Curriculum Hand Book

Year 7

2025/2026

Salvatorian College

Art & Design

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*Homework will be set on a weekly basis usually as a sketchbook task. This will build on what they have learnt in lesson, and include challenges to deeply analyse and evaluate their own work.*					
Content/Topics	**Elements of Art – Drawing Focus** *- Learn the building blocks of art* *- Use pencil, collage, ink* *- Study artists like Van Gogh and Alison Lapper*	**African Patterns – Mixed Media** *- Explore cultural pattern work* *- Experiment with prints, textures, and paints*	**Colour Theory – Painting** *- Understand warm/cool colours and harmonies* *- Apply colour mixing through painting*	**Colour Theory – Colour Pencil** *- Apply shading and blending* *- Develop detailed studies in coloured pencil*	**Pop Art – Collage & Oil Pastels** *- Explore artists like Warhol and Lichtenstein* *- Use vibrant colours and bold lines*	**Pop Art – 3D Materials & Clay** *- Develop Pop Art-inspired 3D work* *- Learn basic sculpting and clay techniques*
Skills and Procedural Knowledge across the year	**Skills & Knowledge** • *Develop understanding of the formal elements of art (line, tone, colour, shape, texture, pattern)* • *Analyse artworks and artists within cultural and historical context* • *Apply drawing, painting, collage, and 3D design techniques*					
Links for exam boards and revision materials	*https://vimeo.com/193553300?utm_source=chatgpt.com*	*https://www.ckjs.org.uk/Home_Learning/Year_3/Summer_Term/Week_6_1st_June/Art_Presentation.pdf?utm_source=chatgpt.com*	*https://www.youtube.com/watch?v=hdq0OcIL4vE&utm_source=chatgpt.com*	*https://theartteacher.net/2020/05/26/ks3-art-painting-scheme-of-work-colour-theory-with-kandinsky/?utm_source=chatgpt.com*	*https://www.youtube.com/watch?v=DhEyoDCTSDQ&utm_source=chatgpt.com*	*https://www.youtube.com/watch?v=DhEyoDCTSDQ&utm_source=chatgpt.com*
Revision Techniques and Advice	*Students can improve in Art by regularly practising in their sketchbooks—this could include drawing real-life objects, experimenting with colour blending, or recreating famous artworks in their own style. Watching KS3-friendly videos on YouTube (like The Art Teacher, Art for Kids Hub, or BBC Bitesize) can help reinforce techniques such as shading, colour theory, and collage. Exploring websites like Tate Kids offers fun, interactive ways to learn about artists and styles. Students should also annotate their work to reflect on what went well and what they could improve, helping build confidence and understanding over time.*					
Assessment Details	*1 hour drawing assessment*	*1 hour Van-Goh inspired Ink Assessment*	*1 hour still life assessment in paint*	*2 hour painting landscape assessment*	*2 hour sweet drawing in colour pencil linking to pop art.*	*2 hour Oil pastel sweet drawing assessment*

Computer Studies

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	**Lessons per Week:** *1 lesson per week* **Homework per Week:** *Homework is set every lesson and is due the following week. Tasks include challenges and scaffolded work to ensure all students can engage with it.*					
Content/Topics	**Computer Fundamentals** *This topic teaches students how to use a computer, including logging in, opening applications like Word, accessing email and OneDrive, and saving files.* **Learning to Use Microsoft Word** *This topic introduces students to Microsoft Word, focusing on basic features such as creating, editing, and formatting documents.* **Colour Hat Hackers** *This topic explores the different types of hackers, categorized by "hat" colours: white hat (ethical hackers), black hat (illegal hackers), and grey hat (hackers who may act ethically or unethically).*	**E-Safety** *Learn how to protect yourself and others online by understanding safe practices, privacy settings, and responsible behaviour on the internet.* **Digital Footprint** *Explore how your online actions leave a permanent record, affecting your reputation and privacy, and learn how to manage it wisely.* **Passwords** *Discover the importance of creating strong, secure passwords to protect your personal and online accounts from unauthorized access.* **Phishing – Introduction** *An overview of phishing attacks, explaining what they are and why they are a threat to online security.*	**Practical assessment** *This topic introduces students to Scratch, a visual programming language that teaches coding basics through drag-and-drop blocks. Students create animations, games, and stories while learning key concepts like sequences, loops, and conditionals in a fun and interactive way.*		**Malware** *Learn about malicious software that can harm computers and how to protect against it.* **Hacking** *Understand what hacking is, why it happens, and ways to keep systems secure.* **Components of a** *Computer* *Explore the main parts of a computer and their functions.* **Revision for Test** *Review key topics to prepare for the upcoming assessment.*	**AI Introduction** *An overview of artificial intelligence and its impact on technology and daily life.* **Software** *Learn about different types of software and how they work with hardware.* **People of Computer Science** *Discover influential figures who have shaped the field of computer science.* **EOY**
Skills and Procedural Knowledge across the year	**Skills & Knowledge** • *Use computers confidently, including logging in, managing files, and working with Microsoft Word.* • *Stay safe online by understanding E-Safety, passwords, digital footprints, phishing, malware, and hacking.* • *Learn basic coding with Scratch, creating projects using sequences, loops, and conditionals.* • *Understand computer components, software, artificial intelligence, and key figures in computer science.*					
Links for exam boards and revision materials	• *https://app.senecalearning.com/classroom/course/b863678f-48c4-4cc6-a8e4-bff6e0f93c14* • *https://www.youtube.com/c/Craigndave* • *https://www.ocr.org.uk/subjects/computing/*		*https://www.bbc.co.uk/bitesize/topics/zs7s4wx* *https://scratch.mit.edu/*		*https://www.bbc.co.uk/bitesize/subjects/z34k7ty* *https://www.teach-ict.com/ks3.htm*	
Revision Techniques and Advice	*To revise effectively in KS3 Computer Science, try becoming a* **reverse teacher,** *explain a topic clearly to someone else; the better you teach, the stronger your understanding. Use* **visual storyboards** *by drawing comics or diagrams to simplify tricky ideas. Create* **mind maps** *that connect keywords, real-life examples, and technology you use to make learning memorable. Keep your coding skills sharp by taking on* **programming challenges** *that turn practice into a game with rewards for progress. Finally, act as a* **bug hunt detective** *by finding and fixing errors in code snippets, which sharpens your problem-solving skills and attention to detail.*					
Assessment Details	*Half term test*	*End of term test*	**Programming Portfolio Project - Scratch** *Students will build a programming portfolio throughout the term, adding work completed in every lesson. This portfolio will showcase their skills, projects, and knowledge gained. At the end of the term, the portfolio will be assessed and graded to reflect their progress and understanding.*		*Half term test*	**End of year test**

