



*This guide provides an overview of the curriculum content  
for students in Year 7*

♦ English	♦ Religious Studies
♦ Maths	♦ Personal Development (PD)
♦ Science	♦ Physical Education (PE)
♦ Geography	♦ Art
♦ History	♦ Design Technology (DT)
♦ Computer Science	♦ Drama
♦ Spanish	♦ Music

# ENGLISH

What is being taught this year:

## AUTUMN TERM

### Half Term 1

#### Memories and Moments Autobiographies Writing

This unit focuses on organising ideas into paragraphs and writing with clarity and accuracy on familiar topics and events.

Students revisit (from KS2) different sentence types, tenses, paragraphing, varying use of vocabulary, basic spellings and accurate use of discourse markers.

Students engage with a range of autobiographical extracts which in turn model styles for students to develop their own autobiographical accounts of memories and moments.

Students are able to write careful, thoughtful and developed descriptions about their own experiences.

### Half Term 2

#### Crime writing Detective fiction Writing

This unit develops on the skills practised in the first half term and allows students to develop their planning and writing into a narrative form. This is a requirement for GCSE Language.

Students will plan and write their own detective stories. There will be a focus on how to use language to create tension.

Students develop their writing by using sentence form and punctuation for effect.

## SPRING TERM

### Half Term 3

#### Introduction to Poetry Poetry Reading

This unit revises knowledge of poetic devices from the KS2 curriculum.

Students are taught how to read the poems and select useful evidence.

Students are introduced to the acronym 'PEA' to help structure responses to texts and to organise their ideas in a relevant, clear and analytical way. There will be focus on how to comment on the effects of poetic devices to develop analytical skills.

Students are presented with a range of poems about nature, relationships and conflict which ring-fence the themes explored in the GCSE literature poetry and also A- level poetry.

### Half Term 4

#### Conflict 'Private Peaceful' Reading

This unit develops evaluation skills which are required for GCSE language paper 1 (fiction) and A-level. Students will draw upon their analytical skills developed in poetry and apply these skills to evaluate statements for their prose text.

Students revisit using the 'PEA' acronym to support their writing.

The text will be explored through extracts which focus on the themes of childhood, love and conflict. Students will be able to respond to thematic questions with a confident voice and using relevant methods to develop their evaluative skills.

## SUMMER TERM

### Half Term 5 / Half Term 6

#### Shakespearean Villains and Heroes Reading/writing/drama

In this unit, students revisit the writing, analysis and evaluative skills they have learnt over the year and are introduced to an extract-based question for the first time that are used for the English Literature pre-19<sup>th</sup> century questions.

Students typically will have been exposed to some Shakespeare in primary school, in Year 7 students develop their appreciation of the playwright's craft and we introduce students to the conventions of the comic genre.

The unit thematically will revolve around themes of villainy and heroism which is later studied in depth at GCSE (Macbeth) A-level literature (Othello).

# MATHS

## What is being taught this year:

### AUTUMN TERM

#### Half Term 1

A good understanding of number and algebra underpins all processes in mathematics. As such, our focus this half term is about building on the number and algebra skills learnt in primary school to develop fluency and ensure solid foundations are in place.

Content:

- ◆ Calculations & negative numbers
- ◆ Powers, roots & BIRDMAS
- ◆ Collecting like terms.
- ◆ Algebraic index laws
- ◆ Expanding brackets & factorising
- ◆ Substitution
- ◆ Solving linear equations
- ◆ Decimals
- ◆ Units of measure
- ◆ Rounding and estimation
- ◆ Numerical index laws

#### Half Term 2

Pupils continue to develop their number skills, whilst applying them to new contexts such as fractions and percentages. We also start to apply number skills to the essential concepts of ratio and proportion which are essential for developing mathematical reasoning skills. We end this half term by starting to look at some real world applications of mathematics through the study of probability.

Content:

- ◆ Factors, multiples and primes
- ◆ Fractions
- ◆ Percentages
- ◆ Converting between fractions, decimals and percentages
- ◆ Ratio
- ◆ Proportion
- ◆ Probability

### SPRING TERM

#### Half Term 3

We revisit and further develop our algebra skills as we study more complex areas of algebra such as quadratic and simultaneous equations. We also deepen our understanding of number and start to make links between previous topics such as decimals and numerical index laws as we study standard form. We end this term by applying our algebra skills to graphs, looking at plotting coordinates and different types of graphs.

