

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Art</b>	<b>Baseline &amp; Formal Elements</b> Students complete baseline drawings and explore the Formal Elements of Art through colour, line, tone, and texture, developing key skills and confidence with materials	<b>Formal Elements Outcome</b> Pupils refine their understanding of the Formal Elements by producing a final abstract piece inspired by artists such as the Delaunays, focusing on composition and creativity.	<b>Buildings &amp; Perspective</b> Students study architectural drawing and perspective, learning how to create realistic and imaginative structures using one- and two-point techniques.	<b>Cardboard City</b> Learners apply their drawing and perspective skills to construct a collaborative 3D “Cardboard City,” exploring scale, structure, and creative design.	<b>Textile Treats</b> A colourful mixed-media project inspired by Joel Penkman and Sarah Graham, where students create food-themed artworks exploring pattern and texture.	<b>The Natural World</b> Students investigate landscapes and endangered species, using painting and printmaking inspired by artists like Van Gogh and Warhol to create expressive final outcomes.
<b>Computer Science</b>	<b>Introduction, E-safety basics &amp; Animation</b> Using MS Teams Strong passwords E-Safety rules E-Safety animation	<b>Myth busters</b> Information reliability Fake information Searching & Prompting Research Presentation	<b>Scratch Project</b> Programming fundamentals: sequence, selection, iteration, variables	<b>Spreadsheet modelling</b> Formula Modelling Budgeting Charts & Graphs Functions	<b>Data representation &amp; Logic</b> Numbers Characters Caesar Cipher Logic gates	<b>Coding puzzles &amp; computational thinking</b> Flow control (sequence, selection, iteration), variables, Decomposition, pattern-recognition
<b>Dance</b>	Introduction to Dance  Developing fundamental knowledge of Relationships, Actions, Dynamics, Space (RADS). The ‘language’ of Dance. Developing a Motif.	Choreography  Selecting RADS to support a theme or narrative. Creating appropriate motifs and using choreographic devices to develop them.	Set Dance – Arena  A ‘Ninja’ themed set dance, introducing students to the essential technical, physical, expressive and mental skills needed to be a successful dancer.	Duet choreography – Arena Continuing the theme from the previous unit, students continue to develop their choreography skills by creating duets inspired by the Ninja set dance. Applying their knowledge of RADS and choreographic devices to communicate an idea.	Ensemble Performance – Greased Lightning  Students study how to create a character through performance, applying their knowledge of performance skills to characterisation. Students also begin to understand what it means to perform as part of an ensemble.	Ensemble Performance – Greased Lightning  Continuing the work from the previous unit, students create ‘mechanic’ inspired choreographies. All Year 7 students are invited to perform this dance as part of ‘NS Fest’ giving them valuable real-world experience of performing in an ensemble.

<b>DT</b>	<b>Project 1 – Food Preparation &amp; Nutrition</b> <ul style="list-style-type: none"> <li>Personal Hygiene</li> <li>Enzymic Browning</li> <li>Method of Heat Transfer</li> <li>Seasonality</li> <li>Shortening</li> <li>Eating Well Guide</li> </ul> Practical dishes – Fruit pot, skewers, soup & Cheese scones	<b>Project 2 – Phone Stand</b> <ul style="list-style-type: none"> <li>Health &amp; Safety in a workshop</li> <li>Use of hand saws – Tenon &amp; Coping</li> <li>Use of machines – finisher &amp; pillar drills</li> </ul> Timbers – Hardwoods, Softwoods & Manufactured boards.	<b>Project 3 – Pencil Case</b> <ul style="list-style-type: none"> <li>Packaging</li> <li>Developments / nets</li> <li>Colour wheel</li> <li>Typography</li> <li>Jigs</li> </ul>	<b>Project 4 – 2D CAD (TechSoft)</b> <ul style="list-style-type: none"> <li>Design Movements – Art Deco</li> <li>Computer Aided Design</li> <li>Computer Aided Manufacture</li> <li>Computer Numerical Control</li> <li>Use of TechSoft 2D design drawing programme</li> </ul> Key tag design	<b>Project 5 – Games Controller</b> <ul style="list-style-type: none"> <li>Product development / evolution</li> <li>Designing for the future</li> <li>Isometric drawing</li> </ul> Corrugated card modelling	
<b>Drama</b>	Introduction to the Physical Toolbox  Introduction to the skills needed to be a successful Drama student. Starting with physical skills taught through improvisation activities.	Introduction to the Vocal Toolbox  Exploring how our pitch, pace, accent, tone and volume can be utilised to portray character and meaning.	Melodrama  Exploration of the melodramatic style, exploring how to apply physical and vocal skills to create over the top characterisation.	Commedia dell'arte  Introduction to Commedia, using stock characters, and physical comedy to explore the text 'One Man, Two Guvnors. Again, developing students' ability to diversify their application of physical and vocal skills.	Commedia dell'arte  Introduction to Commedia, using stock characters, and physical comedy to explore the text 'One Man, Two Guvnors. Again, developing students' ability to diversify their application of physical and vocal skills.	Horror  Developing students' range of dramatic techniques and their ability to create tension and suspense in their devised work.