Drama

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	**One** *lesson per week.* **Homework: Two written tasks & Two practical tasks set per each half** *and recorded in student journals and Show my Homework.* https://www.showmyhomework.co.uk/login					
Content/Topics	*Introduction to Drama* *Improvisation & Freeze Frames.*	*Melodrama & Victorian Theatre* *Explore Melodrama as a theatrical convention.*	*Ancient Greek Theatre* *Exploration of how Theatre & Drama started.*	*Ernie & His Incredible Illucination* *Interpreting text through Drama. Exploring characters & themes.*	*The Story of the Pied Piper* *Exploration of legends.* *Exploration of narration and storytelling through Drama.*	*Characterisation* *Development & exploration of characters.* *Hot-Seating.* *Monologue writing.*
Skills and Procedural Knowledge across the year	*Understand and apply basic drama techniques such as* **freeze frames**, **thought tracking**, *and* **mime**. *Learn and demonstrate effective* **vocal skills** *(pitch, pace, volume) and* **physical skills** *(gesture, posture, facial expressions).* *Collaborate respectfully and creatively in a group, showing good* **communication** *and* **teamwork**. *Explore how to* **devise a short performance** *from a stimulus (image, story, or theme).* *Begin to use* **evaluative language** *to reflect on personal and group performances.*					
Links for exam boards and revision materials	**BBC Bitesize Drama KS3** *– https://www.bbc.co.uk/bitesize/subjects/zk6pyrd* **Drama Resource** *– https://dramaresource.com – for creative exercises and games* **National Theatre Learning** *– https://learning.nationaltheatre.org.uk – great for videos and backstage insights*					
Revision Techniques and Advice	*Use a* **Drama glossary** *to memorise key terms (e.g. freeze frame, still image, role-play, hot-seating).* *Practice* **peer feedback** *in class using structured sentence starters (e.g. "One strength was...", "Next time, you could...").* *Create* **mind maps** *of drama techniques and performance elements.* *Reflect on performances you've seen (live or on video) and compare techniques to your own.*					
Assessment Details	*You will be assessed in* **small groups** *on a devised or a scripted performance.* *Your grade will be based on* **group collaboration**, **individual performance**, *and* **evaluation**. *You must show understanding of* **drama techniques** *taught during the unit.* *After the performance, you'll complete a short* **self and peer evaluation** *explaining what worked well and how it could improve.* *Assessment rubric includes: use of techniques, teamwork, creativity, vocal/physical skills, and evaluative vocabulary.*					

Design and Technology

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	**Lessons per Week:** *1 lesson per week* **Homework per Week:** *Homework is set every lesson and is due the following week. Tasks include challenges and scaffolded work to ensure all students can engage with it.*					
Content/Topics	**Woodwork – Boat project**. Students learn about different types of wood and their properties, measuring and marking accurately, and using tools safely (Belt Sander, Tenon Saw, Coping Saw). They explore basic joining techniques and finishing.		**Graphics & CAD – Keyring project.** Students use 2D Design software to create keyring designs, learning about laser cutting, etching, and properties of plastics and metals.		**Food Technology – Breakfast items.** Students learn foundation cooking skills (knife skills, weighing, measuring, cooking methods) while preparing simple dishes. Theory: Healthy eating (Eatwell Guide), HACCP (food safety), Health & Safety in the kitchen, and the role of the Environmental Health Officer (EHO).	
Skills and Procedural Knowledge across the year	**Health, Safety & Hygiene:** Follow workshop and kitchen safety rules, use PPE correctly, and apply HACCP principles and food hygiene practices. **Practical Making Skills:** Accurately measure, mark, cut, join, and finish materials using hand tools, machines, and sanding techniques. **CAD & Manufacturing Processes:** Use 2D Design software, understand laser cutting and etching, and prepare designs for production. **Material Knowledge & Evaluation:** Identify properties of woods, plastics, and metals, evaluate outcomes, and refine designs based on feedback. **Food Preparation & Nutrition:** Develop basic knife and cooking skills, measure ingredients accurately, and plan balanced meals using the Eatwell Guide.					
Links for exam boards and revision materials	https://www.bbc.co.uk/bitesize/subjects/zbys34j https://www.technologystudent.com/		https://www.youtube.com/watch?v=awUkuk-Q3u4		https://www.foodafactoflife.org.uk/	
Revision Techniques and Advice	• Use flashcards for woods, machines, and processes from the DT booklet. • Watch videos on woodwork basics and CAD tutorials. • Practise cooking simple recipes safely at home. • Encourage your child to discuss what they learned each week.					
Assessment Details	*Theory Test* to check understanding of materials, tools, CAD, food hygiene, and safety.	• **Practical Projects** (Boat, Keyring, Breakfast dishes) assessed on quality, accuracy, creativity, safety, and evaluation skills.	*Theory Test* to check understanding of materials, tools, CAD, food hygiene, and safety.	• **Practical Projects** (Boat, Keyring, Breakfast dishes) assessed on quality, accuracy, creativity, safety, and evaluation skills.	*Theory Test* to check understanding of materials, tools, CAD, food hygiene, and safety.	• **Practical Projects** (Boat, Keyring, Breakfast dishes) assessed on quality, accuracy, creativity, safety, and evaluation skills.

