Year 7 Curriculum Newsletter: HT1 September 2025

Subject	Overview
Mathematics	Students will study the following: • **Sequences:** Students will generate and investigate both linear sequence and different types of non-linear sequence. • **Algebraic Notation and Substitution:** Students will investigate function machines, inverse functions, substitution and graphs. • **Expression, Equations and Inequalities:** Students will investigate the difference between equality and equivalence and utilise this to collect like terms and solve multi-step equations and inequalities • **Place Value and Ordering and Rounding:** Students will consolidate their understand of the place value system. They will use this to help them to order different numbers and round to the nearest integer/ number of decimal places. • **Homework:** Sparx will be set weekly throughout this half term, set on Monday, due to the following Monday. • **Assessments:** w/c 1st September – Sparx Baseline Assessment w/c 22nd September – Sequences End of Unit Assessment w/c 6th October – Algebraic Notation and Substitution End of Unit Assessment
English	Students will study the following: **The Art of the Storyteller** • Students will read a series of short stories to inspire their own writing and will learn about story structure, characterisation and using SOAPAIMS techniques for description. These can be found on page 109 of the student planner if you wish to test your child at home. • Students will learn how to craft a short story that hooks the reader and includes vivid description of a character and the setting. • Assessments: HT1 Week 2 – Baseline assessment HT2 Week 6 – Write a full story **Homework**: Students should use Bedrock complete one vocabulary lesson and one grammar lesson per week, achieving a minimum of 20 points.
Science	Students will study the following: • **Safety and Investigations:** Students will learn how to conduct a scientific investigation and build disciplinary knowledge by learning the essential aspects of the knowledge, methods, processes and uses of science. Students will learn to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Students will learn about best practice within a laboratory setting and then go on to complete a full scientific investigation. • **Matter & Separation:** The Matter and Separation topic builds on prior knowledge of the particle model, introducing atoms, elements, and compounds. Students explore the periodic table and its simplicity and complexity. They learn about gas particles' movement through Brownian motion and diffusion, applying this understanding to real-world applications like gas pressure. They also explore solubility, solubility saturation, and supersaturated solutions. Students also explore mixtures and new separation techniques like crystallisation, chromatography, and distillation. **Homework:** Students will complete a fortnightly homework consisting of an 'Activation' activity relating to the 'can define' terminology, an 'Application' task relating to the 'students know' part of the curriculum and a 'Super Scientist' task which will be cross curricular to stretch the students beyond their science curriculum.
German	Students will study the following: • **An Introduction to German and Germany**

	Students will study the phonics and key verbs to begin study of the language. They will also study different areas in Germany to explore a new culture. Assessment will be in next half term.
Communication Studies	Students will study the following: **Have Your Say!** • Students will be introduced to a variety of engaging current issues which they will debate and discuss each week such as artificial intelligence and racism in sport. • They will learn how to listen actively and use our oracy 'Talk Tactics' to participate fully in a group discussion by using the skills of instigate, build, challenge, clarify, probe and summarise. These skills and their associated sentence starters can be found on page 107 of the new student planners so that students can use these across the curriculum and beyond.
Geography	Students will study the following: • **How important is our local environment?** Students will be introduced to the idea of "local space" and will look at the regional area of the North West of England. Here they will start by looking at Beacon fell as a small scale ecosystem, they will look at the human uses of the Fell and how it is being sustainably managed. They will then move onto Blackpool, look at the history of the town and how it falls into the Butler Model of tourism and what the future holds for the area.
History	Students will study the following: The Roman Empire: • Where was the Roman Empire • How did Rome acquire its empire? • Who ruled Rome? • What was the Roman social system? • What was like life for Roman women? • What was life like in Roman Britain? • How did Bread and circuses help Roman rulers? • Who was Boudica? • Why did they build Hadrian's wall? • Why did the Roman empire collapse? **Summative Assessment:** Definitions of historical terms, knowledge retrieval, description, identifying similarities and differences.
Religion, Ethics and Philosophy	Students will study the following: **What do we mean by religion?** • **Who am I?** Exploring: What is your prior knowledge of religion? (Education, parents, church, community, faith) How do you see yourself? - How are you influenced? - Nonreligious influences / guidance - How have you been influenced in the past? • **What do you know about religion? –** Exploring: What is religion/ faith? Can you be religious without action? - What does it mean to be religious? - How do we learn about religion? • **Who is a Christian?** Exploring: Church history – Overview of Jesus to the reformation, including origins of the cannon. (Importance of St Paul) – The relevance and origin of Christian Symbols • **Who is a Muslim?** Exploring: Key terms and facts on Islam; Prophet, scripture etc… • -Symbols and place of worship and place of pilgrimage - challenging misconceptions on the Islamic faith and culture • **How do we recognise other religions?** Exploring: Hinduism, Judaism, Buddhism, Sikhism; looking at: -Founders and origin – Symbols, place of worship, place of pilgrimage and Holy Scripture.
PSHE	Students will study the following:

	• Celebrating Diversity & Equality: including Identity, Nature vs nurture, The Equality Act, Breaking down stereotypes (gender and age), Multicultural Britain, Prejudice and discrimination and challenging Islamophobia.
PE	Students will study the following: • Set 1 girls will be on Netball • Set 2 girls will be on Dance • All boys will be on Rugby. Boys require a gum shield and boots.
Design and Technology	In Half Term 1 students will be completing a baseline project where they will learn the basic skills and knowledge that they will need and build upon throughout the whole of key stage 3. In the 'Create' project students will study the following: • Basic sketching skills – 2D and 3D sketching • Product Analysis – How to analyse a product and the introduction to key terminology (Aesthetics, Function, Target Market, Modifications) In the 'Food & Nutrition' project students will study the following: • Hygiene and health and safety in the kitchen environment • Students will prepare and cook a practical dish In the 'Skills' project students will study the following: • Health and safety in the workshop • Tools and equipment – names and functions • Looking at Computer Aided Design and exploring the key tools in 2D Design CAD software.
Art Textiles	Students will study the following: **Formal Elements Project,** students will study the formal elements of Art and how artists have used these in their work; the half term tasks include - • Line, • Tone, • Shape & Form, • Texture, • How to analyse Artwork.
Music	In Music, students will study the following: **Singing and The Elements of Music** Singing in a round Melody and Harmony he Elements of Music Rhythm grid Trying out melodies on the keyboard

Computing	Students will study the following: **Digital Literacy (E-safety, Cyberbullying, Digital Resilience) and Basic Presentation Skills (Word).** • Students will explore essential digital literacy skills by focusing on online safety. • Cyberbullying awareness and prevention and building digital resilience. • Additionally, they will develop fundamental presentation skills using Microsoft PowerPoint, learning to plan, structure, and design effective and engaging presentations. **National Curriculum Reference:** • ICT curriculum guidelines on E-safety and digital literacy. • Effective communication and presentation skills. **Why this?** • To ensure students understand the importance of online safety and are equipped to handle digital interactions responsibly. • To develop students' technical and presentation skills early, which are crucial for their academic and personal growth. **Why now?** • The beginning of KS3 is an ideal time to introduce these fundamental skills, setting a foundation for more advanced digital literacy and communication skills throughout their schooling.