

# Year 7 curriculum overview 2025-26

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Art</b>	<b>The Natural World</b> – How has the natural world inspired artists and designers?			<b>Ethnology:</b> How have other artists & craftspeople communicated their cultural heritage through the arts?		
<b>Drama</b>	<b>Technique Toolkit:</b> How can we use drama techniques to communicate meaning?	<b>Script and character - Exploring Diversity:</b> How does language communicate character?		<b>Live Theatre Evaluation</b>	<b>Genre:</b> What are different ways of telling stories?	
<b>DT</b>	<b>Design and Technology: What makes an effective design?</b>			<b>Food Technology: What skills do I need to follow a healthy lifestyle?</b>		
<b>English</b>	<b>Telling Tales</b>		<b>Great Expectations and Victorian Britain</b>		<b>Magic and myths in Shakespeare – The Tempest</b>	
<b>Geography</b>	<b>7.1 The UK - Where do I live in the UK and the world?</b>	<b>7.2 Why is the Lake District a unique environment in the UK?</b>		<b>7.3 The UK – Flooding</b> How do rivers in the UK change the landscape?		<b>7.4 The geography of Russia</b> Is the geography of Russia an opportunity or a challenge?
<b>History</b>	<b>7.1 How accurate is Simon Schama’s view of the Battle of Hastings?</b>	<b>7.2 What was it like to live in Medieval England 1066-1450? Case study: The Black Death 1348-49</b>		<b>7.3 Meanwhile, elsewhere; How advanced was the Islamic world?</b>	<b>7.4 What caused the Reformation in England?</b>	<b>7.5 How should we remember African kingdoms?</b>
<b>Maths</b>	<b>Fractional thinking</b> Probability, Factors, multiples, primes Fractions	<b>Algebraic thinking</b> Directed number, Manipulating algebra Exploring sequences		<b>Proportional reasoning</b> Fractions ( $\times/\div$ ) Proportion		<b>Using shape</b> Coordinates & introducing straight line graphs
<b>MFL</b>	<b>7.1. Languages and Me</b>	<b>7.2. People around me</b>		<b>7.3. My life at school</b>		<b>7.4. My free time</b>
<b>Music</b>	<b>How do we capture the spirit of carnival?</b>		<b>What Makes a Great Composer 1?</b>		<b>Glastonbury 1</b>	
<b>PE</b>	<b>Physical literacy strands: My movement – My knowledge - My mentality – My actions</b>					
	Health related fitness and Netball Basketball and Rugby		Football and hockey Gymnastics and Handball		Rounders and Athletics – running events Tennis, Cricket and Athletics – throwing events	
<b>Religious Studies</b>	<b>7.1 Abrahamic prophets:</b> Introduction to the Abrahamic faiths		<b>7.2 Jesus and Muhammad:</b> Christianity and Islam		<b>7.3 Dharmic faith:</b> Sikhism & Buddhism	
<b>Science</b>	<b>Particle Model</b> Pure and Impure Substances Cells and Organisation		<b>Atoms and Elements and the Periodic Table,</b> Forces, Nutrition and Digestion		<b>Energy Changes</b> Microbes and Disease, Reproduction	
					<b>Physical Changes</b> Acids and Alkalis, Magnetism, Current Electricity	