Content:

- ◆ Quadratic equations
- ◆ Inequalities
- ◆ Sequences
- ◆ Simultaneous equations
- ◆ Standard form
- ◆ Coordinates & plotting graphs
- ◆ Quadratic, cubic & reciprocal graphs

#### Half Term 4

We finish off our work on graphs, by studying straight line graphs in depth. After this, the focus for the remainder of the half term is geometry. All of the number and algebra skills which have been studied so far this year, can now start to be applied to topics such as perimeter, area and volume. We also start to introduce problem- solving skills when looking at complex geometric problems at the end of each topic.

Content:

- ◆ Straight line graphs
- ◆ Perimeter
- ◆ Area
- ◆ Circles
- ◆ Surface area & volume
- ◆ Angles & polygons

### SUMMER TERM

#### Half Term 5

The focus of this half term, is applying the number skills developed so far to real-life contexts through the topics of compound measures, data and statistics. Pupils develop an understanding of how statistics and graphs can be used in the real-world to analyse and represent data. At the end of this half-term, we re-visit geometry, this time specifically looking at right-angled triangles and the topics of Pythagoras' Theorem and trigonometry.

Content:

- ◆ Compound measures (speed, density, pressure)
- ◆ Data collection & sampling
- ◆ Averages
- ◆ Frequency tables
- ◆ Charts
- ◆ Pie charts
- ◆ Pythagoras
- ◆ Trigonometry (SOHCAHTOA)

#### Half Term 6

We start to make links between geometry and graphs through the study of transformations. We also revisit graphs through the topic of distance and velocity- time graphs, making links with the compound measures content that was studied last half term. This allows pupils to develop a deeper understanding of these topics, as well as studying them at a more complex level.

Content:

- ◆ Transformations.
- ◆ Similarity & congruence
- ◆ Plans & elevations
- ◆ Constructions & loci
- ◆ Bearings
- ◆ Real-life graphs
- ◆ Distance/velocity-time graphs
- ◆ Vectors

# SCIENCE

What is being taught this year:

## AUTUMN TERM

### Half Term 1

#### Chemistry

Students start KS3 Science by learning about the fundamental components in Chemistry which they will need later on in KS3 and KS4. Students evaluate scientific models, analyse data to predict the properties of materials and begin to develop their mathematical reasoning skills.

#### Topics Covered

- ◆ Atoms and Elements
- ◆ The periodic table
- ◆ Materials

### Half Term 2

#### Biology

This half term, students develop a strong understanding of the structure of plant and animal cells, cell functions and cell adaptations. Students study the skeletal system and muscles, which is built upon further in Year 8. Students will also learn how to convert between different units, understand standard form and how to rearrange equations.

#### Topics Covered

- ◆ Cells and Cell Structure
- ◆ Skeletal and Muscular System
- ◆ Drugs and Health

## SPRING TERM

### Half Term 3

#### Physics

Year 7 students are introduced to KS3 Physics with Waves and the EM spectrum. They first begin learning about the properties of waves and practise wave speed calculations that require rearrangement, including standard form and converting between units. Students will then learn about Light and sound, building on what they have learned previously in Year 6 during the topic on Light.

#### Topics Covered

- ◆ Waves
- ◆ Electromagnetic Spectrum

### Half Term 4

#### Chemistry

Students build on their knowledge of atomic structure and the periodic table and learn about mixtures and different separation techniques. This topic links to prior concepts learned in KS2. Across several practicals, students develop their scientific inquiry skills and evaluate results. They will also develop their graph drawing skills.

