



## Year 7 Autumn Overview 2025

English	Maths	Science
<b>Fiction:</b> <ul style="list-style-type: none"> <li>• Study of a modern novel - The Garbage King by Elizabeth Laird.</li> <li>• Study of WW1 poems</li> <li>• Analysis of structure and themes</li> <li>• Character analysis</li> <li>• Inference and deduction</li> <li>• PEA paragraphs</li> <li>• Descriptive/ imaginative writing</li> <li>• Informative writing</li> <li>• Persuasive writing</li> <li>• Speaking and listening activities</li> </ul>	<b>Number Skills:</b> <ul style="list-style-type: none"> <li>• Factors, primes and multiples.</li> <li>• Negative numbers</li> <li>• Multiplication and Division.</li> <li>• Squares, cubes, powers and roots.</li> <li>• More calculations.</li> </ul> <b>Equations, Functions and Formulae:</b> <ul style="list-style-type: none"> <li>• Simplifying algebraic expressions.</li> <li>• Writing algebraic expressions.</li> <li>• Using given STEM formulae eg <math>\text{speed} = \text{distance} / \text{time}</math>.</li> <li>• Writing formulae.</li> </ul> <b>Fractions:</b> <ul style="list-style-type: none"> <li>• Adding and subtracting with fractions and mixed numbers.</li> <li>• Fractions, decimals and percentages.</li> <li>• Multiplying and dividing with fractions and mixed numbers.</li> </ul> <b>Analysing and displaying data:</b> <ul style="list-style-type: none"> <li>• Two-way tables and bar charts.</li> <li>• Averages and ranges.</li> <li>• Working with grouped data.</li> <li>• Pie Charts.</li> <li>• Scatter Graphs and Correlation.</li> </ul>	<b>Biology:</b> <ul style="list-style-type: none"> <li>• The Seven Life Processes</li> <li>• Cell structure - Plant and Animal cells</li> <li>• Cells, tissues and organs</li> <li>• Types of Cell and Cell Division (What can go wrong)</li> <li>• Unicellular organisms</li> <li>• Stem cells and Stem Cell Therapy Debate</li> <li>• Natural Selection &amp; Evolution</li> <li>• Using Microscopes</li> </ul> <b>Physics:</b> <ul style="list-style-type: none"> <li>• Star Systems, Galaxies and The Universe</li> <li>• The Solar System &amp; the Milky Way</li> <li>• Gravity</li> <li>• The Earth's Moon and the Lunar Cycle</li> <li>• Night and Day and the Seasons</li> <li>• Lunar and Solar Eclipses</li> <li>• The Exploration of Space and the Importance of Satellites</li> <li>• Debate on the existence of Life elsewhere in space</li> </ul>

French	Geography Done	History
<ul style="list-style-type: none"> <li>• Personal description</li> <li>• Self, family and friends</li> <li>• House, home and daily routine</li> <li>• Free time activities</li> <li>• Regular verbs in present tense</li> <li>• Irregular verbs</li> <li>• Simple future tense (aller + infinitive)</li> <li>• Prepositions</li> <li>• Negatives</li> <li>• Agreement of nouns and adjs</li> <li>• Writing informal letters/e-mails</li> </ul>	<p><b>Volcanoes and Earthquakes :</b></p> <ul style="list-style-type: none"> <li>• The basic structure of the Earth</li> <li>• What is plate tectonics?</li> <li>• Constructive, Destructive and Conservative plate boundaries</li> <li>• The structure of a volcano</li> <li>• The global distribution of volcanoes and earthquakes</li> <li>• Living near volcanoes: why?</li> <li>• Defining an earthquake -Measuring the magnitude of an earthquake</li> <li>• The impact of volcanoes and earthquakes</li> <li>• Case studies of volcanoes and earthquakes</li> <li>• How the economic development of a country affects its response to tectonic events.</li> <li>• <b>Locational Knowledge :</b></li> <li>• Revision of British Isles and Europe</li> </ul>	<p><b>The reign of the Tudors :</b></p> <ul style="list-style-type: none"> <li>• Wars of the Roses</li> <li>• Battle of Bosworth</li> <li>• Henry VII: threats and how he kept control</li> <li>• Henry VIII: his <i>Great Matter</i>, Anne Boleyn, the Reformation</li> <li>• The three Thomases: Wolsey, Cranmer and Cromwell</li> <li>• Renaissance period and features: how did it contribute to the Reformation</li> <li>• Edward VI: Rebellions - The Prayer Book Rebellion and Kett's Rebellion</li> <li>• Edward VI's changes to the Church</li> </ul>