English

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*Three lessons per week.* *Homework set as per the homework timetable (2x a week) and recorded in student journals and Show my Homework.*					
Content/Topics	**Memoirs and Autobiographies** *This unit introduces students to the genres of memoirs and autobiographies, allowing them to explore how writers craft real-life experiences into compelling narratives. They will read a range of extracts from autobiographical texts such as Boy by Roald Dahl, I Am Malala by Malala Yousafzai, and Black, Listed by Jeffrey Boakye. They will learn to identify features of autobiographical writing, including the use of first-person narration, reflection, emotive language, and structure. Students will also begin to produce their own personal writing, drawing on their own experiences and experimenting with narrative voice, tone, and descriptive techniques. The unit lays the foundation for creative and analytical skills that are developed throughout Key Stage 3.*	**Greek Mythology** *In this unit, students will explore exciting and unusual stories from Ancient Greece. They will read well-known myths including Pandora's Box, Icarus, Prometheus, and King Midas. These stories help us understand how the Ancient Greeks explained the world around them and passed on important moral lessons. Students will explore key themes such as punishment, temptation, pride, and transformation, and will consider how mythological characters represent human strengths and weaknesses. They will also begin to analyse how language and structure are used to create meaning, developing their ability to write analytical responses using evidence from the text.*	**Introduction to Shakespeare** *This term, students will be introduced to the fascinating life, times, and works of William Shakespeare. They will explore the historical context of Elizabethan England to help them understand the beliefs, values, and societal structure of the period in which Shakespeare was writing. Students will study key scenes, characters, and themes from a selection of Shakespearean plays, including A Midsummer Night's Dream, As You Like It, and Julius Caesar, as well as selected sonnets. They will begin to analyse Shakespeare's use of language, structure, and poetic techniques, learning how these contribute to meaning and character development. The unit aims to build students' confidence with Shakespearean language and prepare them for full-text studies in later years.*	**Novel Study – 'Refugee Boy'** *In this unit, students will read Refugee Boy by Benjamin Zephaniah – a powerful novel that explores identity, belonging, and the refugee experience. Through the story of Alem, a teenager forced to leave his home in Ethiopia and seek asylum in England, students will learn about the emotional and practical challenges faced by those who are displaced. The novel encourages thoughtful discussions around themes such as family, conflict, justice, and resilience. As students analyse the novel's characters and key events, they will also develop their own creative writing skills, focusing on characterisation, building tension, and exploring important themes through narrative.*	**Sherlock Holmes** *In this unit, students will study one of Arthur Conan Doyle's famous Sherlock Holmes stories. They will follow Holmes and Watson as they solve a gripping mystery, developing their reading stamina, inference skills, and understanding of narrative structure. The story provides a rich opportunity to explore characterisation, suspense, and deduction, while also introducing students to the social and historical context of Victorian London. Students will learn how to analyse how writers use language and structure to create meaning. Towards the end of the unit, students will explore how Sherlock Holmes has been adapted in modern film, television, and graphic novels, making connections between the original text and its lasting legacy.*	**Revision and EOY** *This half term is focused on consolidating the reading and writing skills developed throughout the year in preparation for the end-of-year exam. Students will revise how to plan and write clear analytical responses using evidence from a text, focusing on structure, explanation, and technical accuracy. They will also revisit narrative writing, with a focus on crafting descriptive detail, developing character, and creating tension. Lessons will include practice questions, model responses, and opportunities for redrafting and peer feedback. The exam will test both reading (extract-based analysis) and writing (creative narrative writing) sections.*
Skills and Procedural Knowledge across the year	*The overarching aim for English at Salvatorian College is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The curriculum for English aims to ensure that all pupils:* *Reading* • *Show critical reading skills through comprehension* • *Identify literary and persuasive features in a variety of texts with confidence* • *Analyse effects of language features on the reader with confidence* • *Begin to understand texts within their contexts when exploring writer's intention* *Writing* • *Vary sentence type and length for effect* • *Begin using a variety of literary devices regularly* • *Spell and punctuate writing with increased accuracy* • *Match writing style and register to purpose, audience and form*					
Assessment Details	*Write a personal memoir using techniques studied (first-person narrative, reflective tone, emotive language, structured paragraphs).*	*Analytical response exploring how a theme or idea is shown in one of the myths studied, using evidence from the text.*	*Short essay exploring how Shakespeare presents a character or theme in a selected scene, with reference to language and context.*	*Write a narrative piece that demonstrates effective use of tension, characterisation, and a clear theme, inspired by ideas from 'Refugee Boy'.*	*Analytical response to an extract, exploring how language and structure are used to create suspense or reveal character.*	*End-of-Year Exam:* *Section A: Analytical response to a Sherlock Holmes extract (character or theme); Section B: Narrative writing task demonstrating description, characterisation and control of structure.*
Revision materials and advice	• *Grammar guides and work books can be purchased from WH Smiths – publishers CGP, Collins and Pearson all offer good KS3 selections.* • *Our school library as well as local libraries are good sources of books and other resources. BBC Bitesize also has excellent resources. (https://www.bbc.co.uk/bitesize/subjects/z3kw2hv)* • *Use The Day for non-fiction writing inspiration.* • *Use sentence starters and planning templates to structure analytical and creative writing.*					

