



WHAT IS MY CHILD LEARNING?

CURRICULUM OVERVIEWS

YEAR 7

AUTUMN TERM



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Art

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Formal Elements	Students will gain knowledge and understanding of the key formal elements of art: line, colour, form, shape, texture, space, and movement. They will develop skills in drawing, mark-making, and various shading techniques, enhancing their ability to express and represent these elements in their artwork.	Excellence will be demonstrated by a student who consistently controls materials with confidence and skill. Their work will clearly reflect a strong understanding of the formal elements of art, such as line, colour, form, texture, and space, with each element considered and effectively integrated into their drawings. The student's mark-making, shading, and use of these elements will show a high level of refinement and intentionality.	Students will be assessed based on the work completed during the Shape and Space lessons, focusing on their understanding and application of key concepts such as form, space, proportion, and composition.

Citizenship

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
What is citizenship?	Students will gain a strong foundation of knowledge, understanding, and skills throughout this unit. They will learn key concepts such as citizenship, democracy, rights, responsibilities, identity, and community, and begin to understand how people participate in society. They will explore how identities are formed and change over time, and deepen their understanding of fairness and participation within communities. Alongside this, students will develop important skills including discussion, teamwork, clear written communication, and the ability to explain their ideas using subject-specific vocabulary.	Excellence in this unit will be shown when students can confidently use key vocabulary accurately and apply it to real-life examples. They will be able to clearly explain their ideas, justify their opinions, and evaluate situations, such as deciding whether a community is fair or democratic. High-quality work will include well-structured written responses that go beyond simple descriptions, showing deeper thinking about how and why individuals can make a difference. Students will also demonstrate independence by making connections between what they learn in the classroom and the wider world.	Students will be assessed in a range of ways across the unit. Teachers will use questioning and class discussions to check understanding in lessons, alongside written tasks such as paragraphs and letters that allow students to apply their knowledge. There will also be opportunities for self and peer assessment to help students reflect on their progress. At the end of the unit, students will complete a knowledge test which includes multiple-choice questions, short written answers, and an extended writing task focused on explaining active citizenship and key concepts.

Computing

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Collaborating online respectfully	File & Folder Management I will learn how to navigate the school network: I know that my Work Area is a private space on the network server that only I can access. I know that the Student Resource Area is a "read-only" shared space where I can open files from my teachers, but I cannot change or delete anything inside it. I will learn how to organise my files logically: I know that files are individual items of data (like text documents or images) and folders are digital containers. I can create an organized hierarchy by making main folders for my subjects and sub-folders inside them for different topics. I will learn how to manipulate files correctly: I know the difference between moving and copying. Moving transfers the original file to a new home, leaving nothing behind. Copying duplicates the file, leaving the original exactly where it was. I will learn how to save and export as a PDF: I know that a PDF (Portable Document Format) locks my fonts, images, and layout. This ensures my work looks exactly the same on my teacher's screen as it does on mine. I will learn how to upload work to EPraise: I know how to find my saved files on the school network and send a digital copy up to the cloud so my teacher can view and grade it. Password Security I will learn the purpose of passwords: I know that passwords protect my privacy and secure my digital identity on the school network, preventing other people from accessing my private files.	File & Folder Management Skills I can navigate the school network safely: I can find and open my personal Work Area to access my private files. I can also browse the Student Resource Area to locate and open learning materials provided by my teachers. I can create an organized folder hierarchy: I can create new folders for each of my school subjects. I can also create sub-folders inside them to keep different topics separate and easy to find. I can name files and folders properly: I can rename my files and folders using clear, meaningful names so I always know exactly what is inside them. I can move and copy files accurately: I can drag and drop or use keyboard shortcuts to transfer a file from one folder to another. I can also duplicate files when I need to keep a backup copy. I can save and export work in different formats: I can use the "Save As" or "Export" function to convert an editable document into a PDF file to lock my formatting in place.	I will take a multiple choice test at the end of the unit that will cover topics such as secure passwords, rules of the computing lab and respectful emails, email construction and e-safety, as well as cyber bullying. I will also be creating a presentation on how to stay safe online and this will be marked against the assessment criteria.

	I will learn how to build a strong password: I know that a weak password is short or uses easy-to-guess words (like my name or football team). A strong password is at least 8 to 12 characters long and uses a mix of uppercase letters, lowercase letters, numbers, and symbols. I will learn how to use the 'Three Random Words' strategy: I know how to combine three completely unrelated words (like TeapotFluffyMagnet8!) to create a secure password that is incredibly hard for a computer to guess but easy for me to remember. I will learn password safety rules: I know that I must never share my password with my friends, write it down where others can see it, or reuse the same password for different accounts.	I can upload my work to EPraise: I can browse my network folders, select the correct finished file, and successfully upload it to the cloud to submit it for grading. Password Security Skills I can change my network password: I can access the school network security settings and securely change my temporary log-in details to a permanent password. I can design a highly secure password: I can apply the Three Random Words strategy to invent a password that combines unrelated words, numbers, and symbols. I can protect my digital identity: I can log out of my school computer account completely at the end of every lesson so nobody else can access my private work.	
Modelling data: spreadsheets	We will learn how to Identify columns, rows, cells, and cell references in spreadsheet software, use formatting techniques in a spreadsheet, we will use basic formulas with cell references to perform calculations in a spreadsheet and use the autofill tool to replicate cell data. You will learn how to explain the difference between data and information. Explain the difference between primary and secondary sources of data, Collect and analyse data to create appropriate charts in a spreadsheet. Use the functions SUM, COUNTA, MAX, and MIN in a spreadsheet . Use the functions AVERAGE, COUNTIF, and IF in a spreadsheet. Use conditional formatting in a spreadsheet.	I will be able to use cell references, use the autofill tool, format data, create formulas for add, subtract, divide, and multiply, create functions for SUM, COUNTA, AVERAGE, MIN, MAX, and COUNTIF. Sort and filter data, create graphs and use conditional formatting	I will be given a spreadsheet containing data, I will then be asked a series of questions related to the data and I will need to use the functions I have learned about to return the data required for the question.

Design Technology

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Core Skills Unit	Students will gain an understanding for DT and the core skills involved to be able to design, make and evaluate effectively. Students will know how to analyse a brief and write a specification to allow them to evaluate the success of products. They will demonstrate a range of drawing techniques and select and use specialist tools and equipment to create products within the workshop and using CAD/CAM.	Students will be able to analyse and evaluate the success of products or their own work. They are able to draw in 3D using a range of techniques, using rendering skills to bring them to life. They will use safe, efficient and accurate working practices independently, following initial demonstration of the process. They will be able to explain the correct use of individual tools and will be able to demonstrate a sound understanding of the principles of design practices covered by the units work.	Students work both practically and portfolio based will be assessed against an assessment criteria based on core design technology skills; designing, making, evaluating and technical subject knowledge.

Drama

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Drama Skills	Students will be using and developing performance skills as individuals, as well as collaborating in small and larger groups. Performance skills will encompass vocal skills of pace, volume and intonation, physical skills of gesture, posture, facial expression and body language alongside observation, listening and audience awareness.	Students will demonstrate high level performance skills and work confidently as individuals and with others. Students will use their newly developed skills to explore various forms of drama.	Students will be assessed on their understanding through an extended writing task.
Character Development	Students will use performance skills to communicate a character based on a stimulus. They will work as individuals and in pairs to explore how characters interact with each other. Performance skills will include vocal skills such as volume, pace and tone, physical skills such as facial expression, body language and gesture and rehearsal.	Students will present confident roles in performance highlighting a creative approach and demonstrate an understanding of how different styles of character are created and performed for an audience.	Students will be assessed practically on their creativity and performance skills.
History of Theatre	Recognising how theatre of the past has shaped drama today. Individual and small group devising work. Drama skills will include characterisation, devising, creating dialogue and monologue, script work, choral speaking, role-play and performance.	Confident students who plan their pieces using the information they have gathered. Students will be able to show an understanding of their role through their individual performances.	Students will be assessed through performances each lesson. Students will be assessed on their vocal and physical skills, character and communication and artistic intentions.
Learning Plays (Brecht)	Students will identify issues and dramatise them in an effective manner, in order to provoke thought from an audience. Students will find creative and interesting ways of using drama techniques within their pieces. Drama techniques studied in this unit will be freeze frames, monologues, forum theatre, cross-cutting, marking the moment, and narration.	Confident students who are able to work well as individuals and with others. Students make judgments about their personal choices in order to inform their practical decisions. Performances will show confident vocal and physical skills.	The quality of the students' performances will be assessed through their individual performance. Assessment will focus on Vocal and Physical Skills, Character and Communication and Artistic intentions.

English

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Studying the Author's Craft	Students will know the key linguistic and structural techniques used by established writers when creating narrative texts. They will focus on the establishment of narrative hooks, character development and narrative arcs. Students will be able to transfer what they have learnt, while analysing the work of established authors, to their own narrative pieces.	Students will be able to recognise the use of key narrative techniques in any text that they are given and be able to discuss the success of these techniques using key subject terminology. In their own writing they will be able to successfully replicate these key narrative techniques and be able to discuss at length the choices that they have made in their writing and their intended impact on their reader.	Summative Assessment Write the opening to a story based on a given image This written assessment will be produced under timed conditions and planning time will allocated and essays will be assessed by the class teacher. Formative assessment will be embedded within each lesson.
World Myths and Legends	Students will study a range of myths from around the world and know their cultural significance. They will know the difference between a myth and a legend and be able to analysis the language, plot, characterisation and morals within the myths and legends studied.	Students will be able to apply their analytical skills to any myth they are given. They will focus on the wider issues impacting the myths and legends; historical and cultural research will influence their understanding of the content of the texts. Students will be able to produce writing that integrates high level fiction techniques - language, structure and imagery.	Summative Assessment An analysis of the language and structure of one of the myths studied during the unit . This reading assessment will be produced under timed conditions and planning time will allocated and essays will be assessed by the class teacher Formative assessment will be embedded within each lesson.

Food

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Introduction to Food and Nutrition	Students will be introduced to the principles of food safety and hygiene in both the school kitchen and the home environment. They will begin to develop consistent personal hygiene routines and gain knowledge of kitchen equipment, recipe structure, and the importance of organisation during practical work. They will build technical cooking skills, with a focus on using safe knife holds (bridge and claw) to peel, slice, and dice fruits and vegetables. Students will also begin to learn how to safely operate the cooker and apply appropriate heat when cooking. Through practical lessons such as preparing a hot drink and making a rainbow fruit salad, learners will strengthen both their confidence and competence in the kitchen. Additionally, students will develop as reflective learners by evaluating their own work and identifying areas for improvement to support the progression of both technical skill and culinary knowledge in future lessons. Practical Products and Skills Developed: Hot drink- Working hygienically and safely in small groups to prepare a drink. Rainbow fruit salad- Safe knife use and arranging fruit attractively and neatly. Cheesy Scones - rubbing in method, making a soft dough and kneading, rolling out shaping and baking till golden brown and risen.	Students will confidently explain why hygiene and safety are important and consistently show this through safe working and effective clearing away. They will work independently, stay organised, and complete their products within the given time, demonstrating accurate cutting, measuring, and correct use of equipment. Excellent learners will clearly identify the function of the ingredients they use and suggest thoughtful improvements to their dish. They will accurately name the equipment used and explain its purpose, showing a strong understanding of how tools and techniques support successful food preparation.	Students will be assessed through a combination of in-class questioning, practical outcomes, homework tasks, and quizzes to check understanding and monitor progress over time. Practical lessons will assess students technical cooking skills, as well as their ability to work safely and hygienically in the kitchen. Test: A formal written baseline assessment will be completed at the start of Year 7 to establish students initial knowledge and understanding of food and cookery.

Geography

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
What is a Geographer?	Students will develop their locational knowledge by accurately locating countries, continents, and oceans. Students will expand their vocabulary of geographical terminology such as latitude and longitude. Students will develop their understanding of measuring distance, scales, grid references and symbols from OS maps. Students will also investigate how to use an atlas to quickly locate places using both the index and longitude and latitude.	Students are adept at using maps at a range of scales. They can consider the advantages and disadvantages of different types of world map projections and decide which is the most accurate. Students demonstrate a range of skills when using an atlas and OS maps such as grid references, use of symbols, contour lines and latitude and longitude.	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students' understanding of the subject. Students will be assessed on their knowledge, understanding and enquiry skills through practical tasks.
How can rivers shape the landscape?	Students will explore the physical processes of the water cycle and its interaction with land and sea. Students will gain knowledge of the different landforms and their formation processes on a river's journey. In the lower course, we will look at meandering and channel changes into the estuary. Students will also assess how humans use the physical surroundings of the river for maximum gain for our societies but how this can be detrimental due to increased risk of flooding.	Students have a secure understanding of physical processes of the water cycle and river landforms. They are able to assess the uses of rivers from a recreational, industrial and economic point. Students will be able to explain the causes of flooding both human and physical and the effects floods can have along with how we can reduce the risk of flooding.	Formative assessment throughout involves prior knowledge memory retention starters. Prompt questioning in class for content clarification including direct questioning. A summative based assessment with multiple choice questions as well as extended writing questions about the processes of river landform creations and the social and economic uses of rivers.

History

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
How did a Norman become king and how did he change England?	Students will study the succession crisis of 1066, including the key events and battles such as Stamford Bridge that led to the Battle of Hastings. They will examine how William the Conqueror maintained and extended his control over England following his victory. Students will also be introduced to the structure of medieval society through the feudal system.	Students will have a detailed knowledge and understanding of the Battle of Fulford, the Battle of Stamford Bridge and the Battle of Hastings. Students will demonstrate a clear understanding of how William solidified his position through fear, culture and terror through events such as the Harrying of the North. Students will know what the feudal system was and how it helped William to control England. Students will evaluate the significance of the Norman Conquest in shaping English history.	Teachers will be using formative assessment in lessons to assess students knowledge and understanding. Students will also complete a knowledge test and an extended writing piece about the Battle of Hastings.
Was Alfred really Great?	Students will gain an understanding of the key features of the Anglo-Saxon kingdoms and how Anglo-Saxon society was structured. They will develop knowledge of social and cultural practices, including religion, art, and literature. Students will also learn about the political and military history of the period, including the Saxons conflicts with the Vikings. They will study Alfred the Great, exploring his achievements and reforms, and will analyse historical sources to form and justify their own opinions about whether Alfred deserves the title of Great.	Students will have a clear understanding of the features of the Anglo-Saxon kingdom and how their society was structured, including their political and social systems. Students will be able to describe the military history of the Anglo-Saxons, including their interactions with other groups such as the Vikings. Students will be able to analyse sources of evidence related to Alfred the Great, including his achievements, reforms and legacy. Students will be then able to form a judgement on key questions. Excellence in learning about the Anglo-Saxon period would also involve a deeper appreciation for the complexity of this historical period and an ability to connect these events to other aspects of history.	Teachers will be using formative assessment in lessons to assess students knowledge and understanding. Students will also produce a summary of their learning in response to the questions 'Was Alfred really Great?'.

