pottery will be painted subsequent to taking it home.

Music

Michaelmas 1

Keyboard skills – starting with chromatic scales and working towards using hands individually and together.

Singing practice to work towards the Duke's Festival of the Arts later in the year.

Michaelmas 2

Elements of music.

Graphic scores - what are they, how do they work, what do they show?

Drawing a graphic score of a piece / interpreting a graphic score.

Project concludes with a performance of the graphic score.

Lent 1

Rhythm notation

Recognising rhythm patterns both visually and aurally

Performance of 'All Stations To...

Music

Lent 2

Rhythm notation continued.

How to use Sibelius – a score writing package.

Compose a rhythm-based piece using Sibelius

Summer 1

Investigating music through time from the Baroque era through to Modern classical music

Project concludes bringing all information gathered thus far and putting it into the context of historical periods.

Summer 2

Creating a musical performance of a well-known tune.

Performance and Evaluation

Drama

Michaelmas 1

Introduction to Drama and dramatic techniques:

Body Language

Tableaux

Reflection

Performance Skills:

Groupwork

Voice

Movement

Building character

With a focus on team building

Michaelmas 2

Musical Theatre – Mary Poppins

Objective is to learn, rehearse and perform.

Public performance..

Lent 1

Devising – using a picture / poem or event to create drama. Focus on techniques to build tension and suspense

Study and perform extracts from a play implementing skills learnt in Michaelmas 1

Drama

Lent 2

Musical Theatre

Objective is to learn, rehearse and perform.

Public performance

Summer 1

Musical Theatre

Objective is to learn, rehearse and perform.

Public performance

Summer 2

Musical Theatre

Objective is to learn, rehearse and perform.

Public performance..

Spanish

Michaelmas 1

'Me presento' review and development;

Developing listening, reading, writing and spontaneous speaking skills to ask and answer questions to introduce yourself: age, birthday, where you live, where you are from, family members, pets, favourite colours, how are you, do you speak Spanish.

Michaelmas 2

Describing family, friends and where you live;

Describing what yourself and other people look like; ages of family members; Translation skills; Using possessive adjectives; The verbs ser and tener and estar; Using verbs in the third person.

Lent 1

Describing your town or village; Telling the time;

Translation skills; Using 'a', 'some' and 'many' in Spanish; Irregular verbs ir

Spanish

Lent 2

Free time activities;
Ordering in a café (role plays with realia);
Developing spontaneous speaking skills;
Use of tú and usted;
Stem-changing verbs: querer

Summer 1

Saying what you are going to do this weekend;
Saying what you normally do at the weekend and are going to do this weekend;
The near future tense;
Combining two timeframes together – using the present and the near future tense

Summer 2

Holidays - using preterite;
Talking about a past holiday;
Translation skills; The preterite of the verb ir; Introduction to combining 3 timeframes together across all 4 language skills

French

Michaelmas 1

Talking about Myself;

Talking about your likes and dislikes:
using 'aimer' in the first two persons,
using the negative and asking questions;

Phonics: silent letters.

Using avoir and être;

Describing yourself and other people:
adjectival agreement;

Translation skills;

Using avoir.

Michaelmas 2

Talking about school subjects;

Phonics: 'on', 'ou';

.
Expressing justified opinions using
'parce que';

Writing to pen-pals;

Number to 31: playing Bingo;

Winter celebrations in France.

Lent 1

Talking about my pastimes;

Phonics: 'oi' and 'è';

Discussing hobbies and activities –
sports and technology – using 'jouer à';

Using the negative and asking questions;

Translation skills.

French

Lent 2

Telling the time;

Talking about food and the partitive article;

Phonics: 'ss', 'y';

Conjugating regular ER verbs;

STEM week either: Louis Pasteur or The CERN;

Book week either: Jules Verne: around the world in 80 days or Victor Hugo: The Hunchback of Notre-Dame.

Summer 1

Talking about your holidays and getting ready to go out;

Phonics: 'é', 'qu';

Buying drinks and snacks;

Using higher numbers;

Translation skills; Using reflexive verbs (singular);

The near future tense;

Using two tenses in writing tasks;

Je voudrais..+ infinitive;

International language week.

Summer 2

Describing **your town and village**;

Using 'on peut + infinitive';

Phonics: review of all learnt phonics.