French

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2 lessons per week* *1 piece of homework per week*					
Content/Topics	**My personal world; Studying and my future – La rentrée** *Talking about brothers, sisters and age using the singular forms of verb avoir and the indefinite article.* *Describing a classroom using definite and indefinite articles and il y a.* *Talking about likes and dislikes using the verb aimer + the definite article.* *Describing yourself and others using adjective agreement and the singular forms of être.* *Saying what you do understanding infinitives and regular –er verbs and possessive adjectives: mon, ma, mes.* *Creating a video interview about yourself giving dates in French.*	**Studying and my future – En classe** *Saying what you think of your school subjects and why talking about likes and dislikes using –er verbs.* *Talking about what you wear to school using adjectives after nouns.* *Talking about your school day using new –er verbs.* *Learning about a typical French school reading and listening for gist.* *Saying what there is / isn't, using il y a … and il n'y a pas de … agreeing and disagreeing.*	**My personal world: Mon temps libre** *Talking about which sports you play using jouer à.* *Talking about activities you do using the verb faire.* *Discovering sport in French-speaking countries using cognates and context.* *Talking about what you like doing using aimer + the infinitive.* *Creating an interview with a celebrity forming and answering questions.*	**My personal world : Ma vie de famille** *Describing your family using the possessive adjectives 'my' and 'your'.* *Describing where you live using the nous form of –er verbs.* *Talking about breakfast using the partitive article (du / de la / de l' / des).* *Learning about Bastille Day using the glossary.* *Creating a cartoon family substituting words to make texts your own.*	**My neighbourhood : En ville** *Saying where you go at the weekend using the verb aller (to go).* *Inviting someone out using the verb vouloir (to want).* *Ordering drinks and snacks in a café using the tu and vous forms of the verb.* *Saying what you are going to do using the near future tense (aller + infinitive).* *Talking about plans for a special weekend using two tenses together.*	**Revision for End of Year Exams** *Modules 1-5*
Skills and Procedural Knowledge across the year	*Pupils build core skills in listening, speaking, reading, and writing through phonics, vocabulary, and grammar linked to everyday life. They use* **avoir**, **être**, *and* **-er verbs** *to talk about family, school, and free time, applying adjective agreement, articles, and possessive adjectives. Learners extend opinions with* **aimer + noun/infinitive**, *practise* **jouer à** *and* **faire**, *and describe routines with a growing range of verbs. They gain procedural knowledge in asking/answering questions, using* **il y a / il n'y a pas de**, *and building short texts creatively. Pupils progress to role plays using* **aller + infinitive** *and combining tenses, while developing strategies such as using cognates, dictionaries, and cultural context.*					
Links for exam boards and revision materials	https://www.pearsonactivelearn.com/app/home http://www.bbc.co.uk/languages/french/ https://quizlet.com/ https://www.thenational.academy/teachers/programmes/french-secondary-ks3-l/units https://senecalearning.com/en-GB/seneca-certified-resources					
Revision Techniques and Advice	*Revise little and often (10–15 mins daily) using flashcards, self-quizzing, and knowledge organisers. Practise retrieval by covering words and recalling from memory, and mix skills across listening, reading, writing, and speaking. Use dual coding with colours and images to group vocab and highlight grammar patterns. Speak aloud or record yourself to improve pronunciation and confidence. Revisit mistakes regularly, practise exam-style tasks, and make revision active with games, role-plays, or teaching someone else.*					
Assessment Details	*Reading and Translation into English* *Zone de culture/Projet: Célébrités francophones: musique, sport et cinéma*	*Writing and translation into French* *Zone de culture/Projet: La vie scolaire dans la francophonie*	*Listening and dictation* *Zone de culture/Projet: Le sport autour du monde francophone*	*Writing and translation into French* *Zone de culture/Projet: La BD en France: histoires et héros*	*Speaking* *Zone de culture/Projet : Découvrons Paris*	*Reading and translation into French* *Listening and Dictation* *Projet*

