Year 7 curriculum overview

Whole-school curriculum intent:

Everything we do at Settle College is rooted in our vision to support all our students to 'be the best they can be'. Through developing a rich and exciting curriculum that is relevant to our locality and implemented with high quality teaching, we aim to secure outstanding progress and achievement for all, whilst also developing confidence, independence and resilience in our learners. In this ever-changing world, we need to equip our students with the knowledge and skills that they need to thrive, with the ability to lead and communicate in a thoughtful and respectful way. We must instil in our students that they can do whatever it is they aim to achieve and to help them to overcome any barriers in their way. All of this aims to provide them with the vital skills for life-long learning so that their personal progression continues beyond their years at Settle College.

Key Stage 3 curriculum planning

Students complete key stage 3 from years 7 to 9 to allow them to study a wide range of subjects in sufficient depth to really understand the very nature of each subject. In each of these year groups, students study: English, maths, science, geography, history, religious studies, MFL (French and Spanish), PE, DT (to include a range of disciplines, including product design, engineering and catering), computing, drama, art and music, as well as personal, social, health, citizenship and economic education (PSHCE), which is delivered to tutor groups.

Curriculum mapping

English

Overall curriculum intent for year 7: Key question: **What does it mean to be heroic?** In year 7, we focus on the individual to begin our journey to decode texts, being inspired by others in order to become the best that we can be. We are developing as readers and writers from our KS2 learning. All schemes have a SPAG focus and incorporate explicit tier 2 and 3 vocabulary.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Ancient Heroes: what makes a hero? Exposure to Classical literature and story-telling conventions. Introduction to the genres of tragedy and allegory. Exploring myths through different perspectives.	What makes a hero? Fantasy fiction genre. Pupils are introduced to the fantasy fiction genre. They explore themes surrounding being displaced or 'other' and develop empathetic skills through the experience of others.	What makes a hero? Shakespearean women. Exposure to Classical literature and early modern English. Introduction to the concept of patriarchy and characters who challenge the status quo.	What makes a hero? Victorian heroes. Exposure to nineteenth-century non-fiction writing. Cultural capital: exploration of nineteenth-century gender and racial attitudes.	What makes a hero? Literary detectives. Exposure to the detective/crime genre. Exploration of how key texts have shaped our perceptions of detectives and how these stereotypes are reinforced through other mediums.	What makes a hero? Modern heroes in today's society. Pupils draw their learning from the year together. Contemporary relevance, for example, the NHS during the pandemic. Fictional versus real heroes.
Content mapping	Greek myths.	C. S. Lewis: *The Lion, Witch and Wardrobe*	Shakespeare: extracts from *Much Ado about Nothing.*	Extracts from non-fiction texts e.g. articles about Mary Seacole, Elizabeth Fry, Florence Nightingale, Barnardo's letter about ragged schools.	Detective heroes: Sherlock Holmes.	Non-fiction text study of modern real-life heroes.
Key skills developed	How to craft a piece of creative writing.	Close reading skills. How to structure a piece of analytical writing.	Close reading skills. How to structure a piece of analytical writing, making links to the wider text and linking in relevant context.	Rhetorical devices. How to structure a formal letter.	Close reading skills. How to structure a piece of analytical writing, considering how the writer has structured the text and making wider contextual links.	How to research and structure the content for a biography.

Maths

Overall curriculum intent for year 7: Identify gaps for the students on their arrival to Settle College, secure basic non-calculator number skills, whilst introducing formal algebraic concepts beyond those introduced in KS2.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Recognise algebra as a generalised version of arithmetic that uses variables to stand for unspecified numbers. Confidence in using place value and using addition and subtraction, applying it to other topics in such as perimeter.	Confidence using multiplication and division and applying it to area.	Developing knowledge of working with different types of numbers, such as directed number, multiples, factors, prime numbers and fractions, mixed and improper. Generate and describe sequences.	Fluency in fractions, decimals and percentage equivalence, to then relate to fraction and percentages of amounts.	Recognise that algebra gives us a new tool to understand mathematical situations in the real world, where there are unknowns. Develop knowledge of measuring, notation and constructing angles.	Introduction to sets and probability. Confidence when working with powers and roots. Building on prime numbers to prime factorisation and its uniqueness.
Content mapping	Algebraic notation for collecting like terms and substitution. Use written calculation methods to add and subtract integers and decimals Correctly apply BIDMAS. Convert measures for length. Find perimeters of shapes.	Use written calculations methods to multiply and divide integers and decimals. Find the areas of shapes (rectangles, triangles and parallelograms), including composite shapes.	Factors, multiples, primes (including why 1 isn't a prime number). Calculating with directed numbers. Adding and subtracting proper/mixed fractions. Sequences, using a term-to-term rule and nth term rule.	Convert between fractions, decimals and percentages, improper fractions, and mixed numbers. Calculating, increasing and decreasing by fractions of amounts and by a given percentage.	Solve one-step, two-step, and multi-step equations. Constructing and measuring angles. Using angle notation. Use properties of 2D shapes. Calculating angles on a straight line, around a point, in a triangle and in quadrilaterals.	Probability, using fractions and decimals, and Venn diagrams. Highest common factor and lowest common multiple.
Key skills developed	Algebraic notation, simplifying and like terms. Inequalities to compare numbers. Solve problems using inverse operations. Find the missing lengths on diagrams to find the perimeter.	Place value and rounding. Finding the area of parallelograms and triangles and understanding the units. Derive the formulae for triangles and parallelograms.	Use multiples & factors to solve problems. Addition and subtraction of fractions and positive and negative integers. Describing a number sequence using the starting number and a term-to-term rule.	When to use the best equivalent of FDP. Converting fractions to D/P and using a given fraction to find the whole. Using percentages (even if greater than 100%) in real-life situations.	Solve linear equations by balancing and rewriting equations. Angles in triangles and quadrilaterals. Classifying shapes and angles by their properties.	Justify probabilities. Estimations and expectations from probabilities. Estimate square roots. Write LCM as a product using index notation.

Science							
	Overall curriculum intent for year 7: Students will be introduced to the fundamental key ideas in science across all three sciences, to build a broad understanding of science at KS3.						
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	**Introduction** to science: use of scientific equipment, safety precautions and presenting data. **Cells**: describe similarities and differences between animal, plant and microbial cells and use microscopes to view different cells. **Move onto particles but this will carry on into HT2**	**Particles:** understand how solids, liquids and gases behave, using ideas from the particle model **Forces:** Understand how different types of forces result in motion and how they can be used	**Structure and function of body systems:** Describe and explain the adaptations found in the human body's organ systems **Elements, atoms and compounds**: understand the differences between elements, compounds and mixtures, in terms of their particles and properties.	**Sound:** understand the process of sound transmission, including pitch, volume and human hearing. **Reproduction**: understand the process of plant and animal reproduction, including puberty and birth in humans.	**Reactions:** Understand a range of chemical reactions in terms of energy, reactants and products **Light:** understand the interaction of light with surfaces and objects, and that white light is a mixture of different colours. **Potentially begin acids and alkalis**	**Acids and Alkalis:** understand how to determine the acidity of a liquid, and the different reactions of acids and alkalis.
	Content mapping	Introduction, Cells and Particles topics	Particles and forces topics	Elements, atoms and compounds & sound topics	Sound and reproduction topics	Reactions and light topics	Acids and alkalis
	Key skills developed	Safety in Science, use of scientific apparatus (microscopes)	Making measurements and accuracy/reliability in measurement	Safely following written instructions and using scientific equipment- glassware and Bunsen burners	Forming opinions around ethical concepts and discussing these- evaluating different ideas	Forming hypotheses and testing these experimentally- colours/reflection/ refraction tasks	Developing ideas around quantitative/ qualitative tests (pH/indicator) and recording results

Art	**Overall curriculum intent for year 7:** To develop students' understanding of Art, and the formal elements within art. Pupils will being to explore and develop drawing skills, colour theory, pattern, shape and form. Pupils will build these skills to work within their final project. Pupils will build their knowledge and manual dexterity in handling and applying a variety of materials, techniques, and processes. Pupils will be gaining the skills to analyse their work and that of others.						
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	**Basic Drawing Skills** To gain basic drawing skills to prepare for the year.	**Colour** Pupils will learn the theory of colour and how it is applied in art.	**Pattern** Exploring how pattern is found in a number of different areas of life.	**Shape and Form** Understanding how to draw shapes accurately and apply form.	**Glorious Insects** Exploring the world of insects using observational studies and using different media.	**Glorious Insects** Exploring artists who have used insects as inspiration and create a piece inspired by them.
	Content mapping, including key skills developed	**How to do basic drawing skills** Enabling all pupils a level platform for learning at Settle College. Pupils will learn key drawing skills such as 1- and 2-point perspective and mark making.	**Understanding colour theory** Pupils will be able to understand the colour wheel and the different colour families, as well as tonal range. Pupils will then be able to apply this to their work, such as Hot and Cold colours.	**Recognising patterns** Pupils will be able to recognize different types of patterns and where you would find them, as well as understanding the difference between man-made and organic patterns.	**Understanding the difference between shape and form** Pupils will understand how to create shapes and using tonal range to make these into form.	**Understanding the art movement Glorious Insects** Pupils will take all their knowledge gained from the year to apply colour, pattern and texture to their work. Pupils will learn about the work of others, such as Christopher Marley and Lucy Arnold. Pupils will also take inspiration from their work.	