#### Topics Covered

- ◆ Particle Theory
- ◆ Pure & Impure Substances
- ◆ Elements & Compounds

## SUMMER TERM

### Half Term 5

#### Biology

In this half-term, students build on their knowledge of biological concepts from Half Term 2. We begin by learning the basics of photosynthesis, and students are able to investigate this further through a series of core practicals. Students expand their knowledge by learning about plant adaptations and ecosystems. This unit builds on their knowledge of living things and their habitats from KS2

#### Topics Covered

- ◆ Photosynthesis
- ◆ Relationships in an Ecosystem

### Half Term 6

#### Physics

Students build on their knowledge of Earth, Space and Electricity learned in KS2. Here, they begin learning the basics of static electricity and circuit diagrams and understanding current, voltage and resistance in a circuit. Students will also learn the basics of magnetism and link this to electromagnets. We later move on to astronomy where students learn more about the solar system and gravity.

#### Topics Covered

- ◆ Electricity and Electromagnetism
- ◆ Space Physics

# GEOGRAPHY

What is being taught this year:

## AUTUMN TERM

### Half Term 1

#### An Unequal World (Part 1)

Within this topic, students will learn that development occurs at different rates leading to disparities within and between countries. Through the lens of Tanzania, pupils will explore the impacts of a country's development level leading to urban and rural challenges.

#### Skills:

Interpretation of choropleth maps to identify global trends and patterns of development.

Use of aerial photographs to identify key characteristics of areas.

#### Links to National Curriculum:

Locational knowledge and spatial awareness of international development.

Place knowledge that investigates the human and physical geography of a region in Africa.

### Half Term 2

#### An Unequal World (Part 2)

Building on themes from Part 1, pupils will evaluate strategies to promote development in Tanzania and globally.

**Assessment:** Pupils will complete an assessment with opportunities to develop extended writing from the Unequal World topic.

#### Skills:

Interpretation of choropleth maps to identify global trends and patterns of development.

Use of aerial photographs to identify key characteristics of areas.

#### Links to National Curriculum:

Locational knowledge and spatial awareness of international development.

Place knowledge that investigates the human and physical geography of a region in Africa.

## SPRING TERM

### Half Term 3

#### Climate Change (Part 1)

Through this topic, pupils will investigate causes of the enhanced greenhouse effect and the impacts of climate change on weather systems.

#### Skills:

Analysing past climatic data records to identify key trends and anomalies.

Analysis and interpretation of geographical sources to reach judgements.

#### Links to National Curriculum:

Timescales including changes in climate from past to present. Human activity relies on effective functioning of natural systems.

Spatial scales and temporal scales.

### Half Term 4

#### Climate Change (Part 2)

Pupils will learn about how climate change is leading to droughts and wildfires in California, USA and flooding in Bangladesh to assess the future of climate change on people and the environment.

**Assessment:** Pupils will complete an assessment with opportunity for extended writing from Unequal World and Climate Change.

#### Skills:

Analysing past climatic data records to identify key trends and anomalies.

Analysis and interpretation of geographical sources to reach judgements

#### Links to National Curriculum:

Geological timescales including changes in climate from past to present.

Human and physical interactions

Spatial scales and temporal scales of resources and how they have changed globally.

## SUMMER TERM

### Half Term 5

#### Our Living World

This unit will develop students understanding of global biomes, how our environment and humans are interdependent developing a greater understanding of the interconnectedness of ecosystems and humans

#### Skills

Interpretation of climate graphs to shows changes in weather and climate.

Maps and atlases to locate different biomes globally.

Analysis of geographical sources to draw conclusions

#### Links to National Curriculum

Human and physical processes interact and influence landscapes, environments and the climate. Human activity relies on effective functioning of natural systems

### Half Term 6

#### The Middle East

This unit is designed to synthesise pupils' understanding of human and physical processes and their interdependence through a major world region and how this has created challenges for people and the environment.

#### Skills

Interpret and analyse geographical sources including GIS, maps, satellite images and contemporary current affairs to reach judgements and conclusions supported by evidence

Interpret graphs and population statistics  
Calculate percentage increase OR calculate net migration

**Assessment:** Pupils will complete an assessment which includes topics from across the year.

#### Links to National Curriculum

Locational knowledge and spatial awareness of the worlds' countries including their environmental regions

Geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia.

# HISTORY

What is being taught this year:

**THEME 1:** Britain's connections to, and contact with, the wider world

**THEME 3:** Europe's changing position in the wider world

**THEME 2:** The power, priorities and expectations of leaders in Britain and beyond

**THEME 4:** Changes to people's values, ideas and belief system

## AUTUMN TERM

### Half Term 1

**Introduction Lesson:** How do historians measure the past?

**Enquiry Question 1:** What made Baghdad a centre of learning?

*Themes: 2, 4*

*Disciplinary focus: Causation*

**Enquiry Question 2:** What light can one saint's story shed on western Christian worlds?

*Themes: 1, 3, 4*

*Disciplinary focus: Significance*

**Enquiry Question 3:** How far did the Anglo-Saxons notice the Norman Conquest?

*Themes: 1, 2, 4*

*Disciplinary focus: Change & continuity*

### Half Term 2

**Enquiry Question 3 continued...**

**Enquiry Question 4:** Why did King Henry II agree to be whipped in 1174?

*Themes: 2, 4*

*Disciplinary focus: Causation*

**Enquiry Question 5:** What is the story of the Third Crusade?

*Themes: 1, 2, 3, 4*

*Disciplinary focus: Historical Narrative*

## SPRING TERM

### Half Term 3

**Enquiry Question 6:** Why did the barons keep rebelling in 13<sup>th</sup> century England?

*Themes: 1, 2, 4*

*Disciplinary focus: Causation*

**Enquiry Question 7:** What does the Peasants' Revolt reveal about medieval England?

*Themes: 1, 2, 4*

*Disciplinary focus: Significance*

### Half Term 4

**Enquiry Question 8:** What does the journey of Mansa Musa reveal about medieval West Africa?

*Themes: 2, 4*

*Disciplinary focus: Significance*

**Enquiry Question 9:** What kind of change was the 'Renaissance'?

*Themes: 4*

*Disciplinary focus: Change and continuity*

## SUMMER TERM

### Half Term 5

**Enquiry Question 10:** What can the Westminster Tournament Roll tell us about early Tudor England?

*Themes: 1, 2*

*Disciplinary focus: Evidential understanding*

**Enquiry Question 11:** How much did Morebath really change during the Reformation

*Themes: 1, 2, 4*

*Disciplinary focus: TBC*

**Enquiry Question 12:** Why has Camilla Townsend written a 'new history' of the Aztecs?

*Themes: 2, 3, 4*

*Disciplinary focus: Historical interpretations*

### Half Term 6

**Enquiry Question 12 continues...**

**Enquiry Question 13:** Why did Elizabeth I connect England to more people and places?

*Themes: 1, 2, 3, 4*

*Disciplinary focus: Causation*

**Enquiry Question 14:** Why have historians chosen to write about 'Akbar the Great'?

*Themes: 1, 2, 3, 4*

*Disciplinary focus: Significance*

# COMPUTER SCIENCE

What is being taught this year:

## AUTUMN TERM

### Half Term 1

#### Introduction to WHTC Technology & Applications Internet Safety

The KS3 Curriculum builds on from KS2 and introduces e-Safety to all classes immediately. Dangers such as sexting, grooming and cyber bullying will be discussed and how to deal with these threats.

Students will become aware of how to report concerns about their digital activity using CEOP, Child Line and Thinkuknow.

### Half Term 2

#### WHTC Applications

Students will also look at how to use computer applications used at WHTC, such as Outlook, MS Teams, and OneDrive.

Students will also learn and practice essential skills related to computers, such as file handling, basic troubleshooting, and MS Office Suite

## SPRING TERM

### Half Term 3

#### Hardware & Software Components [1 term]

Year 7 students begin by deepening their knowledge of computer systems through the analysis of how hardware and software components cooperate and communicate.

We start with this topic as it strengthens students' understanding of core elements of computer systems, which form the foundation of all subsequent learning.

### Half Term 4

#### Functions of a Computer System and Networks

##### **Functions of a Compute System**

Students subsequently study the more complex nuances of how a computer system functions focusing primarily on input and output processes. Students use systems to understand how data is input, computation performs and an output response is given. Students learn how data is checked against stored values.

##### **Computer Networks**

Building on this, students learn about LAN and WAN as examples of simple networks. Students are then able to apply this knowledge to understand how much larger networks such as the internet operate.