# Year 8 curriculum overview 2025-26

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Art</b>	<b>Creatures and Characters</b> Creating creatures and characters with personality.			<b>Environment</b> How have artists depicted the landscape through the language of art?		
<b>Drama</b>	<b>Vocal Techniques</b> How can we use our voice to create meaning?		<b>Scripted extracts:</b> How can we take language from the page to the stage?		<b>Written Evaluation: Written reflection on performance</b>	<b>Devising from Stimuli:</b> Why do we need to tell stories?
<b>DT</b>	<b>DT:</b> What do I need to consider when designing for a target market?		<b>Food Technology:</b> How can I effectively demonstrate my food practical skills and knowledge		<b>Textiles:</b> How do I use quality control to produce a successful product?	
<b>English</b>	<b>Power and corruption Novel: 'Animal Farm'</b>		<b>Gothic fiction: The Woman in Black</b>		<b>Overcoming diversity: Face: The Play by Benjamin Zephania</b>	
<b>Geography</b>	<b>8.1 Africa: How diverse is Africa?</b>		<b>8.2 Africa: What are the opportunities of Africa's landscape?</b>		<b>8.3 Will Asia ever be on top?</b>	
<b>History</b>	<b>8.1 Migration: Windrush to the Romans</b>		<b>8.2 What was the impact of transatlantic enslavement at the time?</b>		<b>8.3 We need to talk about the British Empire.</b>	
<b>Maths</b>	<b>Delving into Data</b> Angle, Interpreting & comparing, Averages		<b>Formalising Algebra</b> Solve equations, Sequences (nth term)		<b>Proportion and Relationships</b> Percentages, Convert between fractions, decimals & percentages	
<b>MFL</b>	<b>8.1 Food and Drink</b>		<b>8.2 My Home and town</b>		<b>8.3 Present tense holidays</b>	
<b>Music</b>	<b>How has music narrated the struggle for Equality?</b>		<b>What makes a great composer 2?</b>			<b>Glastonbury 2</b>
<b>PE</b>	<b>Physical literacy strands: My movement – My knowledge - My mentality – My actions</b>					
	Health related fitness and Netball Basketball and Rugby		Football and hockey Badminton and Table Tennis			Rounders and Athletics – running events Tennis, Cricket and Athletics – throwing events
<b>Religious Studies</b>	<b>8.1 Hinduism:</b> Beliefs and practices		<b>8.2 Judaism:</b> Beliefs and practices		<b>8.3 Christianity:</b> Beliefs and practices	
<b>Science</b>	<b>Chemical Reactions</b> <b>Forces and Motion</b>		<b>Cellular Respiration and Gas Exchange</b> <b>Waves</b>		<b>Evolution</b> <b>Energy in Chemical Reactions</b> <b>Metals and Reactivity</b>	
	<b>8.4 Islam:</b> Beliefs and practices					
	<b>8.4 Past tense holidays</b>					
	<b>8.4 How and why has democracy in Britain changed 1819-1928?</b>					
	<b>8.4 Geometric Reasoning</b> 3D shape, Volume					
	<b>8.4 Why do people live in the danger zone?</b>					

# Year 9 curriculum overview 2025-26

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
<b>Art</b>	<b>Sign of the Times</b> - Exploring the traditions, characteristics, & meaning of art in other cultures.			<b>Identity</b> – Equity, Diversity, Inclusivity, Representation.				
<b>Drama</b>	<b>Exploring Practitioners:</b> How can we use Practitioners' Conventions in performance		<b>Set Text:</b> How can we use out vocals and physical skills to communicate character	<b>Preparing for BTEC component 1:</b> Exploring the performing arts	<b>Devising from stimuli</b>	<b>Exploration and development of skills accumulated during KS3</b>		
<b>DT</b>	<b>Design and Technology:</b> How can I make informed design decisions?		<b>Food Technology:</b> What factors influence food choice?		<b>Photography:</b> Understanding of camera technique and composition			
<b>English</b>	<b>Modern Play: A View From the Bridge</b>		<b>Sci-Fi – War of the Worlds</b>		<b>Shakespeare – Romeo and Juliet</b>			
<b>Geography</b>	<b>9.1 What can we do about climate change?</b>	<b>9.2 How long can we exploit the earth's resources?</b>	<b>9.3 Why should we care about the oceans?</b>		<b>9.4 Can you make a decision?</b>	<b>9.5 What is the future of the planet? Global citizens.</b>		
<b>History</b>	<b>9.1 Which historian do you disagree with most about the causes of WWI?</b>		<b>9.2 Who do we remember in World War One?</b>		<b>9.3 What was it like to live in Nazi Germany?</b>	<b>9.4 How and why was the Holocaust possible?</b>	<b>9.5 1960's: a decade of revolution?</b>	
<b>Maths</b>	<b>Working with number</b> Rounding, estimation		<b>Numerical reasoning</b> Percentages, Money	<b>Working with data</b> Statistical measures		<b>Solving</b>	<b>Graphing</b>	<b>Scaling</b>
<b>MFL</b>	<b>9.9 Technology and media</b>		<b>9.10 Leisure and healthy living</b>		<b>9.11 School</b>		<b>9.12 Culture, festivals and geography</b>	
<b>Music</b>	<b>Bringing moving image to life</b>			<b>How can music tell my story?</b>		<b>Live Lounge</b>		
<b>PE</b>	<b>Physical literacy strands: My movement – My knowledge - My mentality – My actions</b>							
	Health related fitness and Netball Volleyball, Basketball and Rugby			Football and hockey Badminton and Table Tennis			Rounders and Athletics – running events Tennis, Cricket and Athletics – throwing events	
<b>Religious Studies</b>	<b>9.1: Ethics and beliefs:</b> Existence of God and Evil and suffering		<b>9.2: Ethics and beliefs:</b> Morality, Abortion, Euthanasia			<b>9.3: Conflict:</b> Christian and Islamic attitudes to war		
<b>Science</b>	<b>Content: Yr7 &amp; Yr 8</b> All working scientifically skills		<b>Content: Atomic structure and periodic table, bonding, separating mixtures.</b>		<b>Content: Key concepts biology</b> All working scientifically skills		<b>Content: Forces and energy</b> All working scientifically skills	