

# Year 7 Curriculum



|         | Curriculum Coverage   | Assessment   | Careers  | Be More   | Ways to support at home   |
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| English | <p>Across year 7 students study 5 units of work on a theme of culture and belonging.</p> <p><b>Unit 1-</b> Novel study on <i>Coraline</i> by Neil Gaiman, focusing on narrative structure and writing dialogue.</p> <p><b>Unit 2-</b> Introduction to Shakespeare. Read and understand a variety of key scenes from Shakespeare's plays, looking at how Shakespeare builds character and story. Language analysis focus developing understanding of the Literary canon Myths and Legends. Short story unit focusing on comprehension, language and structural analysis. Reading assessment of comprehension and language analysis skills</p> <p><b>Unit 3-</b> Myths and Legends. Short story unit focusing on comprehension, language and structural analysis. Reading assessment of comprehension and language analysis skills</p> <p><b>Unit 4-</b> Poetry from the wider world. Poetry unit looking at analysing poetic structure, language and imagery.</p> <p><b>Unit 5-</b> Autobiography unit on <i>Born a Crime</i> By Trevor Noah. Focus on non-fiction narrative writing and looking at how language and structure can be used to write comically. "</p> | <p><b>Unit 1</b> Assessment of writing skills- writing to narrate. Peer assessment of reading skills</p> <p><b>Unit 2:</b> Assessment of reading skills- language analysis and comprehension. Peer assessment of writing skills.</p> <p><b>Unit 3:</b> Assessment of reading skills- language and structural analysis. Peer assessment of writing skills</p> <p><b>Unit 4:</b> Assessment of reading skills- language and structural analysis. Peer assessment of writing skills</p> <p><b>Unit 5:</b> Written exam on narrative writing skills. Peer assessment of reading and speaking skills</p> <p><b>Homework:</b> Personal reading journal</p> <p><b>Across the year:</b> Weekly quizzes assessing knowledge gained and retained throughout the year</p> | <p>Various author talks and work shops dependent on availability</p>   | <p>English clinic every Monday from 3-4pm</p> <p>HUB lessons focusing on using our library and improving reading for pleasure</p> <p>Summer Poetry Season</p> <p>Hygge Christmas in the HUB</p> | <ol style="list-style-type: none"> <li>1) Encouraging students to read and write as much as possible</li> <li>2) Making sure that students complete home learning tasks</li> <li>3) Watching films and TV programs with links to the texts that are being studied in class</li> <li>4) Talking to students about the work they are completing in class</li> <li>5) Reading the texts that the students are reading in class</li> <li>6) Pair reading- choose a book with your child and read the same one so you can talk about it</li> <li>7) Making sure that students have access to good quality non-fiction such as newspapers and other regular publications</li> </ol> |
| Maths   | <p>Across year 7 students study the fundamentals of Maths.</p> <p><b>Autumn</b> – Number sense &amp; Calculations, Espressions &amp; Equations, and Measures</p> <p><b>Spring</b> – 2D Shapes (including Area and Perimeter), Coordinates, Factors/Multiple/Primes, and Expanding Brackets</p> <p><b>Summer</b> – Angles, Handling Data &amp; Statistical Diagrams, Proportion, Fractions/Decimals/Percentages, and Probability</p>   | <p>Sparx Lesson Quizzing every two weeks to assess retention of homework.</p> <p>A 50-mark assessment takes place in January (Autumn Content), April (Spring Content) and July (End of Year assessment testing all content).</p>   | <p>References to different careers in each topic where relevant, including both everyday skills and specific careers:</p> <p>Retail &amp; Shopping (till work, stock control, budgeting)</p> <p>Construction &amp; Architecture (measurement, scale, shape)</p> <p>Sports Analysis</p> | <p>Maths Clinic Every Tuesday from 3-4pm</p> <p>Axiom Maths Circles; Invite Only</p> <p>UKMT Junior Maths Challenge</p>   | <ol style="list-style-type: none"> <li>1) Encourage use of the Sparx Maths homework platform.</li> <li>2) For extra work, they can do further work on Sparx with the XP Boost or Target homework.</li> <li>3) Encourage use of Sparx Revision Platform to prepare for Assessments</li> <li>4) Encourage completion of 'Fix Up Tasks' post-assessments to address gaps in knowledge</li> </ol>   |