Asking and following direction;

Describing a painting: Gustave Courbet;

Fête de la musique: 21 juin; Translation skills.

Mandarin

Michaelmas 1

Consonants: 3 Aspirated consonants; 7 Dental consonants;

Vowels: 6 Single vowels; 9 Combination vowels; 5 Front nasals; 4 Back nasals;

Syllable structure: Media vowel; Independent vowel; 4 Tones; Without

Tone situation; The relationship between syllable and Chinese Character; the combination of a Chinese Character; Voiced sound 'b'-'h'; Voiced and aspirated sound 'j' 'q' 'x'; Dental and voiced sound 'zh' 'ch' 'sh' 'z' 'c' 's' 'r'; Alveolar: dental and nasal sound 'an'-'ong'; Labiodental: voiced sound 'u' 'ü'; Syllable: technique in how to combine two sounds; Intonation:

Techniques in making the tone correct; Comparative study between 2 tones in English and 4 tones in Mandarin Chinese;

The difference between simplify system and traditional system; Writing rule: left to right, top to down, middle first then two sides.

Michaelmas 2

1. learning simple characters
2. Talking about your age
3. .Learning some basic greetings
4. .Introducing yourself and others
5. Discovering China; Learning more about Chinese characters; the regulation of how numbers are formed; Asking about age: formal and informal; apply numbers and '岁' to give answers; Basic greeting phrases
Self-introduction: 1st, 2nd and 3rd single personal pronouns; Strokes and Radical '女'

Lent 1

1. Talking about family using measure words
2. Talking about your pets
3. Learning to say dates and months
4. Finding out about Chinese homes and families; Learning more about Chinese Characters; Family tree: family members names; quantify article '口' and '个'; Be verb and action verb: '是' and '有'; Animal names: quantify article '只' and '条'; Dates and Months; Strokes and Radical '犭' for mammals

Mandarin

Lent 2

1. Talking about what you do in your free time
2. Talking about what you like doing
3. Talking about sport
4. Learning the days of the week
5. Learning about young people's hobbies in China; Learning more about Chinese Characters; Action nouns and deny action: '不'=don't; Like and dislike; Special question phrase '谁'=who/whom ; Be able to do: Can='会'; Days of the week: Formal and informal; two ways of saying Sunday; Strokes and Radical '扌'and '彳'

Summer 1

1. Talking about school subjects
2. Telling the time
3. Talking about your school timetable
4. Talking about school in China
5. (Self-study) Discovering schools in China; Learning more about Chinese Characters; Subject names; Special question phrase '什么'=what; '几'=unknown number; '多少'=how many/how much; Comparative study: Simple question and Special question; Time phrases; Comparative study: 1st, 2nd and 3rd personal pronoun –single and plural; Two ways of making simple questions; Strokes and Radical '讠' and '口'

Summer 2

1. Talking about what you like to eat and drink
2. Talking about different kinds of food and drinks
3. Talking about meal times
4. Ordering food in a restaurant
5. Regional food; Learning more about Chinese Characters; Food and drink names; verbs to use when ordering food; To want='想'; Strokes and Radical '火', '艹' and '讠'; Revise all knowledge points

PE 2024-2025

Michaelmas 1 & 2

Michaelmas 1 (2 PE lessons a week)

Year 7 Girls' Football on Astro:
Focus on dribbling, passing, shooting, defending, fitness, teamwork, and sportsmanship.

Girls' Netball:
Develop passing, footwork, defending, shooting, and teamwork.

Year 7 Boys' Dance:
Explore rhythm, movement, and choreography, building performance confidence.

Boys' Basketball:
Learn dribbling, passing, shooting, defending, and teamwork.

Michaelmas 2

Girls' Dance:
Focus on rhythm, movement, and group choreography.

Girls' Netball:
Develop passing, footwork, defending, shooting, and game strategy.

Boys' Flag Football:
Learn flag football basics, including passing, defending, and teamwork.

Boys' Basketball:
Learn dribbling, passing, shooting, defending, and teamwork.

Lent 1 & 2

Lent 1 (2 PE lessons a week)

Year 7 Girls' Health-Related Fitness:
Focus on improving fitness, strength, and endurance through a variety of exercises.

Girls' Indoor Football/Futsal:
Develop quick ball control, passing, shooting, and teamwork in a fast-paced indoor setting.