## SUMMER TERM

### Half Term 5

#### Cyber Explorers

Led by His Majesty's Government Department for Science, Innovation and Technology (DSIT), Cyber Explorers is looking to build the UK's cyber security talent pipeline.

Students will explore cyber security using the Cyber Explorers platform, and experience hands-on insights into the essential role cyber security plays in all our lives and discover insights about future career options.

### Half Term 6

#### Programming Concepts

Students begin python coding using Turing Lab's Farmbot module. Farmbot is an interactive learning environment where students use Python code to control a virtual farming robot.

This hands-on approach helps students grasp fundamental programming concepts in a fun and engaging manner.



# SPANISH

What is being taught this year:

## AUTUMN TERM

### Half Term 1

**Productive skills:** Students learn the vocabulary and present tense verbs/structures in order to be able to describe themselves, their family members and give an opinion.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 7 studies.

### Half Term 2

**Productive skills:** Students learn the vocabulary and present tense verbs/structures in order to be able to describe their area, home and bedroom.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 7 studies.

## SPRING TERM

### Half Term 3

**Productive skills:** Students build on the grammatical and lexical foundation they have acquired in the Autumn term to learn how to form the present and preterite (past) tenses in Spanish, so that they are able to write and talk about how they spend their free time, depending on the weather, and what they did last weekend.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 7 studies.

### Half Term 4

**Productive skills:** Students revisit the present tense as they learn about the Spanish cities (Madrid and Barcelona) and what they can do there. They learn how to give directions and how to write and talk about some typical Spanish foods that they would like to try using a number of high-level structures from the future / conditional time frame.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 7 studies.

## SUMMER TERM

### Half Term 5

**Productive skills:** Students revisit the present tense and key structures from this time frame once again within the context of school. Towards the end of this half term, students learn how to form the immediate future tense so that they can write and talk about their educational plans and career aspirations.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 7 studies.

### Half Term 6

**Productive skills:** In the first half of Summer 2, students revisit all previously-seen topics and tenses to prepare for their final assessments. In the second half, students complete a project on the film 'Encanto'.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 7 studies.



# RELIGIOUS STUDIES

What is being taught this year:

## AUTUMN TERM

### Half Term 1

#### The Island

Students explore religious themes such as symbols, rites of passage and festivals through the story of 'The Island'. This is a story about a fictional shipwreck which leads to the passengers being stranded on an island, needing to rebuild their community.

Building upon the knowledge acquired at KS2, students explore some 'big' questions such as whether communities need to share values to thrive; why rites of passage are important; whether or not there is life after death.

Students explore themes that are shared amongst many of the world's main religions, which equips them with an understanding of religious terminology before studying individual religions in more depth.

### Half Term 2

#### Judaism

Students learn about the birth of Judaism through the stories of Abraham and Moses, and the Exodus from Egypt. This provides students with an understanding of monotheism and the start of Abrahamic traditions, prior to learning about Christianity and Islam in HT4/5. Students go on to learn about central traditions in Judaism, including Pesach, Shabbat and Kosher rules, as well as key Jewish beliefs and the use of the Torah in worship.

Students then go on to learn about the historical experience of Jewish people, including the prominence of anti-Semitism throughout history, along with the Jewish experience of the Holocaust.

## SPRING TERM

### Half Term 3

#### Judaism (*continues*)

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Students then go on to learn about the historical experience of Jewish people, including the prominence of anti-Semitism throughout history, along with the Jewish experience of the Holocaust.

### Half Term 4

#### Christianity

Students build upon their understanding of monotheism through the emergence of Christianity from Judaism. Students learn about the historical person of Jesus of Nazareth and his relationship with Jewish authorities. Students go on to learn about the significance of Jesus for Christians through the key events in his life, including discipleship, miracle work, the temptations in the desert, as well as his death and resurrection.

This unit provides students with a secure understanding of the origins of Christianity and the significance of the figure of Jesus, which equips them for their study of Christianity as part of the GCSE curriculum.

## SUMMER TERM

### Half Term 5

#### Islam

Students learn about the key beliefs and teachings of Islam through the story of the life of Prophet Muhammad and the impact of key beliefs and teachings in Islam such as tawhid.