Computing							
	Overall curriculum intent for year 7: To become confident in the use of Settle College's online network and productivity tools (365, Teams and Arbor), to be aware of online risks and how to counter them and to develop and apply skills in various software to create digital products (Web page, video, scratch).						
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	Know my way around the school's network and learning platforms Apply knowledge to use them appropriately		Understand how to keep yourself safe online and be a responsible Internet user Develop skill in specialist software		To know what an algorithm is and write them using pseudocode and flowcharts Learn programming constructs and apply them to develop a game Develop skills in trouble shooting and debugging. Develop basic skills in spreadsheets	
	Content mapping	One drive, email, Word and Teams chat, assignments and meetings	PowerPoint and online collaboration Developing keyboard proficiency iDEA	Packet switching, internet risks (personal), video creation, internet risks and prevention to devices and data,	HTML and CSS web authoring	Flowcharts and pseudocode, program analysis, programming constructs, game development on Scratch Spreadsheet data logging, formulas and data analysis	
	Key skills developed	Select, use and combine software on a range of digital devices to create digital products, that accomplish given goals, including collecting, analysing, Evaluating and presenting data Use search technologies effectively, being discerning in evaluating digital content		Use technology safely, respectfully and responsibly	Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems	Apply the fundamental principles and concepts of computer science, including abstraction, sequence, selection and repetition, logic & algorithms Design, write and debug programs that accomplish specific goals Use logical reasoning to find and correct errors in algorithms and programs. Apply understanding to enter, manipulate, calculate and analyse data	

Design Technology

DT is taught on a carousel basis, with students completing each project for a term, although not necessarily in the order shown below.

	Food and nutrition	Design Technology	Technology skills
Intent for the topic	Food skills Safe and hygienic food handling Develop organisation and practical skill in preparing and cooking food.	Clock project Know my way around the workshop. Apply H&S and practical skills to create high quality products.	Skills induction Develop skills and knowledge to enhance design and technology understanding and products.
Content mapping	Safe and hygienic food handling Equipment skills i.e. knife handling, cooker use, cooking methods Food provenance - seasonality Government Guidelines for Healthy Eating Evaluating dishes Practical lessons	Keyring/fridge magnet, desk tidy, structures, basic electronics. Design process, 2D CAD, plastic properties.	CAD - TechSoft 2D Design. Graphic design software Structures – using Bridge designer Research task – smart materials Electronics - Circuit wizard Microbit - embedding intelligence in products.
Key skills developed	Apply H&S and hygiene techniques in practical lessons. Knife Skills/Bridge/Claw Use of hob to boil/simmer Kneading, mixing, using the oven, proving bread. Rubbing to make scones. Handling high risk foods, forming and shaping. Effective use of time in practical (organisation)	Apply H&S techniques in the workshop Developing ideas Modelling methods used for the clock Use of the saw, file and finishing techniques for an acrylic product Effective use of time in practical (organisation)	Select the right tools and features to create a CAD design to be efficiently produced using CAM. Apply understanding of smart materials to be able to enhance a product Apply understanding of structures to create a solution to a given problem Demonstrate effective use of software to create circuits and intelligent products.

Drama

Overall curriculum intent for year 7: To engage and enthuse Y7 students in a practical and skills-based curriculum.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Darkwood Manor	Charlie and the Chocolate Factory	Lord of the Flies	Greek Theatre	Musicals	Judy Thompson
Content mapping	Students will meet the mysterious Mrs. Brown, who is offering a £10,000 reward for anyone who can spend the night at her haunted manor house.	Using the classic Roald Dahl story, students will learn to read and work from a script and how to sustain a role.	In this unit students will follow the story of the Lord of the Flies by William Golding.	Medusa.	Some of the musicals we will look at include Matilda, School of Rock and The Wizard of Oz.	In this unit, students will explore the character of Judy Thompson. The themes of friendship, trust, peer pressure and making the right decisions will be

	Key skills developed	Students will develop an original character, create improvised scenes and solve the mystery of the house.		This unit develops pupils' ability to perform using ensemble techniques, such as canon, unison, choral speech and choral movement.	Students will learn 'how theatre began' and have the opportunity to explore comedy, tragedy, narration, chorus work and Greek Myths.	In this unit, students will explore the genre of Musical Theatre, developing their vocal and physical skills: such as body language and gestures.	explored as students unravel the events of Judy's life.