Year 7 Boys' Football (Astro):
Focus on dribbling, passing, shooting, and defending on an outdoor astro surface.

Boys' Badminton:
Learn basic techniques for serving, rallying, and game tactics.

Lent 2

Athletics (for all):
Develop running, jumping, and throwing skills, with a focus on technique and personal bests.

Girls' Badminton:
Improve serving, rallying, and match play strategies.

Boys' Indoor Football/Futsal:
Focus on fast ball movement, dribbling, and teamwork in a small-sided indoor game.

Summer 1 & 2

Summer 1 (2 PE lessons a week)

Athletics (for all):
Focus on developing skills in running, jumping, and throwing, with an emphasis on technique and improving personal bests.

Girls' Indoor Short Tennis:
Improve serving, rallying, and game tactics for competitive play.

Boys' Cricket:
Focus on batting, bowling, fielding, and game strategy, with an emphasis on teamwork.

Summer 2

Girls' Flag Football:
Learn passing, catching, defending, and teamwork in a non-contact version of American football.

Boys' Health-Related Fitness:
Develop strength, flexibility, and endurance through various exercises to improve overall fitness.

Girls' Cricket:
Focus on batting, bowling, fielding, and teamwork, developing skills for match play.

Boys' Indoor Short Tennis:
Improve serving, rallying, and game tactics for competitive play.

Michaelmas 1

Being Me in My world

- 1) How do I fit in to the world I live in
- 2) Understanding how identity is affected by a range of factors
- 3) I Understand how peer pressure operates within groups
- 4) I can recognise how I present myself online
- 5) I understand what can influence my behaviour online
- 6) I can maintain positive relationships online and offline

Michaelmas 1

Celebrating Differences

- 1) I understand what prejudice and discrimination are.
- 2) I can challenge my own and others attitudes and values and accept difference in others
- 3) I understand what stereotyping is and the impact it can have in society
- 4) I know what the equality act is and how this affects people from day to day
- 5) I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours
- 6) I understand how respect has an impact on relationships

Lent 2

Dreams and Goals

- 1) I can identify my dreams and goals and recognise that these may change over time.
- 2) I can identify some of the skills that may benefit my future, including employment.
- 3) I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.
- 4) I can explain how responsible choices enable me to move towards my dreams and goals. I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.
- 5) I can demonstrate how to respond to a situation requiring first aid. I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.
- 6) I understand that the choices I make affect my relationships, health and future.

Lent 2

Healthy Me

- 1) I can explain ways to help myself when I feel stressed
- 2) I understand how health can be affected by emotions and know a range of ways to keep myself well and happy. I recognise when I feel stressed and the triggers associated with this. I understand how physical activity can help combat stress.
- 3) I know about different substances and the effects they have on the body and why some people use them.
- 4) I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind.
- 5) I understand the role of vaccinations and can explain differing views on this.
- 6) I can summarise some key things I can do to sustain my wellbeing.

Summer 1

Relationships

- 1) I can identify characteristics and benefits of positive, strong, supportive, relationships. I understand what expectations might be of having a romantic/ attraction relationship. I understand what is meant by consent.
- 2) I can identify the supportive relationships in my life. I know that relationships change and suggest how to manage this.
- 3) I can identify why people sometimes fall out. I can suggest ways to manage conflict within my friendship group.
- 4) I can understand that discernment is an important skill when being a consumer of media.
- 5) I can recognise when to use assertiveness in some of my relationships. I can understand the personal and legal consequences of sexting. I can understand what it meant by consent.
- 6) I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is

Summer 2

Changing Me

- 1) I can understand the changes that happen during puberty. I understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse. I know where to access help if I am worried or concerned about puberty or abuse.
- 2) I know how a baby is conceived naturally. I know that there are other ways a baby can be conceived e.g., IVF. I understand how a baby develops inside the uterus and is born.
- 3) I know there are different types of committed stable relationships and that some people may choose to have children or not. I can make links between positive, healthy family relationships and effective parenting. I can identify some of the roles and responsibilities of being a parent.
- 4) I know that the media can have a positive or negative impact on a person's self-esteem or body image. I know where to go for help if I am worried about my body image or self-esteem.
- 5) I know some of the changes in my brain during puberty. I understand some of the emotional changes during puberty. I know where to access support if I am worried about adolescence.
- 6) I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes.