Curriculum Overview: YEAR 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Budmouth Values	Respect		Excellence		Determination	
Guiding Principles	Self Worth		Engagement		Purpose	
Conditions of Success	Belonging, Fun & excitement	Heroes	Spirit of Adventure, Sense of accomplishment	Curiosity & Creativity	Leadership & Responsibility	Confidence to Take Action
Driving Question	How can we learn to communicate and feedback effectively to develop a sense of belonging in our inclusive community?	How can we learn to emulate our heroes by thinking critically and solving complex problems in the real world?	How can we learn to embrace the spirit of adventure and to work collaboratively to maximise our accomplishments in the future?	How can we learn to nurture our curiosity to become creative collaborators in a challenging and ever-changing world around us?	How can we learn to become self-regulated leaders that will think critically to solve 21st Century problems?	How can we learn to be resilient when we reflect on our ideas and have the confidence to take action into the real world?
Power Skills	Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving	
Applied Learning Outcome	Students will experience a range of feedback methods to communicate their progress, resilience and next steps across all subjects.	Students will experience a range of problem solving strategies across all subjects to enable them to make connections and to identify and explain patterns.	Students will experience a range of group/team activities to enable them to work collaboratively to evaluate and navigate through real world situations.	Students will experience a range of situations where they will learn to manage team dynamics within a variety of intercultural audiences.	Students will experience simulation exercises that will allow them to develop skills to take responsibility over their own learning and future opportunities.	Students will experience tasks that will enhance their resilience by acting upon constructive feedback to take action.
Employability focus	Linking curriculum learning to careers - subject areas should make explicit links between the skills developed (and the content learned) within lessons and their use in the real world, including employers, employees interacting with the students in the classroom (see BM for support with this)		Learning from career and labour market information (LMI) - subject areas should liaise with BM to include LMI data such as wages, job demand, location, qualifications, skill demands etc. as part of above.		Encounters with employers, business owners and worker representatives - subject areas should invite in guests to make these links more explicit. (see BM for support)	
Careers Objectives	Understanding of career sectors (as per our definitions) (BM 4 and 5) Able to talk about a range of careers in depth outside the 'top 10' (BM 4 and 5) Can make links between subject areas, skills and content and their use in a range of careers (BM4)		Clear ability to define and evidence powerskills in writing and through interview as a response to demands of job market (BM 2 and 5) They can talk about the job market from a local, national and international perspective and understand why the job market changes over time (BM2) Can elucidate the rights of workers and how to get support (BM 8)		Have an understanding of business start-up and can give details on where and how they can get support (BM 3 and 5) Develop an equitable network to support career and business (BM 5 and 6) Confidently able to discuss available pathways post-16 and post-opportunities (BM 2, 3 and 7)	
	Career Sector Knowledge 1 **1a.** Wholesale, Retail and Motor **1b.** Health, Social Care and Social Work	**Career Sector Knowledge 2** **2a.** Legal, Professional, Scientific and Technical **2b.** Accommodation, Hospitality and Catering	**Career Sector Knowledge 3** **3a.** Civil Service and Administration **3b.** Education	**Career Sector Knowledge 4** **4a.** Construction and Engineering **4b.** Publishing, Broadcasting, Communication and Computers	**Career Sector Knowledge 5** **5a.** Public Sector and Public Services **Purpose 1** **1a.** What is the Purpose of Work?	**Enterprise Knowledge and Skills 1** **1a.** Meeting Business Leaders **Careers Presentations 1** **1a.** Knowledge Showcase
English	**Unit 1: SPaG-hetti Junction: Whispers in the Wind** *How do we create effective creative writing based on a stimulus?* A development of: expanding sensory vocabulary to build atmosphere, varying sentence structures to control pace and tension, and applying key AO6 accuracy skills for clarity and effect.	**Unit 2: Coraline (The Quest)** *How are characters characterised through language?* An introduction to the skills of: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 3: The Tempest** An introduction to Shakespearean English and the context of Jacobean and Elizabethan England. A development of: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 4: Global Poetry** How do we communicate our identity? A development of: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 5: Greek Mythology - The Odyssey** *How do writers construct stories?* A development of: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 6: Alice in Wonderland** How are meanings shaped through language? A development of: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.
Maths	**Algebra** Sequences, Algebraic Notation, Equality and Equivalence	**Place Value and Number** Place Value, Four Operations, Averages and Range, Rounding	**Statistics and Number** Graphing Data, Fractions Decimals and Percentages	**Directed Number, Fractions and Geometry** Directed Number, Fractions and Percentages of Amounts, Perimeter and Area	**Speed and Number** Speed Distance and Time, Properties of Number	**Fractions and Geometry** Add and Subtract Fractions, Angles and Polygons
Science	**How Science Works** Students explore how science helps us understand the world by learning to ask questions, make predictions, carry out investigations, and draw conclusions based on evidence. **Cells** Students discover that all living things are made of cells, learning about their structure, function, and how they work together to form tissues and organs.	**Particles** Students learn that all substances are made of tiny particles, and explore how their arrangement and movement explain the properties of solids, liquids, and gases. **Forces** Students investigate how forces affect the movement and shape of objects, including contact and non-contact forces like friction, gravity, and magnetism.	**Body Systems** Students explore how the human body works by learning about key systems such as the circulatory, respiratory, and digestive systems, and how they work together to keep us alive. **Atoms and the Periodic Table** Students are introduced to atoms as the basic building blocks of matter and learn how the Periodic Table helps us organize and understand different elements.	**Energy** Students learn what energy is, how it can be transferred or transformed, and explore different types of energy like heat, light, and kinetic energy.	**Chemical Reactions** Students investigate how substances can change during chemical reactions, learn to spot the signs of a reaction, and understand the difference between physical and chemical changes.	**Reproduction** Students study how living things reproduce, including human puberty, the structure and function of reproductive systems, and life cycles in animals and plants. **Sound** Students learn how sound is made by vibrations, how it travels through different materials, and how we hear and measure it.
History	**Unit 1 - Ancient World & Historical Skills** **Do ancient civilisations continue to shape our lives?** An introductory series of lessons to gain understanding what History is; what we will study; and the skills we will develop.	**Unit 2 - Norman Invasion** **How momentous was the Norman Conquest?** A look at the Norman Conquest, and how this affected the political structure of England	**Unit 3 - Medieval Kings** **Could a medieval king do whatever he wants?** An overview of the Plantagenet Dynasty, investigating the influence of church on state, society on a monarch's authority	**Unit 4 - Medieval Life** **Could you Survive Medieval Life?** A deeper dive into the Medieval period, and the everyday lives of the non-political players through plague, crime and punishment	**Unit 5 - The Tudors** **Sixteenth Century : a period of rebirth or reformation?** Leaving the Medieval Period, assessing the balance of power between Protestantism, Catholicism and the English Monarch	**Unit 6 - The English Civil War** **Did the Civil War create modern politics?** Assessing the impact of the religious instability in 16th Century England, and how it led to a breakout of a civil war under the Stuarts
Geography	**Unit 1: Mapskills** Students begin by learning to use different types of maps, including topographic, thematic, political, physical, and sketch maps. Grid references are essential for location work: four-figure references identify general areas, while six-figure references pinpoint exact features. Directional skills include using the cardinal and intercardinal points, as well as compass bearings measured in degrees to navigate accurately.	**Unit 2: UK Settlement and Place** Focuses on how and why people live where they do, how places develop over time, and how human and physical factors shape communities and landscapes. Settlement theory explains how access to resources, trade, defence, and transportation helped determine the location and development of towns, cities, and villages.	**Unit 3: Weather and climate** Weather and climate impact nearly every aspect of life on Earth, from where people live and what they grow, to how societies develop and how natural systems function.	**Unit 4: UK Economy and Industry** Focuses on UK's post-industrial economy. Students are introduced the four sectors of industry: the primary sector which is now small due to mechanisation and imports; the secondary sector which was once dominant but has declined due to globalisation and cheaper overseas production; the tertiary sector, the largest part of the UK economy; and the growing quaternary sector, focusesing on research and technology services.	**Unit 5: UK Landscapes** Studying the UK's physical landscape helps students understand the natural features that shape where and how we live. By learning about the differences between upland and lowland areas, students can explore why certain regions are more suited to farming, industry, or tourism. Understanding these landscapes also helps explain how rivers, mountains, and coasts have influenced the location of towns, transport routes, and economic activity.	**Unit 6: Ecosystems** Students investigate how living things interact with each other and with their environment. Ecosystems show how plants, animals, and microorganisms depend on each other for survival, and how physical factors like climate, soil, and water influence life. This knowledge helps students see how life is connected at both local and global levels, from a pond or woodland to a rainforest or coral reef.
Religious Studies	**Introduction to Philosophy:** **Does God exist?** This unit explores the difference between evidence and belief to begin to learn the critical analysis skills for religious studies.	**How did Christianity begin?** This unit focuses on the Old Testament with a focus on Creation, the importance of Abraham and how Moses was significant for Christian ethics.	**Do miracles prove God's existence? (New Testament - Christian beliefs)** This is focusing on the New Testament and how it began. This will focus on the birth of Jesus, miracles and how Christians put their faith into action.	**What is a Humanists worldview?** Explaining a non-religious worldview: Humanists in history; The Humanist view of life.	**Sanatana Dharma (2/3 lessons)** Explaining the concepts, rituals and practices of a Dharmic religion: Worship in the home; Different groups; Pilgrimage.	**Sanatana Dharma (2/3 lessons)** Explaining the concepts, rituals and practices of a Dharmic religion: Worship in the home; Different groups; Pilgrimage.
Personal Development	**How can we maintain a healthy lifestyle?** A series of lessons to prepare students for the changes that will occure during puberty and to teach skills to support their physical and mental health.	**What do healthy relationships look like?** An examination of the key features of healthy relationships, including an introduction to consent, and how students can effectively deal with friendship issues and bullying.	**How does the UK political system work?** An introduction to key concepts in British politics and how the democratic system works in the UK.	**How can we keep outselves safe online?** An exploration of the opportunities of the internet, the risks students may encounter onlne and how they can protect themselves against these risks.	**What is Female Genital Mutilation?** A series of lessons building on students' prior learning on healthy relationships and consent and introducing the law and facts on FGM, and how students can recognise, keep safe, seek help and report concerns in relation to FGM	
Modern Foreign Languages (MFL)	**Basics / introductions:** Name, age, birthday, family, favourites	**Town:** Describing where you live, present tense verbs, describing towns, directions	**Healthy lifestyle:** Talking about food, drink and sport, expressing opinions on healthy lifestyles	**Freetime Activities:** Giving opinions on sports with justifications in the present tense with several pronouns	**School:** Subjects, expressing likes and dislikes, talking about teachers, reasons why	**Big Vocab Quiz / metacognition:** To review vocabulary and structures from the year with explicit strategy instruction
Art	**Theme: Spots and Dots** Skills: drawing from observation Knowledge: Understanding the visual ellements. Application: Creating a mixed media image from imagination		**Theme: Sweets and Cakes** Skills: Impasto painting, composition, colour theory Knowledge: Colour theary and how to mix paint Application: creating realistic and stylised images of Cakes		**Theme: Multicultural Art** Skills: Developing visual skills in pattern, texture, and composition through exploring and creating multicultural art. Knowledge: understanding art from a range of cultures focussing on pattern and animals Application: creating a range of outcomes based around pattern and texture	
Expressive Arts	**Dance:** Sport Dance focusing on choreography skills **Drama:** The Plane. Working with a script- Introduction to Realism **Music:** Graphic Scores. How can images and pictures represent sound. Lets create a graphioc score to represents the sounds we create.		**Dance:** Matrix Dance. Focusing on performance skills **Drama**: Darkwood Manor. Physical Theatre **Music:** Rhythm. Learning how to understsand the musical notes and to keep a steady beat when performing.		**Dance:** Around the World. Focusing on choreography and performance skills **Drama:** The Tempest. Page to Stage **Music:** Learning to play. Learning to read the notes of the musical treble clef stave.	