Art	Music	PE and Games
<ul style="list-style-type: none"> <li>• Introduction to the work of the artist Michael Craig Martin</li> <li>• Acrylic painting techniques; understanding the use of different brushes for application of paint to achieve different effects</li> <li>• T-Shirt design using complementary colours, imagination and well throughout composition for a final painted piece</li> <li>• Chess piece design using pencil and learning to draw with the use of isometric paper and 3D perspectives</li> <li>• Winter landscapes building on watercolour techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and recognise the elements of Music</li> <li>• Draw on the elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing.</li> <li>• Recognise the elements of Music when listening to and appraising music from different times and different places</li> <li>• Understand how the classroom keyboard is used and played</li> <li>• Practising pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm • Understand the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5) • Explore different keyboard instruments from different times and places.</li> </ul>	<p><b>Fitness/Circuits/Football</b> Carry out investigations into the body's ability to exercise and reasoning behind such principles. Pupils will gain an understanding of health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life.</p> <p><b>Cognitive</b> – make better decisions</p> <ul style="list-style-type: none"> <li>• read and react to situations</li> <li>• cope with multiple information</li> </ul> <p><b>Social</b> – adopt a different role</p> <ul style="list-style-type: none"> <li>• motivate, give feedback, show leadership</li> <li>• provide and support partner /group</li> <li>• encourage empathy</li> </ul> <p><b>Creative</b> – experiment with changes</p> <ul style="list-style-type: none"> <li>• respond creatively to changing situations</li> </ul> <p><b>Personal</b> – resilience and</p> <ul style="list-style-type: none"> <li>• perseverance</li> <li>• make adaptations</li> <li>• self reflection, reorganise</li> <li>• revisit and reinforce skills</li> <li>• challenge self and work under pressure</li> <li>• lead plenary</li> </ul> <p>- Netball - Dodgeball</p>

Technology	PSHE	Theology Philosophy and Religion
<p><b>Stop Motion</b></p> <ul style="list-style-type: none"> <li>• To explain that animation is a sequence of drawings or photographs to create a moving image</li> <li>• To research and gather information about a topic, ready to begin a project</li> <li>• organise and plan my project</li> <li>• Stick to a theme presented by the teacher, however loosely</li> <li>• To plan an animation</li> <li>• Break down a story into settings, characters and events</li> <li>• Describe an animation that is achievable on-screen</li> <li>• Create a storyboard</li> <li>• To evaluate the impact of adding other media to an animation</li> <li>• Add other media to my animation</li> <li>• Explain why I added other media to my animation</li> <li>• Evaluate my final film</li> </ul> <p><b>Visual Programming</b></p> <ul style="list-style-type: none"> <li>• Develop advanced programming skills using Scratch.</li> <li>• Apply computational thinking to solve complex problems.</li> <li>• Design and create interactive projects and games.</li> </ul>	<p>Being Me in My World</p> <ul style="list-style-type: none"> <li>• <b>Who am I?</b></li> <li>• My influences</li> <li>• Peer pressure</li> <li>• My online identity</li> <li>• Consequences of being online</li> </ul> <p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Discrimination</li> <li>• Challenging Stereotypes</li> <li>• Discrimination in School</li> <li>• Bullying</li> </ul>	<p><u>Topic 1: God's relationship with the world</u></p> <ul style="list-style-type: none"> <li>• The nature of God - What is God like?</li> <li>• The Nature of Revelation - How does God reveal who He is?</li> <li>• God's relationship with creation - How do God and His creation interact?</li> <li>• God's commands and call to worship - how does God want people to live?</li> <li>• The miraculous - How does God act in the world?</li> <li>• The divine nature and mission of Jesus</li> <li>• Jesus' fulfilment of Old Testament hope</li> <li>• God's plans of salvation</li> </ul> <p>This is taught through the following stories:</p> <ul style="list-style-type: none"> <li>• God the Creator</li> <li>• The Garden of Eden</li> <li>• The Fall</li> <li>• Abraham and Isaac</li> <li>• Cain and Abel</li> <li>• David and Bathsheba</li> <li>• The Call of the Disciples</li> <li>• The Good Samaritan</li> <li>• The Lost Son</li> <li>• The Centurion</li> </ul>

<ul style="list-style-type: none"> <li>• Collaborate with peers to develop and refine projects.</li> <li>• Enhance creativity and critical thinking through programming.</li> </ul>		
<b>Classical Civilisation</b>		
<p><b>The Greeks</b></p> <ul style="list-style-type: none"> <li>• understanding the Ancient Greek view of creation</li> <li>• the Olympic Games: religious importance; the Olympic truce; main events and contests; buildings of Olympia</li> <li>• Athens: the contest between Athene and Poseidon; the Acropolis (including the sculpture and architecture of the Parthenon); the Panathenaea</li> <li>• Athenian society: citizens and slaves; how Athenian democracy worked</li> <li>• Spartan society: social divisions; government; the agogē</li> <li>• Persian wars: causes; outline of events, including the main battles (Marathon, Thermopylae, Salamis)</li> <li>• Drama: layout of a typical Greek theatre; chorus and actors; City Dionysia; types of plays; tragedy; comedy</li> </ul>		