Games

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2 Lessons per week (2 hours)* *1 hour of physical activity every day of the week.*					
Content/Topics	**TOP transition & Invasion Games** *Rugby* *Korfball* *Football* *Basketball* *Ball Mastery* *Attacking* *Defending* *Depth (Direction)*	**TOP transition & Invasion Games** *Rugby* *Korfball* *Football* *Basketball* *Ball Mastery* *Attacking* *Defending* *Depth (Direction)*	**Gymnastics & Net Wall Games** *Jumps,* *Rolls,* *Balance* *Counter balance / tension* *Table Tennis* *Pickleball* *Start a rally* *Maintain a rally* *Win a rally* *Depth (Direction)*	**Dance & Net Wall Games** *WWII Dance* *Table Tennis* *Wall Ball* *Pickleball* *Start a rally* *Maintain a rally* *Win a rally* *Depth (Direction)*	**Athletics** *Run* *Jump* *Throw*	**Striking and Fielding** *Cricket* *Danish Longball* *Softball* *Batting* *Bowling* *Fielding* *Depth* *(Direction)*
Skills and Procedural Knowledge across the year	*Develop knowledge of and performance in the fundamental movement skills and components of fitness: Agility, Balance, Coordination, Speed & Endurance. Develop knowledge of and performance in the core/fundamental skills and techniques required to be successful in a range of sports so that students can perform to their personal best.* *Develop understanding of key rules in a range of sports so that students can perform effectively and safely.* *Students will study: Rugby, Football, Basketball, Korfball, Cricket, Athletics, Table Tennis, Pickleball, Dance and Gymnastics (Floor).*					
Links for exam boards and revision materials						
Revision Techniques and Advice	*1.Revise the Key Skills: Break down each sport into core skills (passing, dribbling, shooting, defending).Focus on how the skill is performed (e.g. "use the inside of the foot for short passes in football").Use diagrams or draw stick figures to remind yourself of correct technique.2. Understand the Rules: Learn basic rules and scoring systems for each game (e.g. how many points in badminton, when a throw-in is awarded in football).Create flashcards with rules on one side and answers on the back.3. Use Key Vocabulary: Revise important words like attacking, defending, coordination, teamwork, fitness, tactics. Practice explaining them in full sentences.4. Practice with a Partner: Quiz each other on rules, positions, and tactics. Demonstrate skills to each other and give feedback ("bend your knees for more control").5. Visual Learning; Watch short clips of professional matches or highlights. Pause and identify tactics or techniques being used. Compare these with how you perform them in lessons.6. Self-Testing: Try "brain dumps": write down everything you know about one sport in 2 minutes. Highlight gaps and revise those areas.7. Use Movement to Revise: Practise skills at home or in the park. Even 10 minutes of throwing, catching, or dribbling will help you remember.8. Healthy Habits: Stay active outside lessons to build fitness. Drink water, eat balanced meals, and rest properly—fitness supports your performance.*					
Assessment Details	*Skills in isolation* *Decision making in competitive situations*	*Skills in isolation* *Decision making in competitive situations*	*Skills in isolation* *Decision making in competitive situations* *Create a sequence of movements in a routine*	*Skills in isolation* *Decision making in competitive situations* *Create a sequence of movements in a routine*	*Skills in isolation* *Decision making in competitive situations*	*Skills in isolation* *Decision making in competitive situations*

Geography

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2x Lessons per week 1x Homelearning per week*					
Content/Topics	**Map skills and the UK** *Students will learn the foundations of map skills that will be pivotal from KS3 to KS4. They will have a better understanding of UK geography and 'what is geography'.*	**Antarctica** *Students learn about an extreme environment and it's important to both humans and the environment. Students will learn about sustainability and future issues.*	**Rivers** *Students learn about the process and landforms of rivers. They look at how it can be managed and how different stakeholders can influence the use of a river at different scales.*	**The importance of Asia** *Students will understand the misconceptions about culture, population, its landscape and the economy of Asia*	**Ecosystems** *Students will look at different ecosystems globally. In-depth study of the Amazon, Brazil. Students will understand the importance, impacts and sustainability of the rainforest.*	**Tectonics** *Students will learn about the Earth's structure. Explore how tectonic plates move and interact at different boundaries. Study earthquakes, volcanoes, and Tsunamis and understand why these events happen. You'll also learn about the impact of tectonic activity on people and the environment.*
Skills and Procedural Knowledge across the year	*Year 7 geography students need basic map skills like reading symbols, using grid references, and understanding scales. They should develop skills in observing and describing physical and human features. Knowledge of key terms like climate, weather, and environment is important. Critical thinking skills help them analyse causes and effects of geographical events. Being able to use diagrams, collect simple data, and communicate findings clearly will support their learning throughout the course*					
Links for exam boards and revision materials	https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1	https://www.bbc.co.uk/bitesize/topics/zsk4r2p	https://www.bbc.co.uk/bitesize/topics/zs92tfr https://timeforgeography.co.uk/	https://www.bbc.co.uk/bitesize/articles/zqmvg7h	https://www.bbc.co.uk/bitesize/topics/zxhhvcw https://www.bbc.co.uk/bitesize/articles/zppthcw https://timeforgeography.co.uk/	https://www.bbc.co.uk/bitesize/articles/zrcgr2p https://timeforgeography.co.uk/
Revision Techniques and Advice	*To succeed in KS3 Geography, students can use a variety of revision techniques to help them remember key facts and understand concepts better. These include creating mind maps to organize information visually, making flashcards for important terms and definitions, and practicing past exam questions to get familiar with the format. Drawing diagrams and labelling maps can also boost understanding of physical and human geography topics. Listen to podcasts and age appropriate news.*					
Assessment Details	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*