Maths

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Place Value Calculations & Converting Units Introduction to Algebra Data Time Negatives	Students will understand and use place value for decimals, measures and integers of any size. They will be able to round numbers and measures to an appropriate degree of accuracy. Recognise and use relationships between operations including inverse operations. Use the four operations, including formal written methods, applied to integers and decimals. Use standard units of mass, length, time, money and other measures, including with decimal quantities. Understand and use the conventions and vocabulary of algebra, including forming and interpreting algebraic expressions and equations. Simplify algebraic expressions by collecting like terms to maintain equivalence. Manipulate algebraic expressions using the distributive law to maintain equivalence. Students will construct and interpret frequency tables, bar charts, and pictograms for categorical data, and vertical line or bar charts for ungrouped and grouped numerical data. Students will learn to read, use and convert between different units of time displayed both digitally and analogue. Students will calculate time intervals and read timetables in different formats. Students will build on Key Stage 2 experiences of positive and negative numbers to develop a full understanding and fluency with procedures for all four operations with directed numbers.	Students will be able to order positive integers and decimals; use the symbols $=$, $\neq$, $<$, $\leq$, $\geq$, $>$. They will use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a < x \leq b$. Students will be able to use the four operations, including formal written methods, applied to integers and decimals. They will use standard units of mass, length, time, money and other measures, including with decimal quantities. Students will be able to apply this knowledge to generalise situations and problems in context. Students will be able to construct and interpret information in context from a variety of different graphical representations. They will be able to identify why diagrams are appropriate for the data. Students will apply this knowledge of time to solve problems in context. Students develop a full understanding and fluency with procedures for all four operations with directed numbers. They apply this knowledge to calculations that require the order of operations and contain decimals.	These units will be assessed using formative assessment in class. The end of term assessment will be marked by the teacher and recorded centrally for monitoring progress. Feedback sheets will be provided for students to act on their feedback in order to improve as well as complete a self-reflection on their own understanding of the topics studied so far this year.

Music

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
The Elements of Music and Keyboard Skills	Students will learn the key musical language, and identify all the notes on the keyboard, learning to play one-handed melodies smoothly. Students will work independently and collaboratively on Performance skills and Listening and Appraising skills.	Students will perform confidently, showing good piano technique (use of correct fingers), and an awareness of how the elements of music can be used to create an expressive performance. Students have the ability to articulate how the elements of music have been used to create a variety of moods, and recognise a range of instruments from listening.	Students perform Song of the Bluebird to the class for assessment. Students are also assessed on Listening and Appraising each lesson by the work in their booklets.
Ukulele Skills	Students will understand the instrument by naming parts of the Ukulele, they will learn to read chords from TAB and finding correct positions on the Ukulele. Students will develop rhythm skills and learn to change chords fluently in order to perform songs with primary chords.	Students will confidently be able to change between chords whilst maintaining a strumming rhythm. They can give feedback to others on improving their ukulele technique. Students begin to access barre chords and explore a variety of rhythmic patterns.	End of unit performance assessment. Theory and listening and appraising work assessed formatively through booklets.

PE

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Netball	Move - I will practise my gross and fine motor skills to enable me to complete a range of skills in isolation and game play whilst improving my fitness. Specifically, I will dedicate time to practise passing, Footwork and defending. Solve - I will familiarise myself with the rules and regulations of the sport, enabling me to make informed decisions that will contribute to the improvement of my overall performance. Specifically, I will dedicate time to know basic rules such as how many players are on a team, how a game starts, throw-ins, and what is deemed as a foul. Connect - I will develop the ability to collaborate effectively within a team, where our collective efforts are directed toward achieving a shared end goal. Specifically, I will dedicate time to work with a variety of people in the class, lead warm ups and nominate myself to be a captain. Feel - I will develop my self esteem by gaining a better understanding of my emotions through engaging in physical activities. Specifically, I will dedicate time to reflect on my performance; self-reflection on my performance by assessing aspects such as my resilience, efforts, and confidence levels.	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through the practice of isolated skills and participation in group games. Throughout the lesson, emphasis will be placed on moving, connecting, solving, and feeling; to foster a commitment to maintaining a healthy and active lifestyle.	Assessment of each concept will occur both within the lesson and throughout the unit of work, utilising both formative and summative assessment methods.
Football	Move - I will practise my gross and fine motor skills to enable me to complete a range of skills to form a routine. Specifically, I will dedicate time to improve my jumping, balance and coordination. Solve - I will familiarise myself with the rules and regulations of the sport, enabling me to make informed decisions that will contribute to the improvement of my all performance.	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through the practice of isolated skills and participation in group games. Throughout the lesson, emphasis will be placed on moving,	Assessment of each concept will occur both within the lesson and throughout the unit of work, utilising both formative and