French	**Overall curriculum intent for year 7:** By the end of year 7, students should have a firm grasp on the present tense and either future/past tense in at least the first person. They will be able to give opinions and justify them using adjectives. Students will have an understanding of French culture.						
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	**<u>Topic covered:</u>** Introductions, personality, family members, likes and dislikes and pets **<u>Grammar covered:</u>** Using masculine and feminine nouns, using 1st and 3rd person. Adjective agreement.	**<u>Topics covered:</u>** Education, school system **<u>Grammar covered:</u>** Forming questions, 12hr clock, partitive articles, using 'we' conjugations.	**<u>Topics covered:</u>** Leisure/Free time activities **<u>Grammar covered:</u>** Regular -er verbs, using 'jouer à', using the verb 'faire', using 'aimer+infinitive'.	**<u>Topics covered:</u>** Where I live **<u>Grammar covered:</u>** Using 'il y a/ il n'y a pas de', learning the difference between tu and vous, definite articles, using 'je veux and on peut + infinitive'.	**<u>Topics covered:</u>** Holidays **<u>Grammar covered:</u>** Using nous, using reflexive verbs, near future and conditional tenses (using je voudrais).	**<u>Topics covered:</u>** Food and eating out **<u>Grammar covered:</u>** Trying to use at least two tenses together, using the conditional tense and adjectival agreement. Expressing opinions and reasons.
	Content mapping	Introduce yourself and siblings stating where you live, how old you are, your personality and what you enjoy, as well as whether you have any pets.	Describe what subjects you like/dislike. Discuss differences between school life in France and UK. Give opinions on teachers and subjects and give reasons.	Say what you like and dislike doing giving reasons and justifying opinions. Use weather and time phrases.	Describing what there is to do in your area, what you like about your area, giving directions. Talking about future plans in your area.	Using the past tense, students will be able to recall a past holiday.	Discover typical French foods, practise ordering in a café using 'I would like'

Geography

Overall curriculum intent for year 7: Provide the students with a strong sense of locational knowledge, skills and processes to build on in their 7-year learning journey.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Topic 1		**Topic 2**	**Topic 3**		**Topic 4**
Intent for the topic	**Fantastic Places** **What skills do I need to be a good geographer?** Embed key **map skills** and explore **some of the fantastic local places.** By understanding local geography, students can appreciate the unique features of their community, from natural landscapes to cultural landmarks.		**Is our understanding of the world wrong?** We aim to develop an understanding of global development while addressing and correcting common misconceptions. We challenge misconceptions of Africa and other places such as Haiti. Why do some countries struggle to develop? Can we close the gap?	**What makes a place extreme and vulnerable?** This topic is dedicated to understanding vulnerable, hazardous places by analysing the physical processes and human impacts that contribute to hazards. We explore the causes and impacts of volcanoes and earthquakes and how best to manage them.		**Is the UK weather becoming more extreme?** We aim to equip students with the knowledge and skills necessary to understand the complexities of weather and climate change. We explore what makes the UK's weather. We investigate how we can measure it, why it rains, what high and low pressure is and why the UK has heatwaves and droughts.
Content mapping	This unit bridges the gap between theoretical knowledge and practical application, enhances critical thinking and community awareness, and lays the groundwork for a comprehensive understanding of global geography. **Fieldwork completed on the school grounds and written up as a piece of fieldwork and field sketches.**		We use key development indicators to look at how developed key countries are and discover reasons why some are struggling to develop. These include, conflict, location, climate, pest and diseases, corruption and education.	We continue our learning of plate tectonics looking specifically at Mt Nyiragongo and earthquakes in Nepal and Haiti. We explore places that are becoming vulnerable and identify possible solutions to these issues. **DME on Montserrat.** Where would you evacuate to? How have communities developed strategies to be more resilient to the impacts of them.		We will identify the difference between weather and climate and interpret climate graphs previously learnt in unit 1 and 2. We will investigate how we can measure the weather and complete some fieldwork around school. We explore where the UK's weather comes from and develop an understanding of different pressure systems. These pressure systems can cause both drought and heatwaves, how does that impact on the land and communities in the UK? **Fieldwork at home and in school.**
Key skills developed	Map and location skills		How we define and measure development	Plate tectonics theory		Climate data and patterns and trends