History

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*X2 lessons a week and 1 piece of homework per week*					
Content/Topics	*An introduction to History and Historical Skills (Similarity and difference)* *The Norman Conquest: How did the Normans change England? (Change and Continuity)*	*The Islamic World: Why was the Islamic empire considered to be a Golden Age?*	*Medieval African Kingdoms: What made the Medieval African Kingdoms so great?*	*Disease, Rebellion and War. Why are some medieval histories significant? (Significance)* **Was the experience of women in Medieval England "golden"? (Interpretations)**	*Why did the reformation lead to more heretics? (1509-1603(Causation)*	*What were the causes and consequence of the English Civil War?* *(Causes and consequence)*
Skills and Procedural Knowledge across the year	• **Chronology** – *Placing events and periods in the correct order and using timelines to understand historical sequence.* • **Causation** – *Identifying and explaining causes and consequences of historical events.* • **Change and Continuity** – *Describing how aspects of life changed or stayed the same over time.* • **Source Analysis** – *Interpreting sources for meaning, reliability, and usefulness.* • **Evidence Use** – *Selecting and deploying evidence to support historical points or arguments.* • **Interpretations** – *Understanding that history is interpreted in different ways and questioning why this is the case.* • **Historical Enquiry** – *Framing questions, researching answers, and drawing conclusions based on evidence.*					
Links for exam boards and revision materials	*https://www.bbc.co.uk/bitesize* *https://classroom.thenational.academy* *https://senecalearning.com/en-GB* *https://schoolhistory.co.uk* *https://www.nationalarchives.gov.uk/education* *https://www.historylearningsite.co.uk* *https://www.bbc.co.uk/cbbc/shows/horrible-histories*					
Revision Techniques and Advice	*To be successful in History, students should focus on active revision techniques that help embed knowledge and develop key skills. This includes regularly testing themselves using flashcards or quizzes, creating timelines and mind maps to visualise key events and themes, and practising past exam questions under timed conditions. Organising revision around big ideas such as cause and consequence, change and continuity, and significance helps to make sense of complex content. It's essential to use the exam board specification as a checklist to ensure full content coverage. Students should also practise structuring their answers clearly, using the PEEL method to develop analytical paragraphs, and aim to balance their arguments in extended responses. Teaching topics to someone else and reviewing knowledge over time using spaced retrieval can further deepen understanding. Crucially, successful students revise consistently, not just before exams, and engage actively rather than just re-reading notes.*					
Assessment Details	*1 hour source analysis assessment* *1 hour X3 PEEL change and continuity/similarity and difference*	*1 hour x2 PEEL questions*	*1 hour source analysis*	*1 hour x2 PEEL significance questions* *1 hour "How far do you agree" with interpretation question*	*1 hour x3 PEEL causation questions*	*1 hour x3 PEEL consequence question*

Mathematics

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	**Three** *lessons per week.* **Homework** *set as per the homework timetable and recorded in student journals and Show my Homework.* https://www.showmyhomework.co.uk/login					
Content/Topics	**Number:** *Operations with integers* *Operations with decimals* *Money questions* *Negatives in real life* *Four rules of negatives* *BIDMAS* *Inverse operations* *Factors, Multiples and Primes* *Highest common factor* *Lowest common multiple* *Rounding* *Estimating answers*	**Number:** *Squares, Cubes and Roots* *Indices* *Product of Primes* *Standard Form* *Fractions; Equivalent, Simplifying, Comparing* *Operations with fractions* *Finding a fraction of an amount* *Fractions, decimals, percentages* *Percentages of amounts*	**Algebra:** *Introduction to Algebraic conversions* *Function machines* *Algebraic manipulation - Addition, Subtraction, Multiplication and Division* *Forming Expressions* *Substitution into formulae* **Geometry:** *Coordinates* *Measuring and drawing angles* *Angles round a point and on a line* *Problem solving with angles in triangles and quadrilaterals*	**Data:** *Tally charts* *Bar charts* *Pictograms* *Vertical Line Charts* *Frequency tables and diagrams* *Averages* **Probability:** *Calculating probabilities* *Experimental probability*	**Geometry:** *Area and perimeter of 2D shapes* *3D shapes* *Nets* **Ratio:** *Simplify ratios* *Split into ratios* *Introduction to proportion* *Exchanging money*	Teachers will explore all the topics exposed in previous terms. This will be done through a mixture of activities and revision.
Skills and Procedural Knowledge across the year	*Year 7 maths builds on primary school knowledge, strengthening confidence with numbers, fractions, decimals, percentages, and basic calculations. Students develop fluency in mental arithmetic and written methods while extending their skills in geometry, measurement, and data handling. They begin to work with simple algebra, ratio, proportion, probability, and sequences, using reasoning to solve everyday problems. Throughout the year, they practise logical thinking, problem-solving, and making connections between new concepts and what they already know.*					
Links for exam boards and revision materials	https://www.bbc.co.uk/bitesize/subjects/zqhs34j https://vle.mathswatch.co.uk/vle/ https://mmerevise.co.uk/ks3-revision/ks3-maths/ks3-maths-worksheets/	https://www.bbc.co.uk/bitesize/subjects/zqhs34j https://vle.mathswatch.co.uk/vle/ https://mmerevise.co.uk/ks3-revision/ks3-maths/ks3-maths-worksheets/	https://www.bbc.co.uk/bitesize/subjects/zqhs34j https://vle.mathswatch.co.uk/vle/ https://mmerevise.co.uk/ks3-revision/ks3-maths/ks3-maths-worksheets/	https://www.bbc.co.uk/bitesize/subjects/zqhs34j https://vle.mathswatch.co.uk/vle/ https://mmerevise.co.uk/ks3-revision/ks3-maths/ks3-maths-worksheets/	https://www.bbc.co.uk/bitesize/subjects/zqhs34j https://vle.mathswatch.co.uk/vle/ https://mmerevise.co.uk/ks3-revision/ks3-maths/ks3-maths-worksheets/	https://www.bbc.co.uk/bitesize/subjects/zqhs34j https://vle.mathswatch.co.uk/vle/ https://mmerevise.co.uk/ks3-revision/ks3-maths/ks3-maths-worksheets/
Revision Techniques and Advice	*For revision Year 7 students should break topics into small chunks and revise for 15–25 minutes at a time, focusing on one concept at a time. Practise mental arithmetic and written calculations regularly, and learn from mistakes by checking answers carefully. Use diagrams, tables, and simple graphs to help understand concepts, and keep a basic formula sheet to practise applying formulas. Test yourself with short quizzes or exercises and try explaining methods to someone else. Build on what you already know from primary school, stay positive, and focus on gradually improving your confidence and skills.*					
Assessment Details	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*

Music

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*1 hour of lesson a week and 1 homework task usually in curriculum booklet.*					
Content/Topics	**Year 7 Sing** *Pupils will develop their vocal skills and explore the elements of music through listening and performing popular song.*	**Ukulele** *Pupils will develop their ukulele performance skills and learn to interpret lead sheet notation in order to play chord progressions.*	**Piano Masters** *Pupils are introduced to keyboard repertoire from the Western Classical canon and develop their abilities to read music notation.*	**Instruments of the Orchestra** *Pupils continue to develop their ability to read music notation and explore the instruments in the symphony orchestra.*	**Reggae: Elements** *Pupils explore the history of Reggae and learn to play all parts of a reggae song including a chord progression, riffs and a main vocal melody.*	**Reggae: Project** *Pupils synthesize their knowledge of reggae and the wider music elements to create a small ensemble performance in the reggae style.*
Skills and Procedural Knowledge across the year	• *Performance: Pupils will sing and play both ukulele and piano throughout the year, developing their technique on the instruments and their ability to read both Tab and staff notation. They will also learn key ensemble skills such as listening, timing and rehearsal.* • *Composition: Pupils will arrange and structure pre-existing musical material throughout the year, culminating in a final Reggae performance where pupils will compose their own reggae song.* • *Appraisal: Pupils will develop their critical listening skills and learn to identify the basic Musical Elements (Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm and Tempo) in both familiar and unfamiliar pieces of music. They will learn some key musical terms for describing music.*					
Links for exam boards and revision materials	*https://www.bbc.co.uk/bitesize/topics/zvdqhyc/articles/z6cwd6f*	*https://www.youtube.com/watch?v=iawTlH3nvJM* *https://www.youtube.com/watch?v=4jx1leoGv4k*		*https://www.bbc.co.uk/bitesize/articles/z222p9q*	*https://www.bbc.co.uk/teach/bring-the-noise/articles/zdkxqp3*	
Revision Techniques and Advice	*Pupils are encouraged to practice 'little and often' (ten minutes a day, for instance) to develop their performance skills. They can attend Music Club at lunchtimes if they do not have access to instruments at home. Pupils can also access sites such as musictheory.net to practice short theory exercises to develop their notation reading and general music theory.*					
Assessment Details	*Whole class performance* *Appraisal listening paper*	*Small ensemble performance*	*Individual performance*	*Individual performance* *Appraisal listening paper*	*Progress small ensemble performance*	*Small ensemble performance* *Appraisal listening paper (all topics)*

Religious Education

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*Three lessons per week and two homeworks*					
Content/Topics	**Creation and Covenant** *Catholic understandings about God. What is revelation? How can people know God? The creation accounts in Genesis. Art inspired by creation. The conflict of religion and science. Stewardship. Catholic social teachings*	**Prophecy and Promise** *What is special revelation? How the Bible is understood. How to use the bible and developing bible referencing skills. The relationship between sacred scripture and sacred tradition. How Christians use the bible in worship and prayer. The impact the bible has on the lives of people.*	**Galilee to Jerusalem** *Jesus. The incarnation. Titles of Jesus, including Messiah, Son of God, Son of David etc. Jesus as a model of holiness. The Trinity. Heresies.*	**Desert to garden** *Connections between Passover and the Last Super. The Paschal mystery. Sacraments. The structure of the mass. The importance of the Eucharist to Catholics. Different Christian understandings of the Eucharist. The impact of the Eucharist on the lives of people.*	**To the ends of the earth** *Catholics beliefs about the Holy Spirit and the Nicaean creed. Luke's gospel and the role of the spirit. Pentecost, artistic expression of the Holy Spirit.* *The Church. The sacrament of confirmation. Fruits and gifts of the Holy Spirit. Spirit led charismatic movements.*	**Islam** *Introduction to Core beliefs. Allah. The Prophets and the Prophet Muhammad (PBUH). The Quran. Muslim denominations. Prayer and worship. The Mosque, Zakat, Islamic art. Life after death*
Skills and Procedural Knowledge across the year	*Pupils should progressively develop the ability to:* • *Interpret and analyse sacred texts and traditions.* • *Identify key beliefs and their theological significance.* • *Explore how beliefs shape religious practice.* • *Formulate and evaluate arguments about truth, meaning, and ethics.* • *Ask and respond to "big questions" with reasoned justification.* • *Assess coherence and logic in different viewpoints.* • *Investigate religious practices, rituals, and lived expressions of faith.* • *Analyse the impact of religion on society.* • *Compare and contrast lived experiences of religious communities.*					
Links for exam boards and revision materials	*Spirit and Life* *Key stage 3* *Book 1*					
Revision Techniques and Advice	*Complete all homework and classwork.* *Complete revision sheet given before assessments.* *Make revision notes and teach to someone at home.* *Create revision flashcards.*					
Assessment Details	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*	*End of Year Test*