Students then learn about key practices in Islam through the Five Pillars and explore different ways in which these practices are carried out, and the significance of this for different communities.

This unit provides students with a secure understanding of the origins of Islam and the key beliefs and practices of the religion, which equips them for their study of Islam as part of the GCSE curriculum.

### Half Term 6

#### Expressing belief through creativity

Students apply their knowledge of the Abrahamic faiths to understand different ways religious people express their beliefs through creativity. This is done primarily through engaging with different examples of creative religious practices. For example, students learn about the significance of the Islamic calligraphy tradition and how Sufi poets express their beliefs through metaphorical language.

Furthermore, students learn about the importance of creativity as a means of expressing belief. Students discuss strengths and weaknesses of creative practices and reflect on how they express their own religious or non-religious beliefs.

# PERSONAL DEVELOPMENT

What is being taught this year:

## AUTUMN TERM

### Half Term 1

Students begin the year with a series of lessons on character development.

Students consider how to become active members of the community, learn the importance of taking responsibility for their actions, as well as how to develop and practice resilience.

Students also explore the British Values of mutual respect and tolerance democracy in relation to diversity, anti-bullying. The importance of helping others and impact of prejudice and discrimination.

### Half Term 2

During this half term, students will explore wellbeing and identity.

They will learn strategies to cope with stress and maintain their mental wellbeing.

Students will also learn to recognise signs of negative mental health and illness, and understand where they can reach out for support. In addition, they will explore identities and how to show respect to others, while ensuring that negative self-talk is challenged.

## SPRING TERM

### Half Term 3

Students begin learning about Citizenship during this half term, starting with an appreciation of the British Values of democracy and the rule of law.

Students learn how the law is made, and which systems in society are responsible for upholding the law.

Students will understand the rights and responsibilities of citizens by learning how individuals can enact change within the legal system, and the rights afforded to them through the UDHR.

### Half Term 4

Students will begin exploring physical health and how to maintain a healthy lifestyle.

They will learn how different types of habits are formed and how to build positive habits that will support them later in life.

Students will also examine the impact of diet on disease and explore ways to overcome barriers to achieving a healthy diet. In addition, they will learn about personal hygiene and the importance of maintaining good dental hygiene.

## SUMMER TERM

### Half Term 5

Students apply their understanding of appropriate, healthy behaviour when learning about safety.

Students learn how to look after their safety in both the physical and online world.

Students know what acceptable online behaviour is, and learn to recognise unhealthy behaviours such as coercion/sexual harassment and cyberbullying.

### Half Term 6

The focus of this half term is careers and economic education. Students learn about the basics of budgeting, and the financial considerations of adults in the UK.

Students begin to think about their career goals, and understand that there are various pathways available into different careers, including by comparing undergraduate degrees and degree apprenticeships.

Students use the Unifrog platform to explore careers of interest.

# PHYSICAL EDUCATION - CORE PE

What is being taught this year:

## AUTUMN TERM

### Half Term 1

Students take part in athletics and volleyball. In athletics lessons, students develop the basic skills required in sprinting, long-distance running, performing the relay, jumping and throwing.

In volleyball lessons, students learn the various positions of the game and develop the basic skills required for the serve, the dig and a variety of shots before learning how to defend and outwit opponents.

### Half Term 2

Students take part in rugby and handball lessons. In rugby lessons, students learn how to pass and receive the ball and a variety of tactics for defending and attacking. In handball lessons, students develop the basic skills required in dribbling, passing, shooting, attacking and defending.

Students have the opportunity to put these skills into practice in competitive situations throughout their lessons. In netball students learn a variety of skills such as passing, footwork and shooting.

## SPRING TERM

### Half Term 3

Students take part in rugby, handball and netball lessons. In table tennis lessons, students learn how to serve and play a forehand, backhand and drop shot before learning how to outwit an opponent in a competitive game scenario. In football lessons, students learn the basic skills required to pass, dribble and shoot.

They develop an understanding of how to attack and defend effectively.

### Half Term 4

Students take part in basketball and tennis lessons. In basketball lessons, students develop the basic skills required in dribbling, passing, shooting and defending.

