



## Year 7 Spring Outline 2026

English	Mathematics	Science
<p><b>To read and study the novel 'The Giver' - Lois Lowry</b></p> <p><b>Dystopian Fiction</b></p> <ul style="list-style-type: none"> <li>• Analysis of language, themes and structure</li> <li>• Character studies</li> <li>• Inference and deduction</li> <li>• PEA comprehension paragraphs</li> <li>• Writing formal essays</li> <li>• Discursive writing</li> <li>• Persuasive writing</li> <li>• Descriptive/creative writing</li> <li>• Consolidation of spelling, punctuation and grammar skills</li> </ul> <p>We will continue to do regular <b>13+ Common Entrance comprehension and writing past paper questions</b>.</p> <p>All pupils in senior school will participate in this half term's exciting <b>Senior School Poetry Recital Competition</b>.</p>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• Deriving formulae to predict the next or 'n-th' term of a sequence</li> <li>• Collecting like terms in algebra</li> <li>• Indices and powers</li> <li>• Linear equations</li> <li>• Graphs of straight lines and curves</li> <li>• Shape, Space and Measures</li> <li>• Transformations &amp; Enlargements</li> <li>• 3 figure bearings</li> <li>• Data Handling</li> <li>• Mean, mode, median and range</li> <li>• Frequency tables</li> <li>• Pie Charts</li> <li>• Conversion graphs</li> </ul>	<p><b>Health and disease</b></p> <ul style="list-style-type: none"> <li>• Nutrition and a healthy diet</li> <li>• Human health, disease, and drugs</li> <li>• Reproduction</li> </ul> <p><b>Elements &amp; Compounds</b></p> <ul style="list-style-type: none"> <li>• The periodic table</li> <li>• Calculating chemical formulae</li> <li>• Pure substances, mixtures, compounds</li> <li>• Separation techniques</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Currents and circuits</li> </ul>

French	Geography AR done	History <ul style="list-style-type: none"> <li>Henry VIII assessment</li> </ul>
<p>Topic: <b>Connected To The World &amp; Healthy Mind, Healthy Body</b></p> <ol style="list-style-type: none"> <li>Technology</li> <li>Social network</li> <li>Internet use</li> <li>TV programmes</li> <li>Music preferences</li> <li>Reading preferences</li> <li>Sport</li> </ol>	<p><u><b>Meteorology</b></u></p> <ul style="list-style-type: none"> <li>Weather and Climate - Interpretation of weather maps and forecasting. Weather instruments. The impact of weather on people and climate change.</li> <li>The Earth's main climate zones - Relationship to latitude and the equator.</li> <li>The climate of the British Isles - Explanation of seasonal variations. Temperature and rainfall patterns in the British Isles. Examining types of rainfall and cloud forms.</li> <li>Microclimates - Examine valley microclimates, land and sea breezes. The impact of buildings on a microclimate. The microclimate of Keble School.</li> <li>Weather and climate hazard- Cyclones, features and patterns.</li> <li>The changing climate of the UK - How does this affect us?</li> </ul> <p><u>Location Knowledge</u> Revising the British Isles, Europe, Oceania and Asia</p>	<ul style="list-style-type: none"> <li>Edward VI: Council of Regencies</li> <li>Edward VI: Rebellions - The Prayer Book Rebellion and <b>Kett's Rebellion</b></li> <li>Edward VI's changes to the Church</li> <li>Lady Jane Grey</li> <li>Mary I's accession to the throne</li> <li>Mary's transformation of England to a Catholic country</li> <li><b>Problems facing Elizabeth at the start of her reign</b></li> <li><b>Elizabeth's religious settlement</b></li> <li><b>How did Elizabeth deal with poverty in England</b></li> <li><b>Elizabeth's decision on marriage</b></li> </ul>
Technology	PSHE	Theology, Philosophy and Religion
<p><b>3D Printing Intermediary Skills - Cross-curricular Art/Tech</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the iterative design process</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>To design a digital model by combining 3D objects - modelling Refillable concept toothbrushes and pen shell</li> </ul>	<p><u><b>Dreams and Goals</b></u></p> <ul style="list-style-type: none"> <li>Identifying goals</li> <li>Achieving my dreams and goals</li> <li>Coping strategies</li> <li>Building life skills for the future &amp; teamwork</li> <li>Risky behaviour and unsafe choices and their impact on dreams and goals.</li> </ul> <p><u><b>Healthy Me</b></u></p> <ul style="list-style-type: none"> <li>Nutrition &amp; Exercise</li> <li>Sleep</li> <li>Stress</li> </ul>	<p><u>Old and New Testament Texts and Contemporary Issues</u></p> <ul style="list-style-type: none"> <li>The Rich Young Man</li> <li>Who was Moses?</li> <li>The Call of Moses</li> <li>Passover</li> <li>Crossing The Sea</li> <li>Elijah: at Zarephath</li> <li>Elijah at Carmel</li> <li>The Paralysed Man</li> </ul>

