Year 7 Curriculum – Autumn Term 2026-27

Subject	Topics Studied	Possible Enrichment Opportunities
English	**Prose Study – The Odyssey** Students will follow the Greek hero Odysseus, King of Ithaca, and his journey home after the Trojan War and explore the Heroes and Villains in this story. **Write to Imagine, Explore and Entertain** Students will learn how to write creatively and create descriptions and narratives.	The Odyssey by Geraldine McCaughrean - KS3 English - BBC Bitesize Read and watch the Percy Jackson Books and series/films.
Maths	**Module 1 – Integer Number Structure** In this unit, students will strengthen their understanding of whole numbers and develop confidence with the four operations: addition, subtraction, multiplication and division. They will learn how place value works, solve calculations using formal written methods, and apply these skills to real-life problems. As the unit progresses, students will explore factors, multiples, prime numbers, highest common factors (HCF), lowest common multiples (LCM), powers and roots, helping them to recognise patterns and relationships within numbers. They will also be introduced to negative numbers and learn how to compare, order and calculate with them. **Module 2 – Introducing Algebra** This unit introduces students to algebra as a way of representing and solving mathematical problems. Students will learn how letters can be used to represent unknown values, how to write and simplify algebraic expressions, and how to use mathematical notation correctly. They will develop skills in collecting like terms, expanding brackets, factorising expressions and solving equations. Throughout the unit, pupils will move from understanding algebraic ideas in context to applying them confidently in increasingly complex problems.	

	Module 3 – Measurement In this unit, students will develop their understanding of geometry and measurement. They will learn key geometric vocabulary, measure and draw angles accurately, and investigate the properties of common shapes. Students will use angle facts to solve problems, explore symmetry, and begin to reason mathematically about shapes and diagrams. The unit also covers practical measurement skills, including reading clocks and timetables, calculating with time, and converting between different units of length, mass, capacity, area and volume. These topics help students apply mathematics to everyday situations and build important problem-solving skills.	
Science	**Intro to Science – Lab Skills and Diversity** During their primary education students are used to asking questions based on observations of the real world. They will build on this knowledge and start to plan suitable experiments to test predictions, including identifying independent, dependent and control variables. Students can use appropriate techniques, apparatus, and materials during laboratory work. They make and record observations and measurements using a range of methods for different investigations. **Ecosystems** Organisms in a food web (decomposers, producers and consumers) depend on each other for nutrients. So, a change in one population leads to changes in others. The population of a species is affected by the number of its predators and prey, disease, pollution and competition between individuals for limited resources such as water and nutrients. Plants have adaptations to disperse seeds using wind, water or animals. Plants reproduce sexually to produce seeds, which are formed following fertilisation in the ovary. **Foundations in Chemistry** Students are introduced to the concept of atoms and elements. Students will understand the differences between Elements, compounds and mixtures. Students will build on their	Working scientifically - KS3 Biology - BBC Bitesize Ecosystems and habitats - KS3 Biology - BBC Bitesize What is the arrangement of particles in a solid, liquid and gas? - BBC Bitesize Introduction to forces - Forces and movement - KS3 Physics - BBC Bitesize

	KS2 knowledge of states of Matter and focus on changes in states including melting, freezing, boiling, evaporation and sublimination. **Introduction to Physics** The universe can be thought of as an interaction between forces and energy. These are two fundamental ideas in Physics. This model of forces and energy can explain how change can happen. We can measure the sizes of forces, and we can calculate how much change has happened.	
History	**Norman Conquest** Students will be able to: Understand the causes and consequences of developments in church, state and society in Medieval Britain 1066-1509. **Students will learn about:** • Pre-1066 - Anglo Saxons • 1066 Succession Crisis – contenders • September 1066 - Viking Invasion • Battle of Fulford and Battle of Stamford Bridge • Norman Conquest - October 1066 - Battle of Hastings • Feudal system	History, secondary, Year 7 - Lesson listing | Oak National Academy History, secondary, Year 7 - Lesson listing | Oak National Academy History, secondary, Year 7 - Lesson listing | Oak National Academy History, secondary, Year 7 - Lesson listing | Oak National Academy
Geography	**Map Skills** Students will: • Understand location oceans and continents • Use geographical skills including OS maps	Map symbols, direction and contour lines - BBC Bitesize Settlements - Internet Geography