Science

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	**Three** lessons per week. **Homework** set as per the homework timetable and recorded in student journals and Show my Homework. https://www.showmyhomework.co.uk/login					
Content/Topics	WS1.1 Working scientifically B1.1 Cells	C1.1 Particles and their behavior C1.2 Elements, atoms, and compounds	P1.1 Forces B1.2 Structure and function of body systems	C1.3 Reactions C1.4 Acids and alkalis	P1.2 Sound P1.3 Light B1.3 Reproduction	Exams End of Year P1.4 Space
Skills and Procedural Knowledge across the year	**Working scientifically** to develop: 1 Scientific thinking 2 Experimental skills and strategies 3 Analysis and evaluation 4 Scientific vocabulary, quantities, units, symbols and nomenclature See further detail on the Key Stage 3 curriculum at: https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3					
Links for exam boards and revision materials	Course materials: **AQA Activate** http://www.aqa.org.uk/ **Kerboodle** online student resource AQA Activate: https://www.kerboodle.com **BBC Bitesize**: https://www.bbc.co.uk/education/subjects/zng4d2p					
Revision Techniques and Advice	Year 7 students can improve in Science by regularly reviewing key ideas from each topic. Use flashcards to learn keywords, create colourful mind maps, and explain ideas out loud to someone else. Watching short KS3 videos (e.g. BBC Bitesize, Cognito KS3, FuseSchool) can help you revise tricky concepts like particles, forces or cells. Practise using scientific vocabulary accurately and try drawing labelled diagrams from memory. Self-quizzing and revisiting topics over time helps you remember more for longer. Keep your notes neat and organised to make revision easier throughout the year.					
Assessment Details	There will be three benchmark assessments; Autumn 1- Oct, Autumn 2- Dec, Spring- Mar and the End of Year Exam in July. These tests will contain questions to assess the content covered and will take approximately 60 minutes to complete. Topic lists and revision material will be uploaded on Satchel One. There will also be a number of practicals undertaken throughout the year to develop practical skills.					

Spanish

Year 7

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2 lessons per week* *1 piece of homework per week*					
Content/Topics	**My personal world : Mi vida** *Meeting and greeting people.* *Talking about your personality using the verb ser (to be) – singular and understanding adjective agreement (singular).* *Talking about age, brothers and sisters using the verb tener (to have) – singular and counting up to 15.* *Saying when your birthday is using days of the week and months of the year, counting up to 30 and asking and saying how to spell words using the Spanish alphabet.* *Talking about your pets using colours and making adjectives agree with nouns.* *Writing a text for a time capsule adding variety to your writing.*	**My personal world: Mi tiempo libre** *Saying what you like and don't like doing giving opinions using (no)me gusta + infinitive.* *Saying what you do in your spare time using -ar verbs in the present tense.* *Talking about the weather saying what you do in different weather using connective cuando (when).* *Saying what sports you do using hacer (to do) and jugar (to play).* *Reading about different hobbies understanding more challenging texts* :	**Studying and my future: Mi insti** *Saying what subjects you study on different days and you're your favourite day is giving reasons and using -ar verbs to say what 'we' do.* *Giving opinions and reasons about school subjects using me gusta(n) + el/la/los/las and making adjectives agree (plural).* *Describing your school using hay/no hay using indefinite/definite article to say 'a', 'some' and 'the'.* *Talking about break time activities using -er and -ir verbs.* *Understanding details about schools using prediction as a listening strategy.*	**My personal world; My neighbourhood: Mi familia y mis amigos** *Describing your family giving information about family members using possessive adjectives and counting up to 100.* *Describing hair and eye colour using adjectives correctly and verbs ser and tener.* *Saying what other people look like using verbs in the third person and making adjectives agree.* *Describing where you live using the verb estar (to be).* *Reading about the carnival in Cadiz looking up new Spanish words in a dictionary*	**My personal world; My neighbourhood : Mi ciudad** *Describing your town or village saying what there is using 'a', 'some' and 'many' in Spanish.* *Telling the time and saying at what time you do something using the verb ir (to go) at present tense.* *Ordering food and drink in a café using the verb querer (to want).* *Saying what you are going to do at the weekend using the near future tense.* *Writing a blog about your town and activities using two tenses together*	**Revision for End of Year Exams** *Modules 1-5*
Skills and Procedural Knowledge across the year	*Pupils develop core skills by introducing themselves, giving opinions, and describing family, pets, and friends using* **ser**, **tener**, *and adjective agreement. They use* **me gusta + infinitive**, *regular* **-ar verbs**, *and irregulars like* **hacer**, **jugar**, **ir**, *and* **querer** *to talk about free time, school, and town. Learners begin to extend sentences with connectives and reasons, and practise the* **near future tense** *in simple contexts. They build independence through dictionary use, number/alphabet recall, and reading for gist, while exploring Spanish culture such as school life, carnival, and café role plays.*					
Links for exam boards and revision materials	https://www.pearsonactivelearn.com/app/home http://www.bbc.co.uk/languages/french/ https://quizlet.com/ https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3-l/units https://senecalearning.com/en-GB/seneca-certified-resources					
Revision Techniques and Advice	*Revise little and often (10–15 mins daily) using flashcards, self-quizzing, and knowledge organisers. Practise retrieval by covering words and recalling from memory, and mix skills across listening, reading, writing, and speaking. Use dual coding with colours and images to group vocab and highlight grammar patterns. Speak aloud or record yourself to improve pronunciation and confidence. Revisit mistakes regularly, practise exam-style tasks, and make revision active with games, role-plays, or teaching someone else.*					
Assessment Details	*Writing and Translation into Spanish* *Zona de cultura/Proyecto: Los animales*	*Reading and Translation into English* *Zona de cultura/Proyecto: Navidad en España*	*Listening and Dictation* *Zona de cultura/Proyecto: La educación en España*	*Reading and Translation into English* *Zona de cultura/Proyecto: Las Meninas*	*Writing and Translation into Spanish* *Zona de cultura/Proyecto: Pasaporte fiesta !*	*Speaking* *Listening and Dictation (if time allows)* *Proyecto*

Recommended Reading List

Year 7