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|                     |   |  | (basic statistics)<br>Graphic Design<br>(shape,<br>symmetry,<br>coordinates)      |  |  |
| Science             | We start the year with a general introduction to equipment and lab rules. We then cover the following topics:<br>Contact forces, particle model of matter, cells, energy transfer and work done, separating mixtures, gravity, reproduction, elements, acids & alkalis, light, voltage & resistance, movement and the Universe.<br>Interleaving of key skills is done throughout these topics.  | <b>Knowledge quizzes:</b> Every topic ends with a knowledge quiz with multiple choice questions, to check for understanding. This is self-assessed in the class.<br><b>Curriculum learning assessments:</b> After 3 topics, the teacher will set a curriculum learning assessment, which will look at some of the skills learnt as well as to check for understanding. These are open questions.<br><b>Summative assessment:</b> Twice a year, the classes have a summative assessment where multiple topics are tested as well as the skills learnt. The questions are a combination of open questions as well as questions checking for understanding of practical skills (how science works). | Science clinic every Wednesday 15:00-16:00<br><br>Science week in the Spring term | Science club every Monday after school | Ensuring homework is done will help your child make good progress in their literacy skills and their experimental skills in science. Homework consists of 40 minutes of online Sparx Science questions.  |
| Religious Education | In Year 7, students explore the fundamental beliefs and practices of six religions. They also explore who they, the idea of Fundamental British Values, how the UK is governed and what their human rights are.<br><br>1. Abrahamic beliefs and practices<br>2. Dharmic beliefs and practices<br>3. Democracy in the UK<br>4. Human Rights  | <ul style="list-style-type: none"> <li>Homework set every term for each unit.</li> <li>Quiz at the beginning of each unit to assess what students already know.</li> <li>Quiz in the middle of each unit to assess what students have learned up to that point.</li> <li>Quiz at the end of each unit to assess what students have learned throughout the unit.</li> </ul> <b>Exam-style assessment (33 Marks)</b> <ul style="list-style-type: none"> <li>Assessment 1 - Abrahamic beliefs and practices</li> <li>Assessment 2 – Dharmic Beliefs and practices</li> </ul> Students will be assessed on their knowledge, ability to describe analyse and explain.                                 | Various careers explored through the curriculum e.g. aid workers                  | 1) Analysis: Watch the Prince of Egypt | 1) Watch and read the news regularly to maintain up to date knowledge of current affairs to provide examples.<br>2) Support with completion of homework and revision using Seneca / Microsoft Teams<br>3) Quiz students on what they've learned in school and ask them to discuss their own opinions on the topics shared, as well as the beliefs of others. |
| History             | The Y7 curriculum covers topics from the Romans through to the Tudor period:<br>- What is History? And a study of immigration over time<br>- The Norman Conquest<br>- Medieval Islamic States<br>- Medieval England: including the Black Death and the Peasants Revolt<br>- The Tudors and the Reformation<br>We teach historical concepts such as cause and consequence; change and continuity; similarity and difference; and interpretations. We also develop source analysis skills and the ability to write well-structured, convincing arguments in relation to the topics covered in the curriculum. | Assessments consist of <b>knowledge quizzes</b> (one per half term), end of <b>topic assessments</b> (one per half term), a <b>mid-year and an end of year exams</b> . The end of topic tests and assessments are made up of short-answer knowledge questions along with extended writing answers.   | Various careers explored through the curriculum e.g. Historian                    | KS3 history club every Wednesday       | 1) Encourage your child to read - this can be history-related or unrelated! It helps develop literacy and broaden vocabulary.<br>2) Support completion of home learning tasks and revision prior to assessments.<br>3) Watch the news and discuss this with your child - there are numerous links between current affairs and the past                       |

