Year 7 Autumn Term Curriculum 2025

| Y7 Aut Term | Our curriculum develops creativity, problem-solving, and | History | Medieval England and its connection to the wider world |
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| TTISH | technology skills for success, aligned with our values: Inspiring, | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | Topics covered: The world in the eleventh century (including |
| | Caring, and Enriching. We inspire students through a knowledge- | | Scandinavia, the Abbasid Caliphate and Normandy), the Norman |
| \$ 5 | rich curriculum that prepares them for future opportunities, while | | Conquest and how it changed England, and what the life of Margery |
| TAGE COLLE | fostering values like tolerance and respect. | | Kempe reveals about medieval England. |
| Art | Fantasy Heads | Maths | Number Sense and Calculations |
| | Students learn how to draw mythical creatures and look at | | Students learn about: number sense and calculations (including negative |
| | associated artists. They use their imagination and a broad range of | | numbers); expressions and equations; and measures (including time). |
| | images to inform their construction of a 3D fantasy head from clay. | | |
| Computing | Computing introduction and programming | Music | Foundation Instrumental Skills |
| | Students study computer hardware & software, social media and | | Introducing Keyboard Skills: 5 finger technique, reading treble clef, |
| | eSafety. Later, they learn basic algorithms and programming | | performing in time with a bassline, Ukulele Skills: Strumming, finding |
| | (Students use Microsoft Small Basic to learn coding basics). | | chords, reading chord diagrams, Vocal Skills: Whole class singing |
| Design and | Desk organiser project | Performing | Introduction to Performing Arts |
| Technology | Students will begin with a skills task on measuring, marking, and | Arts | Students are introduced to the skills required to perform and create |
| | cutting timber, then complete a contextual challenge to design and | | pieces of dance and drama. Students learn the basic skills that form the |
| | make a desk organiser. | | foundation for later units that progress their learning further. |
| English | Explorations in Storytelling: Myths and Legends | PE | Introduction to PE at BVC. |
| | Students explore myths and legends, focusing on developing their | | Students are introduced to the wider meaning of PE at BVC (Head, Heart |
| | writing skills, as they craft engaging stories of their own. They then | | and Hands.) We implement these characteristics into a range of sporting |
| | move on to an oral storytelling version of The Iliad, War With Troy, | | activities (gymnastics, rugby, netball, swimming.) We also cover key |
| | where they build their reading and analytical skills, while | | muscle/muscle groups of the body. |
| | experiencing one of the greatest epic tales from classical literature. | | |
| Food and | Introduction to nutrition, food hygiene and cooking skills | PSHE | Relationships, puberty and the UK political system |
| Nutrition | Topics covered: the 6 nutrition groups and their role in staying | | Topics covered: building positive friendships, using social media |
| | healthy, as well as food hygiene, storage and spoilage. Students | | responsibly and developing resilience. The physical and emotional |
| | cook a variety of dishes, learning different skills & cooking | | changes of puberty. The UK political system, including laws and rights. |
| | methods. | | |
| French | C'est la rentrée (Back to school!) | REP | How does religion help people understand the world? |
| | Greetings, names, pronunciation (French phonics), feelings, | | Looking at the basic beliefs/symbols of the 6 world religions. Students |
| | numbers & dates, nationalities and describing people. Grammar: | | explore different creation stories. They also explore different |
| | Using adjectives correctly and using the verb être (to be) | | philosophical arguments for the existence of God. |
| Geography | An introduction to the UK (Map skills) and Antarctica | Science | Energy, particle model, cell biology and homeostasis and response |
| | Students study what makes up the UK and how to use map skills to | | Students study the core foundations of the three sciences and start to |
| | locate aspects of human and physical geography. They later move | | investigate how living and non-living objects are constructed. They then |
| | onto looking at what makes Antarctica unique. | | move onto learning about reproduction in plants and animals. |