	The UK Students will: • Explore the human and physical Geography of the UK	
Spanish	**Unit 1 - Introducing myself** Students learn how to talk about the following topics in Spanish: • Alphabet • Phonics • Greetings • Numbers • Colours • Adjectives • Birthdays **Unit 2 - Family & friends** Students learn how to talk about the following topics in Spanish: • Family Members • Describing physical appearances • Tackling larger numbers • Describing peoples' personalities	Spanish, secondary, Year 7 - Unit listing | Oak National Academy
RE	**Topic 1 - What do world religions believe?** Students will study the main world religions. For each religion pupils will study origins, key beliefs and practices. The world religion topic that we start with gives students the basics for each of the six world religions that we have selected for this half term. Additionally, this allows students to judge their own beliefs and considerer questions that they won't have before. Students come to us having a mixed range of religious studies knowledge. This unit allows students who have not done RE before acquiring the basics while also extending the	Holy Cribs: The Cathedral – TrueTube Holy Cribs: The Synagogue – TrueTube Holy Cribs: The Mosque – TrueTube

	thinking of students who have done RE before in KS2. This six world religions we will focus upon are Christianity, Judaism, Islam Hinduism, Sikhism and Buddhism.	5 virtual tours of religious sites you can take while you stay home
PSHE	**Friendship and transition** Students think about the challenges and opportunities associated with starting secondary school. They consider strategies for building friendships, looking at how to manage emotions, particularly anxious feelings. Students identify places within school that they can go to find help if they need it. **Keeping safe, including bullying** Students identify what constitutes bullying, looking at the different people involved in bullying. They learn about how to keep safe when travelling independently and explore basic first aid.	Starting secondary school - BBC Parents' Toolkit - BBC Bitesize NSPCC | The UK children's charity Childline | Free counselling service for kids and young people Anti-Bullying Week 2026: Break the Silence
IT	**Using technologies safely and responsibly** Students explore online safety and digital literacy during this topic. They learn: • How to create a secure and memorable password • How the internet and social media can be used for positive self-promotion • How people can curate and experiment with their identity online and why they might wish to do this. • Be aware personal online activity, history or profile will affect the type of information returned in a search or on a social media stream, and intended to influence beliefs, actions and choices • How and why people who they communicate with online may try to influence others negatively • Strategies for assessing the degree of trust placed in people or organisations online • Describe the initial signs of potentially problematic situations e.g. grooming, cyberbullying (incl. homophobic, racist, gender, exclusion). • Assess when they need to take action and explain what to do if they are concerned	CEOP Education Digital literacy - 3rd level Computing Science and Digital Literacy - BBC Bitesize

	about an online relationship • Explain how relationships can safely begin (on- line dating), develop, be maintained, change and end online. They also learn to: • Describe what is appropriate to say and do in different online settings/ platforms (e.g. opinions, values, information, shares, 'likes', 'forwards'). • Select the tools in: A word processor; Presentation software; Desktop publisher, to produce a document appropriate for a target audience • How does MS office provide support for accessibility (voice to type, read text aloud etc.)	
PE	**The sporting activities below are on a rotation, so students will cover each topic during a block of time between Autumn 1 and the end of Spring 2:** • Rugby/football • Netball/Basketball • Health Related fitness • Tennis	The website for the English Football Association, Emirates FA Cup and England football team Follow | Rugby Football Union The Official Home of Tennis For Britain | LTA BBC Sport - Scores, Fixtures, News - Live Sport
Performing Arts	**Performing Arts** **Introduction to Drama skills and Techniques - The Island** Students will learn key physical and vocal skills and use them together to create a character. They will learn about key techniques used in theatre to tell a story to an audience.	Acting Skills and Drama Techniques Year 7

	Physical skills: Facial expression, body language, gesture, levels, posture, proxemics Vocal skills: Tone, Pitch, Pace, Pause, accent, volume, projection Techniques: Still image, Thought-track, marking the moment, role-play, flash-back. **Introduction to Drama Styles – Musical Theatre - Matilda** Your child will learn about the style of Musical Theatre and how singing, acting and dancing combine to create its own style. Musical Theatre: Singing, Dancing, Acting, exaggeration, posture, gait, characterisation, stereotypes, caricature, acting through song, gestural movement, Rhythm, coordination, expression, characterisation, timing, performance confidence, ensemble work.	Here to show us EXACTLY how it's done: Welcome Matilda The Musical! | Semi-Finals | BGT
Dance	**Dance** **Introduction to Core Dance Skills Actions, Space and Movement Development** Students will learn the core foundations of dance through actions, space and the development of movement material. Students will learn simple teacher-led phrases containing the main action families and develop these through spatial contrast and introductory choreographic devices. **Introduction to Dance Styles - Urban Moves Street Dance** Your child will explore Street Dance as an umbrella style and develop an understanding of a variety of styles and genres within it. Students will learn teacher-led choreography and apply appropriate technique, dynamics and performance qualities while developing movement through choreographic devices.	Choreographing a dance routine - Dance - factfile - GCSE Physical Education Revision - AQA - BBC Bitesize M'y - Kyle Edwards (We are Young)
Music	**Unit 1 – Building Bricks: Exploring the Elements of Music** Through this unit, students will build upon their musical experiences from primary school and develop the foundational knowledge needed for success in Key Stage 3 music.	BBC Bitesize – KS2 Primary Music Curriculum – What are vocal warm-ups? - BBC Bitesize