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| <b>Geography</b> | <p>The year 7 geography curriculum provides students with an introduction to aspects of both physical and human geography, as well as important geographical skills. Topics they cover are:</p> <ul style="list-style-type: none"> <li>- Our Esher</li> <li>- Weather and Climate</li> <li>-Rocks, Soils and Weathering</li> <li>-Settlement</li> <li>- Wonderful World</li> </ul>  | <p>End of topic written assessments for all topics except Wonderful World</p> <p>Quizzes once in the middle of each topic, called The Big Do Now. Marked out of 10</p>   | <p>Careers in:</p> <ul style="list-style-type: none"> <li>-meteorology</li> <li>-geology</li> <li>- town planning</li> <li>- Travel and tourism</li> <li>- Sustainability</li> </ul>  | <p>Eco-cub every other Monday.</p> <p>Complete the project homework</p>  | <ol style="list-style-type: none"> <li>1) Check they are doing (and help them if needed) with homework and revision.</li> <li>2) Encourage your child to keep up to date with geography in the News. Listening to the news will expose your child to key geography terms and ideas every day and make the geography they are learning in class more relatable.</li> <li>3) Ask your child to verbalise what they have learnt in lesson. Test them on any new key words they have learnt so they are embedded in their long-term memory.</li> </ol> |
| <b>French</b>    | <p>In year 7, students focus mostly on key new vocabulary and will focus on the following topics:</p> <ol style="list-style-type: none"> <li>1. Introductions</li> <li>2. Family and pets</li> <li>3. Town and home</li> <li>4. Invitations and shop dialogues</li> <li>5. Hobbies and holidays</li> <li>6. School</li> </ol>   | <p>Students will be assessed every half term on the topics and skills covered. The assessment will test their reading, listening and writing skills, with each skill weighted equally.</p> <p>In Spring term 1, students will have two mid-year exams on the topics covered this year so far. They will be tested on their Listening and Writing skills.</p> <p>In Summer 2, students will have two end-of-year exams on the topics covered throughout the year. They will be tested on their Speaking and Reading skills.</p> | <p>2 side projects on the careers of “Sports coach” and “Estate agents”</p>   | <p>Year 7 Language club every Wednesday.</p> <p>European day of languages competition and tutor quiz</p>   | <ol style="list-style-type: none"> <li>1) Remind students to revise regularly for in class fortnightly vocab tests.</li> <li>2) When possible, test students on their vocab sheet or speaking answers.</li> <li>3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet)</li> <li>4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.</li> </ol>   |
| <b>Spanish</b>   | <p>In year 7, students focus mostly on key new vocabulary and will focus on the following topics:</p> <ol style="list-style-type: none"> <li>1. Introductions</li> <li>2. School</li> <li>3. Family and pets</li> <li>4. Where I live</li> <li>5. Free time</li> <li>6. My town</li> </ol>  | <p>Students will be assessed every half term on the topics and skills covered. The assessment will test their reading, listening and writing skills, with each skill weighted equally.</p> <p>In Spring term 1, students will have two mid-year exams on the topics covered this year so far. They will be tested on their Listening and Writing skills.</p> <p>In Summer 2, students will have two end-of-year exams on the topics covered throughout the year. They will be tested on their Speaking and Reading skills.</p> | <p>2 side projects on the careers of “Journalist” and “Event planner”</p>   | <p>Year 7 Language club every Wednesday.</p> <p>European day of languages competition and tutor quiz</p>   | <ol style="list-style-type: none"> <li>1) Remind students to revise regularly for in class fortnightly vocab tests.</li> <li>2) When possible, test students on their vocab sheet or speaking answers.</li> <li>3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet)</li> <li>4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.</li> </ol>   |
| <b>Art</b>       | <p>In Year 7, students build the essential skills that form the foundation of the art curriculum. Each term, they complete a project inspired by an artist or art movement, while developing a wide range of techniques. These include drawing and recording with different materials, painting, printmaking, collage, 2D relief, and 3D sculpture, giving students the opportunity to experiment and express their creativity in diverse ways.</p> <p>Term 1: Formal Elements: Fauvism, Matisse &amp; Kusama – 2D card relief</p> <p>Term 2: Portrait and Identity : Kehinde Wiley - Printmaking</p> <p>Term 3: Food Packaging – variety of contemporary artists</p> | <p>Work is assessed holistically taking into account sketchbook content, practical work and homework.</p> <p>The art projects tend to focus on four key areas: researching and explaining the work of artists, experimenting with a variety of materials and techniques, recording ideas through drawings and simple notes, and creating a final piece that reflects your child’s learning and creativity.</p>   | <p>Looking at the roles of;</p> <ul style="list-style-type: none"> <li>Artists</li> <li>Designers</li> <li>Art Dealers</li> <li>Advertising and Media</li> <li>Commercial Designers</li> <li>Illustrators</li> <li>Studio Assistants</li> </ul> | <p>KS3 Art Club on Mondays</p> <p>KS3 Photography Club on Wednesdays</p> <p>Annual Christmas Card Competition and others throughout the year</p> | <ol style="list-style-type: none"> <li>1) Support with completion of homework set termly on Microsoft Teams</li> <li>2) Discuss project themes and support in practicing of techniques learned in school</li> <li>3) Visit Art Galleries – most of the Art Galleries in London are free to visit and have excellent resources for children.</li> <li>4) Look out for examples of Art and Design in everyday life</li> </ol>  |

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| Drama              | <p>Autumn 1: Intro to Drama; The Greatest Show – Developing drama skills using poetry as a stimulus for a class performance.</p> <p>Autumn 2: Darkwood Manor – Building-on performance skills, as well as developing a character.</p> <p>Spring 1: Darkwood Manor – Physical theatre, flashback and use of narration to develop a piece of devised drama.</p> <p>Spring 2: Charlie and The Chocolate Factory – Exploration of text</p> <p>Summer 1: Charlie and the Chocolate Factory – Interpretation of script and development of character.</p> <p>Summer 2: Shrek – Exploration of various roles required to put on a theatre production. Review and analysis.</p>  | <p>Autumn 1: Performance assessment</p> <p>Autumn 2: Creating Assessment</p> <p>Spring 1: Performance</p> <p>Spring 2: Creating assessment</p> <p>Summer 1: Performance assessment</p> <p>Summer 2: Analysis and Review Assessment</p>  | The roles of an actor, director and technical/creative stage designers.  | <p>The Greatest Show – Year group performance of class work</p> <p>KS3 Drama club with termly public performances</p> <p>LAMDA acting classes</p> <p>The summer production</p>   | <p>1) Support with completing half-termly homework projects</p> <p>2) Encourage students to sign up to an extra-curricular club- i.e. Drama club or the annual production</p> <p>3) Take your child to the theatre - any exposure to live performance is excellent to build student's repertoire</p> <p>4) Support with line-learning and script work</p>  |
| Music              | <p>Autumn 1: Showcase - To develop performance and singing skills</p> <p>Autumn 2: I've Got Rhythm Chair Drumming - To know the difference between a beat and a rhythm and to understand rhythmic notation</p> <p>Spring 1: Keyboard Skills- To gain a basic awareness of pitch notation and perform a simple piece from notation</p> <p>Spring 2: Ukulele – To learn to play chords and perform a song</p> <p>Summer 1: Latin American Music - To explore the genre of Latin American and create a piece on GarageBand using loops</p> <p>Summer 2: Fanfare – To compose a fanfare for a special occasion using learning from previous pitch and rhythmic modules.</p> | <p>Half termly assessment of vocabulary found on Knowledge Organisers for each topic.</p> <p>Performance or composition assessment completed for each unit.