History

Overall curriculum intent for year 7: To gain an understanding of the key themes, individuals and events in British History from before 1066 to the early 1600s.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	A quick history of Britain before 1066; the context of the Norman Conquest	To understand the events of 1066 and the impact of the Norman Conquest	To explore aspects of everyday life in Medieval Britain.	The Black Death and its impact. Who had power in the Middle Ages? What made a successful King?	To explore the reigns of different Tudor monarchs and the challenges they faced.	To explore key aspects of Elizabethan England.
Content mapping	Iron Age and Roman Britain. Anglo-Saxon England. 1066: Who should be King? The Battle of Stamford Bridge.	The Battle of Hastings – key events. Why did William win the Battle of Hastings? The impact of the Norman Conquest	The importance of religion. Village life. Town life. Health and medicine.	The Black Death. The Magna Carta. The origins of Parliament. The Peasants' Revolt. The Wars of the Roses.	What challenges did Henry VII faced and how did he deal with them? Henry VIII – was he a successful monarch? Catholics versus Protestants. The reigns of Edward VI and Mary I.	Elizabeth I and marriage. Elizabeth I and religion. Mary, Queen of Scots. The Spanish Armada. Life in Elizabethan England.
Key skills developed	Similarity/difference	Causation Significance Continuity/change	Similarity/difference	Consequence	Change Source skills - inference	Continuity/change Causation

PE

Overall curriculum intent for year 7: To introduce a varied sporting experience to students that provides opportunities to learn about new sports and also complement, and build on, previous sporting experience.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Fitness/Invasion Sports	Fitness, Invasion Sports	Invasion Sports/OAA/Dance	Invasion Sports/Racket Sports	Racket Sports, Athletics, Striking and Fielding	Racket Sports, Athletics, Striking and Fielding
Content mapping	Football, Fitness, Rugby, Netball	Football, Fitness, Rugby, Netball, Basketball	Football, Fitness, Rugby, Netball, Basketball, Dance, OAA	Football, Fitness, Rugby, Netball, Basketball, Table Tennis	Tennis, Athletics, Rounders, Softball, Cricket	Tennis, Athletics, Rounders, Softball, Cricket

Religious Studies

Overall curriculum intent for year 7: A series of four investigations looking at a breadth of religious and philosophical questions in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Does religion help people to be good?	What is so radical about Jesus?		Should religious buildings be sold to feed the starving?	Do we need to prove God's existence?	
Content mapping	How should we care for others and the world, and why does it matter? What can we learn from religions about deciding what is right and wrong? What matters most to Christians and Humanists?	Which people are special and why? Why is Jesus inspiring to some people? What would Jesus do? Can we live by the values of Jesus in the twenty-first century?		What places are special and why? What makes some places sacred? Why do people pray? If God is everywhere, why go to a place of worship?	Who is a Christian, Muslim, Jewish and what do they believe? What do different people believe about God? Does God exist? Religions and worldviews: Christian, Buddhist, Atheist	

Spanish

Overall curriculum intent for year 7: By the end of year 7, students should have a firm grasp on the present tense and either future/past tense in at least the first person. They will be able to give opinions and justify them using adjectives. Students will have an understanding of Spanish culture.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	**Topic covered:** Introductions, personality, family members, likes and dislikes and pets **Grammar covered:** Using masculine and feminine nouns, using 1st and 3rd person. Adjective agreement.	**Topics covered:** Free time activities, likes and dislikes **Grammar covered:** Giving opinions using 'me gusta + infinitive', using -ar verbs in the present tense, identifying irregular, using question words.	**Topics covered:** Education, school system **Grammar covered:** Using ar, er and ir verbs, using the correct denominations for 'some' and 'the', building on adjectival agreement.	**Topics covered:** Where I live/Family and friends **Grammar covered:** Using possessive adjectives, the verbs 'ser' and 'tener', using third person verbs and using a dictionary.	**Topics covered:** Where I live **Grammar covered:** Giving a description using there is and there are, using 'ir and querer', using the near future tense and using at least two tenses together.	**Topics covered:** Food and eating out **Grammar covered:** Trying to use at least two tenses together, using the conditional tense and adjectival agreement. Expressing opinions and reasons.
Content mapping	Introduce yourself and siblings stating where you live, how old you are, your personality and what you enjoy, as well as whether you have any pets.	Say what you like and dislike doing giving reasons and justifying opinions. Use weather and time phrases.	Describe what subjects you like/dislike. Discuss differences between school life in Spain and UK. Give opinions on teachers and subjects and give reasons.	Describing your family and their appearance and your house	Describing what there is to do in your area, what you like about your area, giving directions. Talking about future plans in your area.	Discover typical Spanish foods, practise ordering in a café using 'I would like'