<b>English</b>	<b>Beowulf</b> Whole text exploration of the oldest text in the English language, focused on core skills of inference, evidence selection and reader response	<b>Fantasy Writing</b> Use of adventure/fantasy style models to develop students' creative writing skills	<b>Introduction to poetry through song lyrics</b> Use of contemporary and classic song lyrics to teach core poetic knowledge and vocabulary	<b>The History/Evolution of the English Language</b> An introduction to linguistics, exploring the history/influences on the English language, accent bias and how new words are formed	<b>A Midsummer Night's Dream</b> Beginning with an 'introduction to Shakespeare' unit, students explore the text in performance, analysing staging, costumes and power dynamics between characters	<b>A Midsummer Night's Dream</b> Students develop their understanding of Shakespeare by exploring inference and characterisation.
<b>Geography</b>	<b>Geographical Skills</b> - Develops map-reading and compass skills.	<b>Geographical Skills &amp; Place Detectives</b> - Builds understanding of how to collect,	<b>Wild Weather &amp; Changing Climates</b>	<b>Cracking Coasts</b> - Explores how coastal landscapes are formed and shaped.	<b>Raging Rivers</b> - Studies the journey of a river from source to mouth.	<b>Enquiry Skills: GIS and Flooding</b> - Introduces Geographic Information Systems

	<ul style="list-style-type: none"> <li>- Introduces grid references, scale, distance and symbols.</li> <li>- Encourages the use of atlases and how to use longitude and latitude, globes, and digital mapping tools.</li> </ul>	<p>present, and interpret geographical data.</p> <ul style="list-style-type: none"> <li>- Investigates the local area and how it has developed over time.</li> <li>- Examines types of settlements and patterns of land use.</li> <li>-Encourages fieldwork skills and a sense of connection to the local community.</li> </ul>	<ul style="list-style-type: none"> <li>-Investigates different types of weather and how they are measured.</li> <li>-Explains climate zones around the world.</li> <li>- Looks at extreme weather events and their impacts.</li> <li>- Introduces climate change and how humans can respond to it.</li> </ul>	<ul style="list-style-type: none"> <li>- Investigates erosion, deposition, and the features they create.</li> <li>- Examines how people use and protect coastal environments.</li> <li>- Encourages understanding of the balance between human activity and nature.</li> </ul>	<ul style="list-style-type: none"> <li>- Explains river processes such as erosion, transportation, and deposition.</li> <li>- Identifies key river features including meanders, waterfalls, and deltas.</li> <li>- Considers how rivers are used and managed by people</li> </ul>	<p>(GIS) to explore spatial data.</p> <ul style="list-style-type: none"> <li>- Uses technology to map and analyse patterns such as flood risk.</li> <li>- Encourages investigative skills through real case studies such as Billing.</li> <li>- Develops understanding of how geography supports decision-making and sustainability.</li> </ul>
<b>History</b>	<p>England up to 1066</p> <ul style="list-style-type: none"> <li>• What is History?</li> <li>• Chronology as a key skill</li> <li>• Romans</li> <li>• Anglo-Saxons</li> <li>• Vikings</li> <li>• Battle of Stamford Bridge</li> <li>• Battle of Hastings</li> </ul>	<p>How did William control England?</p> <ul style="list-style-type: none"> <li>• Why did William win at Hastings?</li> <li>• Harrying of the North</li> <li>• Feudal System</li> <li>• Domesday Book</li> <li>• Castles</li> </ul>	<p>Religion and the Crusades</p> <ul style="list-style-type: none"> <li>• Introduction to the Church in the Middle Ages</li> <li>• Introduction to the Islamic Empire</li> <li>• Silk Roads</li> <li>• Why did people go on crusade?</li> <li>• Crusades 1-5</li> <li>• Legacy of the Crusades</li> <li>• Islamic impact on the world</li> </ul>	<p>Social Change</p> <ul style="list-style-type: none"> <li>• Challenges to royal authority: Henry II and Thomas Becket</li> <li>• King John and Magna Carta</li> <li>• Introduction of Parliament</li> <li>• Medieval Medicine</li> <li>• Black Death</li> <li>• Peasants Revolt</li> </ul>	<p>Conflicts</p> <ul style="list-style-type: none"> <li>• Hundred Years War</li> <li>• Joan of Arc</li> <li>• Wars of the Roses</li> </ul>	<p>The Tudors</p> <ul style="list-style-type: none"> <li>• Princes in the Tower</li> <li>• Henry VII</li> <li>• Henry VIII</li> <li>• Henry's Wives</li> <li>• Break from Rome</li> <li>• Edward VI and Religion</li> <li>• Lady Jane Grey</li> <li>• Mary I</li> <li>• Black Tudors</li> <li>• How did people have fun in Tudor England?</li> <li>• What was Britain like by 1558?</li> </ul>