</p>   | <p>Performers</p> <p>Technicians</p> <p>Event Planners</p> <p>Composers</p> <p>Military performers</p>                                     | <p>Greatest Showcase Performance</p> <p>Carol Service performance.</p> <p>Clubs:</p> <p>KS3 Band Thursdays afterschool.</p> <p>Singing Club Tuesday lunchtimes</p> <p>Esher Ensemble Wednesday Lunchtimes</p> <p>Support for Theory/Performance Exams as requested.</p> <p>Coming soon DJ club</p> | <p>1) Encourage students to take part in the Greatest Show/Carol Service and support with learning of any song words.</p> <p>2) Encourage students to sign up to an extra-curricular club- i.e. Choir, Band or the annual production</p> <p>3) Listen to a wide range of music at home, this is an excellent way to build student's repertoire</p>   |
| Physical Education | <p>In year 7, students will participate in two different activities every half-term.</p> <p>Autumn and Spring activities include:</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Dance</li> <li>• Fitness</li> <li>• Gymnastics</li> <li>• Handball</li> <li>• Football</li> <li>• OAA</li> <li>• Rugby</li> <li>• Table Tennis</li> </ul>   | <p>Students are assessed across three key concepts in each activity:</p> <ol style="list-style-type: none"> <li>1. <b>Physical</b> - the progress students make based on the practical skills required in each activity <i>e.g. skills and techniques in badminton.</i></li> <li>2. <b>Emotional</b> - the progress students make based on their feelings and mental health, <i>e.g. improved confidence and self-esteem.</i></li> <li>3. <b>Social</b> - the progress students make based on how they interact with others, <i>e.g. cooperation and teamwork.</i></li> </ol> | <p>Sports coach</p> <p>PE teacher</p> <p>Personal trainer</p> <p>Fitness instructor</p> <p>Physiotherapist</p> <p>Performance analysis</p> | <p>Weekly extra-curricular clubs Monday to Friday.</p> <p>Interschool competitions in a range of activities.</p> <p>House competitions in range of activities.</p>   | <p><b>Healthy lifestyle</b> – students should aim for an average of at least 60 minutes of physical activity per day across the week. Students should try and join a club in any activity to access physical, emotional and social benefits.</p> <p><b>Balanced diet</b> – students should maintain a healthy balanced diet throughout the week. Males should consume 2500 calories and females should consume 2000 calories every day. A combination of carbohydrates, proteins and fats alongside a range of vitamins, minerals and fibre. Consume</p> |

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|                       | <p>Summer activities include:</p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cricket</li> <li>• Rounders</li> <li>• Tennis</li> </ul>  | A best fit approach is implemented across the three key concepts.  |   |  | <p>between 6-8 cups of water per day. Avoid high quantities of sugary foods.</p> <p><b>Sleep</b> – students should be achieving 8 to 10 hours of sleep each night, as tiredness can lead to lack of concentration and irritability.</p>  |
| Design and Technology | <p>Our Year 7 DT program introduces students to a range of creative, practical projects that develop design thinking, technical skills, and problem-solving abilities across different material areas:</p> <ul style="list-style-type: none"> <li>• <b>Design – Rocket Car</b><br/>Students explore aerodynamics and speed through designing and building their own rocket-powered cars. This project emphasizes iterative design, testing, and performance analysis.</li> <li>• <b>Textiles – Felt Monsters</b><br/>A fun, hands-on project where students learn basic textile techniques such as cutting, stitching, and embellishment while creating imaginative felt monster characters.</li> <li>• <b>Resistant Materials (RMT) – Block Bot</b><br/>Students work with wood and hand tools to construct a simple block-based robot figure, gaining experience in measuring, marking out, cutting, and assembly.</li> <li>• <b>Systems &amp; Controls – TechSoft/Key Chain</b><br/>Introducing CAD/CAM and electronics, students design a personalized key chain using TechSoft software and explore basic systems and control principles.</li> </ul> | Assessment is ongoing on the practical skills. End of year design test.  | <p>Creative Design</p> <p>Problem-Solving</p> <p>Practical Making</p> <p>Craftsmanship</p> <p>Textile Techniques</p> <p>Customization</p> | KS3 Textile Club on Mondays  | <p>1) Encourage <b>Creativity</b>: Provide opportunities for sketching, doodling, or simple craft activities to build design confidence.</p> <p>2) <b>Discuss Design in Everyday Life</b>: Talk about how products around the home are designed and made, focusing on materials, function, and aesthetics.</p> <p>3) <b>Promote Problem-Solving</b>: Ask questions like “How could this be improved?” when looking at household items.</p> |