	Specifically, I will dedicate time to know basic rules and regulations to trampoline safely. Connect - I will develop the ability to collaborate effectively with my peers. Specifically, I will make clear suggestions to help my peers to perform high quality routines. Feel - I will develop my self-esteem by gaining a better understanding of my emotions through engaging in physical activities. Specifically, I will dedicate time to reflect on my performance; self-reflection on my performance by assessing aspects such as my resilience, efforts, and confidence levels.	connecting, solving, and feeling; to foster a commitment to maintaining a healthy and active lifestyle.	summative assessment methods.
Badminton	Move - I will practise my gross and fine motor skills to enable me to complete a range of skills in isolation and team events whilst improving my fitness. Specifically, I will dedicate time to practise my hitting the shuttle and movement. Solve - I will familiarise myself with the rules and regulations of the sport, enabling me to make informed decisions that will contribute to the improvement of my overall performance. Specifically, I will dedicate time to know basic rules to play singles. Connect - I will develop the ability to collaborate effectively within a team, where our collective efforts are directed toward achieving a shared end goal. Specifically, I will dedicate time to work with a variety of people in the class, such as helping my peers to correct their technique through use of key terms. Feel - I will develop my self-esteem by gaining a better understanding of my emotions through engaging in physical activities. Specifically, I will dedicate time to reflect on my performance; self-reflection on my performance by assessing aspects such as my resilience, efforts, and confidence levels.	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through the practice of isolated skills and participation in group games. Throughout the lesson, emphasis will be placed on moving, connecting, solving, and feeling; to foster a commitment to maintaining a healthy and active lifestyle.	Assessment of each concept will occur both within the lesson and throughout the unit of work, utilising both formative and summative assessment methods.

Trampolining	Move - I will practise my gross and fine motor skills to enable me to complete a range of skills to form a routine. Specifically, I will dedicate time to improve my jumping, balance and coordination. Solve - I will familiarise myself with the rules and regulations of the sport, enabling me to make informed decisions that will contribute to the improvement of my all performance. Specifically, I will dedicate time to know basic rules and regulations to trampoline safely. Connect - I will develop the ability to collaborate effectively with my peers. Specifically, I will make clear suggestions to help my peers to perform high quality routines. Feel - I will develop my self-esteem by gaining a better understanding of my emotions through engaging in physical activities. Specifically, I will dedicate time to reflect on my performance; self-reflection on my performance by assessing aspects such as my resilience, efforts, and confidence levels.	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through the practice of isolated skills and participation in group games. Throughout the lesson, emphasis will be placed on moving, connecting, solving, and feeling; to foster a commitment to maintaining a healthy and active lifestyle.	Assessment of each concept will occur both within the lesson and throughout the unit of work, utilising both formative and summative assessment methods.
Handball	Move - I will practise my gross and fine motor skills to enable me to perform a range of handball skills in isolation and game situations whilst improving my fitness. Specifically, I will dedicate time to practise my passing, catching, dribbling, shooting and movement to create space. Solve - I will familiarise myself with the rules and regulations of handball, enabling me to make informed decisions that will improve my overall performance. Specifically, I will dedicate time to understanding basic rules, positions and tactics to participate effectively in small-sided games. Connect - I will develop the ability to collaborate effectively within a team, where our collective efforts are directed towards achieving a shared goal. Specifically, I will dedicate time to working with a variety of people in the class,	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through the practice of isolated skills and participation in group games. Throughout the lesson, emphasis will be placed on moving, connecting, solving, and feeling; to foster a commitment to maintaining a healthy and active lifestyle.	Assessment of each concept will occur both within the lesson and throughout the unit of work, utilising both formative and summative assessment methods.