<b>Maths</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Written Methods</li> <li>• Negative Numbers</li> <li>• Order of Operations</li> <li>• Types of Number</li> <li>• Powers and Roots</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Simplifying Expressions</li> <li>• Expanding Brackets</li> <li>• Substitution</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Fractions: (Of amounts, <math>+-x\div</math>, Mixed to Improper)</li> </ul> <p><b>Ratio/Proportion</b></p> <ul style="list-style-type: none"> <li>• Percentages Non Calc methods: (of amounts, Increase/Decrease, % change, reverse)</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Factorising</li> </ul>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Equations of Lines (Table of values, drawing, parallel lines, Interpreting)</li> <li>• Distance-Time Graphs</li> </ul> <p><b>Ratio/Proportion</b></p> <ul style="list-style-type: none"> <li>• Distance, Speed and Time</li> </ul> <p><b>Probability/Statistics</b></p> <ul style="list-style-type: none"> <li>• Two-Way Tables</li> </ul>	<p><b>Probability/Statistics</b></p> <ul style="list-style-type: none"> <li>• Averages from lists</li> <li>• Averages from tables</li> <li>• Reverse Averages</li> <li>• Probability</li> <li>• Venn Diagrams</li> </ul> <p><b>Ratio/Proportion</b></p> <ul style="list-style-type: none"> <li>• Ratio (Simplifying, Sharing)</li> </ul> <p><b>Algebra</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Rounding</li> <li>• Estimation</li> <li>• Ordering Decimals</li> </ul> <p><b>Ratio/Proportion</b></p> <ul style="list-style-type: none"> <li>• Best Buy</li> <li>• Conversion Graphs</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Area and Perimeter of Shapes (Rectangle,</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Fractions: (Problem Solving all skills)</li> </ul> <p><b>Ratio/Proportion</b></p> <ul style="list-style-type: none"> <li>• Percentages: (All skills, Simple and Compound Interest)</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Forming and Solving Equations</li> </ul>

	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Angle Facts: (Triangle, Straight Line, Quadrilaterals and Vertically Opposite Angles)</li> </ul>	<ul style="list-style-type: none"> <li>• Solving Equations</li> <li>• Use of Formulae</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Constructions and Loci</li> </ul>	<ul style="list-style-type: none"> <li>• Stem and Leaf</li> <li>• Pie Charts</li> <li>• Scatter Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences (nth term, Fibonacci)</li> </ul>	<p>Triangle, Trapezium, Circles)</p> <ul style="list-style-type: none"> <li>• Angles in Parallel Lines</li> <li>• Bearings</li> </ul> <p>Transformations</p>	<ul style="list-style-type: none"> <li>• Factorising Single Brackets</li> <li>• Expanding Double Brackets</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Volume and Surface Area (Cube, Cuboids, Triangular Prisms)</li> <li>• Area and Perimeter of Compound Shapes</li> </ul>