They also develop an understanding of why set plays are important when attacking. In tennis lessons, students develop the basic skills required for the forehand and backhand shots, and the serve. They also learn how to work best in a doubles game.

## SUMMER TERM

### Half Term 5

Students take part in dance, cricket and rounders lessons. In dance lessons, students begin to explore the concepts of space, formation, dynamics and relationships. They learn a set motif and develop three key performance skills. In cricket lessons, students develop the basic skills required to catch, field, bat and bowl before applying these skills to competitive game situations. I

n rounders students learn the fundamentals of striking and fielding embedding these into small sided practices.

### Half Term 6

Students take part in a range of different team-based activities known as Summer Games. Each student is categorised into differentiated teams with a particular theme for that year (e.g. World Cup, Euros, Olympic games).

Teams compete over 6 lessons to earn points for their country using an array of teamwork and communication skills to overcome challenges.

# ART

## What is being taught this year:

### Art: Formal Elements

This project aims to introduce students to the formal elements within art, improve their drawing skills and familiarise students with different media within art. Throughout the project students will learn about artists/designers/craftsmen, developing their knowledge and understanding of the art world whilst exploring different skills and techniques. Students will develop their confidence and artistic ability through the 8 formal elements. They will learn valuable skills which they will use for their final piece at the end of the year.

Students will develop their technical skills on the following areas throughout the year:

- |          |            |          |            |
|----------|------------|----------|------------|
| 1. Tone  | 3. Pattern | 5. Form  | 7. Shape   |
| 2. Shape | 4. Colour  | 6. Space | 8. Texture |

### Art: Illustration

Utilising their knowledge of the formal elements, this project further develops student's technical skills through their continued practice of a range of media. Students will explore the work of various artists and illustrators, creating several responses. Students will revisit previous learning and deepen their understanding of different artistic skills whilst also developing essential skills relating to planning, designing and composition. Students learning will culminate in the creation of a personal response called "Illustrated Me".

- |                         |                      |                           |                                |
|-------------------------|----------------------|---------------------------|--------------------------------|
| ◆ Watercolour painting  | ◆ Font designs       | ◆ Collage                 | ◆ Final piece – illustrated me |
| ◆ Illuminated lettering | ◆ Facial proportions | ◆ Drawing facial features |                                |

# DESIGN TECHNOLOGY (DT)

## What is being taught this year:

### DT: Tiny Houses

Students will explore the professional world of architecture working towards a brief to create a Tiny house which is eco-friendly, better for our mental health and affordable. Students will work using the iterative design process and self-reflective practice to ensure they are meeting their targets.

Students will achieve these processes of iterative design.

Each project ensures that they: Design / evaluate / present

#### Technical drawing learnt:

- |                                  |                        |
|----------------------------------|------------------------|
| 1. Freehand sketching            | 4. Isometric drawing   |
| 2. 1 point interior and exterior | 5. Autographic drawing |
| 3. 2 point perspective           | 6. Exploded drawing    |

#### Knowledge and understanding

- ◆ Understand contextual challenges and how it can improve the society. Students become more conscious as young designers to think about the user and how it will benefit them in a healthy way.
- ◆ Students are also taught to become more conscious of the environment and apply sustainable ways of designing and making.
- ◆ To be inspired by the work of others, emerging technologies and the environment we live in, in order to come up with innovative design ideas
- ◆ Equipment: learning how to use different basic tools used with in the architectural industry to present accurate drawings.

# DRAMA

What is being taught this year:

## AUTUMN TERM

### Half Term 1

#### AW1:

#### Basics of Drama

Students are introduced to the core building blocks of performance: voice, movement, spatial awareness, and collaborative rehearsal. Through games and short scenes, they learn key dramatic conventions such as freeze-frames, thought-tracking and improvisation, while developing confidence and teamwork.

### Half Term 2

#### AW2:

#### The Hill We Climb

Using Amanda Gorman's powerful inaugural poem as stimulus, students explore how spoken word and physical theatre can convey social issues and personal identity. They experiment with choral speaking, rhythm, and gesture to create original performances inspired by the text.