<ul style="list-style-type: none"> <li>• Creating a 3D design for a chess piece will be done in Art lessons ( Cross- Curricular)</li> <li>• Using design, create a chess piece using software and print it off using slicing software</li> </ul> <p><b>Graphic Design - t-shirt design - Cross-curricular project Art/Tech</b></p> <ul style="list-style-type: none"> <li>• Understand the fundamentals of graphic design</li> <li>• Learn how to navigate and use Pixlr effectively</li> <li>• Explore different design techniques and tools</li> <li>• Develop skills in creating visually appealing t-shirt designs</li> <li>• Apply design principles to create balanced and engaging designs</li> <li>• Gain an understanding of the digital art creation process</li> </ul>	<ul style="list-style-type: none"> <li>• Health Protection and Health Care Systems</li> <li>• Effects of substances</li> </ul>	<ul style="list-style-type: none"> <li>• The Calming of the Storm</li> <li>• The Feeding of the Five Thousand</li> <li>• The Sentence, Crucifixion and Burial</li> <li>• The Resurrection</li> </ul>
<b>Art</b>	<b>Classical Civilisation</b>	<b>Music</b>
<ul style="list-style-type: none"> <li>• Studying Yayoi Kusama and learning about her story;</li> <li>• Creating a clay piece and drawings in response to her work using chalk pastel</li> <li>• Digital art inspired by the artist Takeshi Murakami and his journey in the art world;</li> <li>• Logo designs</li> <li>• Use of an Apple pen for iPad drawing on a drawing app</li> </ul>	<p><u><b>The Greeks</b></u></p> <ul style="list-style-type: none"> <li>• Drama*: layout of a typical Greek theatre; chorus and actors; City Dionysia; types of plays; tragedy; comedy</li> </ul> <p><u><b>The Romans</b></u></p> <ul style="list-style-type: none"> <li>• legends of early Rome: Aeneas; Romulus; Horatius; Cloelia; Mucius Scaevola; Coriolanus; Cincinnatus</li> <li>• Domestic life: the domus (layout, furniture, decoration); food and dining; clothes; coming of age, marriage and death</li> <li>• Slavery: sources, conditions, manumission</li> <li>• Plan of a typical town: walls and gates, forum and basilica, streets, insulae, temples, theatres, amphitheatres, aqueducts</li> <li>• Entertainment and leisure: theatre, amphitheatre, circus, baths</li> </ul>	<ul style="list-style-type: none"> <li>• Explore acoustic and electronic sounds using music technology</li> <li>• Develop pupils' ability to explore sounds and compose, using both acoustic and electronic sound sources</li> <li>• Revisit concepts such as the pentatonic scale</li> </ul> <p>Drama</p> <ul style="list-style-type: none"> <li>• Explore ideas creatively through the use of Drama</li> <li>• Explore voice, movement, gesture and facial</li> <li>• Expression through basic exploration of a specific role</li> <li>• Use still images and transitions</li> <li>• Use thought tracking</li> </ul>

	<ul style="list-style-type: none"><li>• The army: composition and organisation; weapons, training and camps</li><li>• Roman Britain: Julius Caesar; Claudius; Boudicca; Hadrian's Wall</li></ul>	
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