<p><b>Music</b></p>	<p><b>Unit 1 - 'I Got Rhythm...'</b></p> <p>This unit introduces students to the essential elements of rhythm, pulse, and musical notation through singing, composing, and performing activities inspired by STOMP-style ensemble work.</p> <p><b>Skills Developed:</b></p> <ul style="list-style-type: none"> <li>• Identifying and performing pulse, rhythm, and tempo</li> <li>• Reading and writing basic rhythmic notation</li> <li>• Composing and layering rhythmic patterns</li> <li>• Using dynamics, articulation, and accents to add expression</li> <li>• Singing with correct posture and breath control</li> </ul>	<p><b>Unit 2 – Keyboards</b></p> <p>This unit introduces students to reading musical notation and performing on the keyboard, developing their understanding of melody, chords, and expression through solo and ensemble playing.</p> <p><b>Skills Developed:</b></p> <ul style="list-style-type: none"> <li>• Reading treble clef notation and rhythmic values</li> <li>• Playing melodies and chords with correct finger technique</li> <li>• Understanding and constructing major and minor chords</li> <li>• Interpreting dynamics, tempo, and articulation in performance</li> <li>• Rehearsing effectively and performing with fluency and expression</li> </ul>	<p><b>Unit 3 – Programme Music</b></p> <p>This unit explores how music can tell a story or paint a picture by learning about the instruments of the orchestra and composing melodies that represent different animals.</p> <p><b>Skills Developed:</b></p> <ul style="list-style-type: none"> <li>• Identifying orchestral instrument families and their timbres</li> <li>• Understanding how musical elements convey character and mood</li> <li>• Composing melodies using pitch and rhythm to represent ideas</li> <li>• Recording music using a Digital Audio Workstation (Cubase/ Sibelius)</li> <li>• Using structure, tempo, and dynamics to shape</li> </ul>	<p><b>Unit 4 – Ensemble Performance Foundations – The Blues</b></p> <p>This unit introduces pupils to ensemble performance through the Blues genre, focusing on learning 12-bar blues chord sequences, walking bass lines, and melodies on keyboards and ukuleles, while exploring the historical roots of the Blues and analysing its musical features.</p> <p><b>Skills Developed:</b></p> <ul style="list-style-type: none"> <li>• Performing 12-bar blues chord sequences, walking bass lines and melodies on ukulele and keyboard</li> <li>• Understanding the historical and cultural origins of Blues music</li> <li>• Analysing Blues structure, harmony,</li> </ul>	<p><b>Unit 5 - Cartoons</b></p> <p>This unit explores how music can enhance storytelling in cartoons by creating atmosphere, representing characters through leitmotifs, and synchronising sound with on-screen action using techniques like Mickey Mousing.</p> <p><b>Skills Developed:</b></p> <ul style="list-style-type: none"> <li>• Understanding how musical elements (tempo, pitch, rhythm, timbre, dynamics) create mood and atmosphere</li> <li>• Composing music to match cartoon scenes using DAW (Beepbox/ Cubase)</li> <li>• Using leitmotifs to represent characters</li> <li>• Applying Mickey Mousing techniques to synchronise music with action</li> </ul>	

	<ul style="list-style-type: none"> <li>Working collaboratively in group performances</li> <li>Foundational understanding and analysis application of key Tier 3 analysis words</li> </ul>		expressive compositions	<ul style="list-style-type: none"> <li>and stylistic features</li> <li>Rehearsing effectively in an ensemble setting</li> <li>Playing in time and coordinating with other performers</li> <li>Communicating musically using an appropriate tempo and dynamics and performing with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the role of music in visual media and its emotional impact using Tier 3 analysis words</li> </ul>	
<b>PE</b>	Rotation of sports including- <ul style="list-style-type: none"> <li>Badminton</li> <li>Football</li> <li>Rugby</li> <li>Netball</li> <li>Flag football</li> <li>Health and Fitness</li> <li>Basketball</li> <li>Games</li> </ul>	Rotation of sports including- <ul style="list-style-type: none"> <li>Badminton</li> <li>Football</li> <li>Rugby</li> <li>Netball</li> <li>Flag football</li> <li>Health and Fitness</li> <li>Basketball</li> <li>Games</li> </ul>	Rotation of sports including- <ul style="list-style-type: none"> <li>Striking and fielding</li> <li>Athletics</li> <li>Cricket</li> <li>Tennis</li> </ul>			