	communicating effectively and helping my peers improve their technique through the use of key terms and feedback. Feel - I will develop my self-esteem by gaining a better understanding of my emotions through engaging in physical activity. Specifically, I will dedicate time to reflecting on my performance by assessing my resilience, effort, confidence and ability to respond positively to challenges.		
Table Tennis	Move - I will practise my gross and fine motor skills to enable me to perform a range of table tennis skills effectively. Specifically, I will dedicate time to improving my grip, stance, racket control, forehand, backhand, serving, movement and coordination to improve my performance. Solve - I will familiarise myself with the rules and regulations of table tennis, enabling me to make informed decisions that will contribute to improving my overall performance. Specifically, I will dedicate time to understanding scoring, serving rules, shot selection and how to adapt my tactics during games. Connect - I will develop the ability to collaborate effectively with my peers during table tennis activities. Specifically, I will dedicate time to working with others through cooperative rallies, providing feedback and supporting my partners to improve their technique and performance. Feel - I will develop my self-esteem by gaining a better understanding of my emotions through engaging in physical activities. Specifically, I will dedicate time to reflect on my performance by assessing aspects such as my resilience, effort, confidence and ability to respond positively to challenges during practice and competition.	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through the practice of key table tennis skills, including grip, serving, forehand and backhand shots, and through participation in rallies and competitive games. Throughout the lesson, emphasis will be placed on moving, connecting, solving, and feeling; developing confidence, cooperation, decision-making and enjoyment, while fostering a commitment to maintaining a healthy and active lifestyle.	Assessment of each concept will occur both within the lesson and throughout the unit of work, utilising both formative and summative assessment methods.

RS

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Unit 1: Beliefs and Belonging; Who are the people of the book?	Students will explore the links between the major Abrahamic faiths: Judaism, Christianity, and Islam. They will study key shared stories and ideas, looking at how these can be understood in different ways and what they teach about the role of humans in the world. Students will learn about important events and beliefs such as the covenant, the Exodus, and the Ten Commandments, and consider how these influence ideas about law, justice, identity, and community. Throughout the unit, students will build key skills, including identifying and describing beliefs and vocabulary, explaining how beliefs influence behaviour, recognising differences between religious and non-religious worldviews, making simple comparisons, and expressing their own views with reasons.	Excellence in this topic will be shown by students who are curious and thoughtful, with a growing understanding of how beliefs shape people's lives and sense of belonging. They can clearly explain key ideas, make simple comparisons, and recognise that beliefs can be interpreted in different ways. They demonstrate strong skills by giving their own views with reasons, listening to others, and engaging with big questions about how people should live, showing increasing confidence in explaining and reflecting on religious ideas.	This topic will be assessed through one half termly knowledge test as well as extended writing assignments and homework tasks.

RSHE

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Understanding Myself	Students will learn how to adapt to secondary school, become more independent both safely and successfully, embrace differences, treat others with respect and kindness, and communicate appropriately and kindly, including through phone use. Students will use listening, communication and decision-making skills alongside personal experience to make informed judgements.	Students will express well thought out responses to the issues they are presented with. They will show an appreciation for diversity and explain strategies for challenging bullying with confidence. Students will be respectful of the differences of others and show a good moral compass during this work.	The teacher will assess the students through their contribution to class discussions alongside class and homework reflections on the subject matters they have been exposed to.

Science

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Introduction to science	We will learn about how to work safely in science lab and about all the elements scientific inquiry e.g. hypotheses, variables, graph drawing.	Excellent work will use the correct terminology in a range of contexts and will write about scientific inquiry using conventional formats.	Assessment will be through multiple choice questions, knowledge retrieval and a summative test.
Particle model	We will learn about the particulate nature of matter and the changes of state.	Excellent work will use the correct terminology in a range of contexts and will write about particles using the correct terminology.	Assessment will be through multiple choice questions, knowledge retrieval and a summative test.
Energy transfer	We will learn about the different energy stores and how energy is transferred between them.	Excellent work will use the correct terminology in a range of contexts and will include the use of energy bar diagrams to represent levels of energy.	Assessment will be through multiple choice questions, knowledge retrieval and a summative test.
Cell structure	We will learn about cells in the context of what keeps organisms alive and the link between structure and function.	Excellent work will use the correct terminology in a range of contexts and will write about scientific inquiry using conventional formats.	Assessment will be through multiple choice questions, knowledge retrieval and a summative test.
Atoms, elements and compounds	I will learn about the difference between atoms, elements and compounds.	Excellent work will use the correct terminology in a range of contexts and will write about scientific inquiry using conventional formats.	Assessment will be through multiple choice questions, knowledge retrieval and a summative test.
Balanced and unbalanced	We will learn about forces by predicting how objects will move because of the forces acting upon them. We will describe processes using technical terminology accurately and precisely and will build up an extended specialist vocabulary. We will develop our knowledge of scientific attitudes, our experimental skills and how we analyse and evaluate.	Excellent work will use the correct terminology in a range of contexts and will write about scientific inquiry using conventional formats.	Assessment will be through multiple choice questions, knowledge retrieval and a summative test.

