



English	Story & Context. This scheme develops pupils' awareness that texts are constructs and that writers are influenced by their experiences and their cultural contexts. Key text: Sir Gawain & the Green Knight translated by Simon Armitage. This text allows us to explore a particular historical context and its impact on the themes and characters a writer includes in their story. Through this text, we introduce the themes of identity and belonging.
Maths	Sequences, Place value, Addition and subtraction, Multiplication and division, Factors and multiples, Order of operations.
Science	Students start the year learning laboratory safety. In Chemistry they learn about particles, elements and techniques for separating mixtures. In Physics they are introduced to electrical circuits and understand how magnets work.
French	Talking about you: Classroom instructions, pencil case items, learning the French alphabet, the days of the week, months and seasons. We will learn numbers up to 31. Saying when your birthday is, introducing and describing ourselves and our family as well as pets and looking at adjectival agreement.
History	Pre1066 Who and why was England invaded? - Romans, Vikings, Normans, Saxons Development of Church, state and society in Medieval Britain 1066- 1509 - Norman Conquest 1066 William controlling England - Castles development
Geography	Map Skills Continents, oceans and breakdown of the British Isles. Relief scale, types of maps and grid references. British Values with examples. Geography of the UK Location, climate, migration and uneven distribution in population, concept of place. Case study Japan.
Religious Studies	What do we mean by community? Christianity, Humanism, Buddhism, Judaism Community activities, shared rules, equality, consideration, mission statements. Why does a community need rules? Christianity, Humanism, Buddhism, Judaism, Islam Five Precepts, Ten Commandments, utilitarianism, Good Samaritan, Two Great Commandments, Five Pillars of Islam.
Citizenship	Introduction to Politics, Democratic participation, Role of school council & elected representatives, Local government & their responsibilities, Pressure groups versus political parties Creating a political part with focus on: Making a manifesto, Campaigning materials, Party polices, Local, national & international issues
Art	Learning 2 See. An introduction to observation and drawing skills. Students will develop drawing skills using both pen and pencil focusing on the application of tone.
Design and Technology	Introduction to the DT Workshop - The Design and Manufacture of a 'Night Light'. Covering simple electronics and timbers theory Introduction to Food Technology - Health and Safety, Food preparation and Nutrition. Cooking and Nutrition Sequential tasks to build up knowledge and skills in the kitchen. CAD/CAM tasks to build skills in the use of computer software. A phone stand Task allows for Computer Aided Design & Manufacture. Plastic theory and processes.
Computing	Introduction to the technology that will support learning in Year 7 and beyond. Password security, email, satchel one, google drive, input and output devices, printing, internet searches, copyright and plagiarism. E-safety: Online safety. Cyberbullying including affects an individual and what to do if someone is being cyberbullied. Social media including the advantages and disadvantages of such technologies. Netiquette and leaving a digital footprint.
Music	Vocal Skills Listening and performance skills Body percussion Notation and Keyboard Skills 1 Rhythmic and staff notation (treble clef) Keyboard skills
PSHE	Student study a range of topics focusing around the key areas of; Health and Wellbeing, Self-Concept, Identity, Self Confidence, Resilience, Healthy lifestyle, Hygiene, Healthy Eating, Importance of physical health, Importance of sleep, Balanced diet
Drama	Introduction to a variety of core drama techniques and development of stagecraft. Darkwood Manor - A narrative base scheme that develops character and explores the use of tension including the use of technical theatre.