Physical Education (Rotation)	**Pillar 1. Motor Competence: knowledge of the range of movements that become increasingly sport- and physical activity-specific** **Invasion Games:** Understand how to run, change direction, stop/start quickly, and maintain balance - all crucial for attacking and defending. Know how to adapt basic skills to suit different invasion games. Know the correct techniques for passing, receiving, dribbling, shooting, and marking. Know how to progress from practicing skills in isolation (e.g., passing drills) to applying them in game scenarios. **Striking & Fielding:** Application of techniques in a range of contexts. Sport specific terminology . Simple strategies to outwit opposition. Application of a set of modified game rules **Net/Wall**: Shot selection in a range of competitive contexts. Use of deception and simple strategies to outwit opposition. Use of sport specific terminology and application of game rules **Athletics:** Skill replication in a range of competitive contexts. Basic biomechanics to aid core skill execution. Simple tactics to improvement performances. Application of event rules. Health and safety guidelines when using equipment. **Health Related Exercise:** Core/Advanced content to include - Health related - CV endurance, muscular endurance, strength, flexibility, body composition. Skill related - Power, coordination, agility, speed, reaction time, balance. Students are able to identify major muscle groups **Outdoor and Adventures Activities/Alternative Games:** Process of how to solve problems using a set of resources. How to work effectively with others. To use feedback to improve performance. **Gymnastic Activities:** Explore ways of travel, balance and rotation. Use of space, formations, levels as part of sequences. How to develop a performance linking gymnastic actions. Importance of apparatus safety					
Design Technology & Creator Space (Rotation)	**Product Design 1:** How can we make more? In this module students will learn about timbers as a category of materials, specifically natural timbers and the types, characteristics and uses of different types including the life cycle of timbers as a material. Students will be introduced to isometric and orthographic drawings and use those to plan and undertake a batch production and one of production task to produce an inlay box for an end user. **Product Design 2:** Students will design and create using resistant materials techniques, a Crane Structure. They will developing practical modelling skills, creativity, and an understanding of the design process from concept to finished product model. **Textiles:** Students will design and create a chicken pin cushion and a coin purse using basic textile techniques and nature-inspired printed fabric, developing practical sewing skills, creativity, and an understanding of the design process from concept to finished product. **CAD CAM (Computer Science):** Key Fob/Key Ring - Hardware, Software, Systems, input process control Electrical (TinkerCAD). 3D CAD (Onshape TinkerCAD) Responsibilities of designers, engineers & technologists 3D & mathematical modelling & computer based tools (Computer Science National Curriculum: Cross-Curricular Connections Leading into Year 8) **Food 1**: Food hygiene, safety and Nutrition preparing to cook safely. Students will learn how to stay safe while preparing food. You'll explore kitchen hazards, how to use equipment properly, and the rules to follow to prevent accidents and keep everything clean and hygienic. **Food 2:** Cooking methods and following a recipe. Students will learn about different ways of cooking food, like baking, boiling, and frying. You'll also practise reading and following a recipe step by step to make a simple dish safely and successfully.					
	Make More, Create Smarter: The Inlay Box Challenge: Students will become creative problem-solvers and collaborative makers by exploring how products move from concept to creation. Through hands-on experimentation with timbers, students will learn to combine design thinking, technical drawing (isometric and orthographic), and production techniques (using jigs and templates) to design and manufacture both prototype and batch-produced inlay boxes for a chosen user. This project develops both creative and practical power skills - from innovation and teamwork to precision, planning, and reflection on sustainable material life cycles. **Raising the Bar: The Crane Challenge:** Students will collaborate as creative engineers to design, model, and test a crane structure that can perform under real-world forces and stresses. By applying resistant materials techniques and design thinking principles, they will explore how creativity and engineering intersect to solve structural challenges. This project encourages teamwork, experimentation, and iterative problem-solving while developing practical making skills and an understanding of how design evolves from concept to functional prototype. **Stitched by Nature: The Creative Textiles Challenge:** Students will explore how creativity, design, and craftsmanship intersect by designing and producing a nature-inspired textiles product, such as a chicken pin cushion or coin purse. Through hands-on sewing and printing techniques, they will transform ideas from concept to creation, applying design thinking to develop patterns, textures, and sustainable material choices. This project fosters fine motor skills, creative problem-solving, and an appreciation for how natural forms can inspire functional and beautiful designs. **From Click to Create: The Key Fob Design Challenge:** Students will explore how creativity and technology combine to shape the products of the future by designing and manufacturing a personalised key fob using CAD and CAM tools such as Onshape and TinkerCAD. They will investigate how designers, engineers, and technologists use digital systems, mathematical modelling, and computer-based tools to turn ideas into precision-made products. This project develops critical thinking, digital fluency, and the power skills of					
Taught by Year 7 Curriculum						

- RESPECT - EXCELLENCE - DETERMINATION -