## SPRING TERM

### Half Term 3

#### Spring 1:

#### Performance Skills (A Night at the Museum)

Working from the imaginative premise of exhibits coming to life, students refine vocal projection, characterisation, and stagecraft. They learn how to create atmosphere through movement and sound, and begin to integrate simple set and prop ideas into group performances.

### Half Term 4

#### Spring 2:

#### Newspaper Theatre

## SUMMER TERM

### Half Term 5 / Half Term 6

#### Clowning and Comedy

Inspired by the techniques of Augusto Boal, students transform real news stories into short, thought-provoking dramas. They analyse headlines, develop narrative structure, and use ensemble work to encourage audiences to question events and viewpoints.

# MUSIC

What is being taught this year:

## AUTUMN TERM

### Half Term 1

#### Rhythm

This unit is first because it establishes the first of the two foundations of music: rhythm & note value. Pupils will learn to hear rhythms, feel their characteristics, and will clap them back.

For the theory element of the course pupils will learn all the main names of notes and note-values, and will learn to write them on the stave and use them in their own compositions.

By using the case study of Stomp, pupils will learn that music does not need tuned pitch to be appreciated. They will see how much can be created from anything in the house.

### Half Term 2

#### Melody

This unit follows directly on from the rhythm and note-value unit and introduces the other foundation of music: **tuned pitch**. Pupils will get to grips with the Western 12-tone tuning system and see how notes are written on staves to map onto a **piano keyboard**.

Learning notes on the stave is, along with rhythm, fundamental to all music theoretical elements. Pupils will learn about writing notes on **lines and spaces**, and will be able to use them with accidentals.

They will develop their own practical musician skills by **playing melodies on the keyboards**. These melodies will be excerpts from both the great composers of the **classical period** and more modern **popular music** pieces so that the music is relevant and accessible to our students.

Students will learn **right hand keyboard technique** and how **pitch and intervals** are the building blocks of solid melody writing.

## SPRING TERM

### Half Term 3

#### Harmony

After the fundamentals of music have been established, pupils are ready to learn about harmony and the relationship between multiple notes being played together. Students will learn how to produce triads, harmonise the major scale and accompany melodies that they have previously learned.

This unit builds on prior knowledge and contextualises the compositional choices for harmony writing. Students will appraise classical works alongside contemporary pieces to establish how harmony can shape a piece of music.

Students will have the opportunity to sing in harmony as well as performing on keyboards and other instruments as part of a harmonic ensemble.

Students will have the opportunity to synthesize the knowledge that has been explored to make harmonic choices in the works that they study and perform. I.e., drones, harmonic rhythm, arpeggiation, Alberti bass.

### Half Term 4

#### Texture

This unit continues chronologically from the previous. Students will use rhythm melody and harmony to identify texture within the pieces they compose, appraise, and perform.

To begin with music will be described in a basic way with terms such as thick or thin. We will then explore more complex musical terminology such as monophonic, Homophonic and polyphonic textures.

Whilst appraising music (both classical and contemporary), students will be able to identify textures within given extracts. It will be important to revisit elements from the harmony and melody units to understand how they feed in to the musical element of texture.

Students will learn of how a single melody can be identified as monophony and how layering multiple melodies is known as polyphony.

Harmony and melody will be combined to teach homophonic texture.

## SUMMER TERM

### Half Term 5

#### Group Project Year 7 band skills

This unit allows students to use all of the skills obtained in the Rhythm, melody, harmony and texture units and create a live group performance.

Students will perform a contemporary piece of popular music as part of an ensemble.

They will study lyrics and singing technique, the bass line and harmonies as well as texture.

The final performance will involve groups of four students with members performing keyboards, singing and sample pad drums.

Performances will be live and in front of peers in the classroom setting to celebrate the skills learned up to this point.

### Half Term 6

#### Solo Project Year 7

The solo project will draw on writing techniques learned in the group project and will involve students writing a piece of music to a brief.

The brief will be similar to that of a GCSE music brief whereby students must create a work that satisfies harmonic, rhythmic and melodic stipulations. Topics may include culture, politics, the economy, relationships and fantasy.

Students will be able to record their work in written format on staff notation and or chord charts and take away an MP3 recording of their performance when the unit is complete from a live performance to their peers.



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