<b>PSHE</b>	<b>Equalities</b> <ul style="list-style-type: none"> <li>Transition</li> <li>Equalities Act</li> <li>Stereotypes</li> <li>Community</li> <li>Respect</li> </ul>	<b>Personal Safety</b> <ul style="list-style-type: none"> <li>First Aid</li> <li>Fire Safety</li> <li>Everyday Life</li> <li>Personal Hygiene</li> </ul>	<b>Wider world</b> <ul style="list-style-type: none"> <li>Ambitions</li> <li>Strengths</li> <li>Learning style</li> </ul>	<b>Careers</b> <ul style="list-style-type: none"> <li>Unifrog</li> <li>Interests</li> <li>Transferable skills</li> </ul>	<b>Health &amp; Relationships</b> <ul style="list-style-type: none"> <li>Body image</li> <li>Puberty</li> <li>Periods</li> <li>Identity</li> </ul>	<b>Wellbeing</b> <ul style="list-style-type: none"> <li>Online</li> <li>Bullying</li> <li>Media Influences</li> <li>Sleep choices</li> </ul>
<b>RE</b>	<b>What is Philosophy:</b> <ol style="list-style-type: none"> <li>What is religion?</li> <li>Why is religion important?</li> <li>Questions, answers, beliefs, evidence, truth.</li> </ol>	<b>Christianity:</b> <ol style="list-style-type: none"> <li>Who was Christ?</li> <li>The Trinity</li> <li>The role of Jesus.</li> <li>Forgiveness</li> <li>Christianity after Christ.</li> </ol>	<b>Animal rights:</b> <ol style="list-style-type: none"> <li>Different views.</li> <li>Uses of animals</li> <li>Vegetarians and veganism</li> <li>Zoos and reserves</li> </ol>	<b>Hinduism:</b> <ol style="list-style-type: none"> <li>Hindu Gods</li> <li>Avatars</li> <li>Worship</li> <li>Festivals</li> <li>Sadhus</li> <li>Reincarnation.</li> </ol>	<b>Buddhism:</b> <ol style="list-style-type: none"> <li>Story of Sidhartha.</li> <li>Universal and noble truths.</li> <li>Eightfold path</li> <li>Meditation</li> <li>Different types of Buddhism.</li> </ol>	<b>Inspirational Individuals:</b> <ol style="list-style-type: none"> <li>What makes a person inspirational?</li> <li>Examples of inspirational people</li> <li>Inspiration in sports</li> <li>Social justice.</li> </ol>

Science	1.1 Working scientifically B1.2 Body systems	B1.1 Cells P1.1 Forces	C1.1 Particles C1.2 Atoms, Elements and Compounds	P1,2 Sound C1.3 Reactions	C1.3 Reactions continued P1.3 Space	P1.3 Space continued 2.1 Working scientifically
Spanish	Phonics Greetings Numbers 1-100 (and over) Days of the week Months Age Birthday Pets Colours <u>Key grammar points:</u> Adjective agreements (masculine v feminine; singular v plural; position) <ul style="list-style-type: none"> <li>• Basic verbs</li> <li>• Articles (definite and indefinite)</li> <li>• Negative structures</li> </ul>	Phonics Family members Personality Physical descriptions Winter Card competition Christmas based vocabulary <u>Key grammar points:</u> <ul style="list-style-type: none"> <li>• Key verbs (To have and to be in the 1<sup>st</sup> and 3<sup>rd</sup> person)</li> <li>• Key 'to have' structures</li> <li>• There is/are</li> <li>• Negative structures</li> <li>• Possessive pronouns</li> <li>• Articles</li> <li>• Adjectives agreements</li> <li>• Connectives</li> <li>• Subordinate clauses (which + verb)</li> <li>• Opinion verbs</li> <li>• To have and to be in the past and future for I/she forms.</li> </ul>	Phonics School facilities Subjects Opinions Teachers Timetable The time School day <u>Key grammar points:</u> <ul style="list-style-type: none"> <li>• Articles</li> <li>• There is/are</li> <li>• Adjectives agreements</li> <li>• Cognates and near cognates</li> <li>• Connectives</li> <li>• 'We' form verbs</li> </ul>	Phonics Food and drink items Mealtimes Ordering at a café/restaurant Saying what you are going to do at the weekend Foods around the world <u>Key grammar points:</u> <ul style="list-style-type: none"> <li>• Verbs of preference</li> <li>• Opinion verbs + nouns</li> <li>• Adjective agreements</li> <li>• Articles</li> <li>• Justifications</li> <li>• Key verbs: to have breakfast/to eat/to have an afternoon snack/to have diner/to drink</li> <li>• Negative structures</li> <li>• Boot verbs</li> <li>• Key structures with 'to have'</li> <li>• To want</li> <li>• I would like</li> <li>• Near future tense (go+to+infinitive)</li> <li>• Direct objects</li> </ul>	Revision of Phonics, Vocab, Grammar from Terms 1-4	Phonics Project based term: <ul style="list-style-type: none"> <li>• MFL casting (Term1-2 consolidation)</li> <li>• Country project (cultural based)</li> <li>• Restaurant leaflet and menu (Term 4 consolidation)</li> <li>• Movie (authentic movie about schools in Spain Term 3 consolidation + cultural aspect)</li> </ul>