| Food                  | <ul style="list-style-type: none"> <li>• Introduction to food technology</li> <li>• Safe use of equipment</li> <li>• Basic knife skills</li> <li>• Preparation of simple dishes</li> <li>• Understanding nutrients and their functions</li> <li>• Eatwell Guide and balanced diets</li> <li>• Hygiene and kitchen safety.</li> </ul>  | Combination of theory quizzes (nutrients, Eatwell Guide, food safety) and practical performance (knife skills, preparation tasks, safe working practices). | Early awareness of careers in catering, hospitality, nutrition, food science, and health services.  | <p>Opportunities throughout the year to make food for the school community</p> <p>Christmas themed cooking to share with friends and family.</p> | <ul style="list-style-type: none"> <li>• Encourage safe cooking at home</li> <li>• Practise cutting fruit/vegetables under supervision</li> <li>• Discuss healthy food choices using the Eatwell Guide</li> <li>• Support organisation of ingredients/equipment</li> <li>• Promote tidy working habits.</li> </ul>   |

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| <h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</h1> | <p><b>Computers introduction:</b></p> <ul style="list-style-type: none"> <li>Using Microsoft Teams, OneDrive &amp; Outlook</li> <li>Collaborate online and presenting to an audience using Canva</li> <li>Key digital literacy skills</li> <li>Cyberbullying</li> </ul> <p><b>Networks and semaphores:</b></p> <ul style="list-style-type: none"> <li>Networks and protocols</li> <li>Networking hardware</li> <li>Wireless and wired networks</li> <li>The internet</li> </ul> <p><b>Data modelling:</b></p> <ul style="list-style-type: none"> <li>Recognise and use cell references.</li> <li>Use the fill handle.</li> <li>Create simple working formulae.</li> <li>Understand models and simulations.</li> <li>Add formula to a spreadsheet</li> </ul> <p><b>Using Media:</b></p> <ul style="list-style-type: none"> <li>Word processors</li> <li>Copyright and plagiarism</li> <li>Credible sources</li> <li>Blog creation</li> </ul> <p><b>Data representation:</b></p> <ul style="list-style-type: none"> <li>Understand what a binary number is</li> <li>Converting Denary to Binary Numbers</li> <li>Converting Binary to Denary Numbers</li> <li>Intro Storage Units/Data/8 bit conversions</li> </ul> <p><b>HTML Website design:</b></p> <ul style="list-style-type: none"> <li>Use HTML to create a website</li> </ul> <p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>Sequences using Python Turtle</li> <li>Basic Shapes</li> <li>Advanced shapes</li> </ul> | <p><b>End of topic assessments</b> – These are online and multiple-choice style questions</p> <p><b>Knowledge quizzes</b> – Done in class to check understanding throughout the year.</p> <p><b>Summative assessment:</b> Twice a year</p> | <p>Looking at roles of:</p> <p>Office Administration</p> <p>Marketing</p> <p>Graphic Designer</p> <p>Content Creator</p> <p>Cybersecurity</p> <p>Social media manager</p> <p>Games Developer</p> <p>Software developer</p> <p>Web Developer</p> | <p>1) Encourage your child to organise their school files in OneDrive (create folders for subjects).</p> <p>2) Ask them to send you a short email in Outlook using correct formatting and a clear subject line.</p> <p>3) Let them show you how they access homework through Teams/Edulink.</p> <p>4) Have open conversations about <b>kind online behaviour</b>, blocking/reporting, and where to get help.</p> <p>5) Give them small tasks on Excel:</p> <ul style="list-style-type: none"> <li>Create a <b>shopping list</b> that totals prices.</li> <li>Use the <b>fill handle</b> to create number patterns (e.g., even numbers).</li> <li>Create a <b>simple budget</b> with addition or multiplication formulas.</li> </ul> |
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