	They will learn about the Elements of Music, including pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure, and understand how these elements are used to create different musical effects. Students will develop the musical vocabulary needed to discuss, describe and evaluate music confidently. Through listening and appraising activities, they will learn to recognise the Elements of Music in a range of styles, genres and traditions from different time periods and cultures. The unit also introduces the key skills of performing, composing, listening and evaluating, providing a strong foundation for future musical learning and development.	Performing with the voice - KS3 Music - BBC Bitesize Musical Elements with DR SMITH
Art	**Structure: Perspective and the Formal Elements** Students learn about the formal elements are the building blocks of art including line, shape, form, tone, colour, pattern and texture. They learn that linear perspective makes a flat drawing look 3D with the horizon line sits at eye level. They learn that the vanishing point is where parallel lines appear to meet, and orthogonal (construction) lines run to it. They learn that one-point perspective uses one vanishing point; two-point uses two, for a building seen from its corner. Students learn that tone is lightness and darkness: 3 to 5 tones, light to dark, turn a flat shape into a form. They know that aerial (atmospheric) perspective makes distant things paler and less detailed, so the foreground is darkest and the background lightest. They learn that continuous line drawing, as used by Ruth Allen, never lifts the pen from the page and that presentation matters: neat cutting, mounting and a balanced A3 layout. **Colour: Theory, Meaning and Harmony** In this unit, students learn that primary colours (red, yellow, blue) cannot be mixed from other colours. They learn that two primaries mixed make a secondary (orange, green, purple); a primary mixed with the secondary beside it makes a tertiary, such as blue-green. Students discover that complementary colours sit opposite each other on the colour wheel (red and green, blue and orange, yellow and purple) and make each other look brighter side by side. They explore that adding white makes a tint and	Perspective | Tate Tone | Tate Ruth Allen Studio Complementary colours | Tate Creative Heritage | Cleveland Museum of Art

	adding black makes a shade, so a colour can be graduated from dark to light. They learn that harmonious (analogous) colours sit next to each other on the wheel and look calm together. Students learn that colour carries meaning: Wadsworth Jarrell, a founder of the AfriCOBRA collective in Chicago, used bold, bright colour, pattern and lettering to celebrate Black identity and community.	
Design	**Workshop Safety and Design Communication** Students learn that workshop rules keep everyone safe: bags away, apron on, hair tied back, goggles when cutting or drilling, and tools used only after a demonstration. They learn that a hazard is something that could cause harm; a risk assessment sets out how to control it. They explore how designers communicate ideas through sketches: 2D views, isometric drawing (vertical lines, with the others at 30°) and rendering with tone to show form. Students learn that a design brief states the problem and the user; ACCESS FM (aesthetics, cost, customer, environment, size, safety, function, materials) helps analyse a product and write a specification. **Materials: Timbers; Measuring and Marking Out** Students learn that hardwoods (oak, beech) come from broadleaf trees and are dense and durable; softwoods (pine) come from conifers, grow faster and are cheaper; manufactured boards (MDF, plywood) are made from wood fibre or layers and come in large, stable sheets. They learn that FSC certification shows where timber comes from responsibly managed forests. They learn that accurate making starts with measuring and marking out with a try square and pencil, then cutting on the waste side of the line. Simple joints (butt, lap, dowel) and PVA glue join timber. They use card models test size and proportion before making.	Ergonomics and design| KS3 design technology (DT) activity What is FSC? | Forest Stewardship Council UK Timbers | Free Notes & Practice – Design & Technology: AQA GCSE
Food Technology	**Food Room Rules, Safety and Hygiene** During this module, students learn the food room rules and routines: bags away, apron on, hair tied back, jewellery removed, sleeved rolled up, hands washed. Students learn that personal hygiene prevents harmful (pathogenic) bacteria on hands, hair and skin reaching	Food hygiene and safety | Food a fact of life

	food. Students learn what cross contamination is and how to prevent this in the food room. Students also learn what colour coded chopping boards are for and why this is important. **Carbohydrates and Fibre** Students learn that carbohydrates are the body's main source of energy and identify where complex carbohydrates and simple carbohydrates are found. They also learn that fibre is not digested and that it supports a healthy digestive system. Students become familiar with the Eatwell Guide.	Why avoiding cross-contamination is important - GOV.UK Cooking skills | Food a fact of life Starchy foods and carbohydrates - NHS How to get more fibre into your diet - NHS Energy and nutrients | Food a fact of life