Spanish

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Describing hair and eyes	We will understand how to pronounce words in Spanish and recognise the key differences between English and Spanish. We will understand how to use scaffolding to help us produce language on our own and when we are confident we will be able to produce language without support. We will know a range of opinions in Spanish. so that we express ourselves confidently.	Students will actively take part in Spanish lessons both at home and in lessons. They will dedicate time at home to revising the key structures and vocabulary learnt in school. Students are able to produce work independently with no support from their vocabulary sheets. They have accurate pronunciation and are able to extend further than the sentence builder sheets.They will always try their best and take pride in their work.	Students will be assessed formally and informally. There will be translations into Spanish as well as a listening comprehension activity. Students will be asked to record themselves speaking for their oral assessment. They will either produce a wanted poster or a missing person poster for their written assessment.
Greetings and birthdays	We will understand how to pronounce words in Spanish and recognise the key differences between English and Spanish. We will begin to develop fluency in the words and phrases learnt in class. We will understand how to use scaffolding to help us produce language on our own and when we are confident we will be able to produce language without support.	Students will actively take part in Spanish lessons both at home and in lessons. They will dedicate time at home to revising the key structures and vocabulary learnt in school. Students are able to produce work independently with no support from their vocabulary sheets. They have accurate pronunciation and are able to extend further than the sentence builder sheets.They will always try their best and take pride in their work.	Students will be assessed informally in class through classwork and homework. Students will have mini translations into Spanish and some listening comprehension to monitor understanding.

Tutor

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Ready to Learn	Students will gain knowledge of how effective routines, preparation and positive learning behaviours contribute to achievement. They will understand the link between responsibility, ambition and attainment. Skills developed include following instructions, preparing equipment, managing time, listening actively, staying organised, responding positively to expectations and taking ownership of their learning.	Excellence is demonstrated when students consistently arrive prepared, organised and ready to learn. Excellent students take responsibility for their equipment, follow instructions carefully, listen respectfully, contribute positively and understand how their daily habits support long-term ambition. They demonstrate independence and help create a positive learning environment for others.	Assessment will focus on participation, reflection and application rather than formal tests. Teachers will assess students through observation during activities, teamwork challenges, quizzes, discussion contributions, self-reflection tasks and personal improvement plans. Students will evaluate their own readiness to learn and identify areas for improvement.
Respect	Students will develop knowledge of what respect looks like when communicating, interacting with others, and participating in a shared learning space. They will learn about boundaries, empathy, and different forms of polite and respectful conduct. They will develop an understanding of how respectful behaviour supports teamwork, reduces conflict, and helps everyone feel safe and valued. Through discussions and activities, they will also understand how their voice, body language, and actions impact relationships. The skills developed include active listening, speaking kindly and thoughtfully, being aware of personal space, cooperating during teamwork, communicating clearly, and solving small social problems before they escalate.	By the end of the unit, students who demonstrate excellence will consistently show respectful behaviour in both speech and actions, and will communicate thoughtfully with awareness of tone and personal space. They will demonstrate empathy by considering how their behaviour affects others and by supporting classmates during teamwork. Excellent students will independently apply respectful strategies to resolve minor disagreements and will show maturity when reflecting on their own behaviour. They will be able to explain what respect looks like in different contexts and model it through their choices.	Assessment in this unit will take place through teacher observations during group tasks, circle discussions, and role-play activities. Students will complete short reflective tasks and scenario-based exercises that allow them to demonstrate their understanding of respectful behaviour. Peer assessment will be used during teamwork activities to evaluate listening skills, cooperation, and respectful communication. Students will also complete self-evaluations that measure their progress in active listening, speech choices, and behaviour around personal space.