



What We Are Learning

Spring Term 2026

Year 7

English

Spring Term 1 & 2

'Ghost Boys' by Jewell Parker Rhodes

- Socio-historical context linked to the theme of discrimination
- Character development
- Function of sub-plot (revisiting)
- Narrative voice
- Writing to inform
- Thematic links

Key words: flashback, bias, prejudice, motif, discrimination.

Spring Term 2 (Mini Unit)

Identities Poetry

- Socio-historical context linked to cultures, identities and religions
- Identification of language devices and poetic devices
- Analysis of author's choices – word level and structural
- Narrative voice
- Thematic links

Key words: Stanza, relationship, metaphor, personification, semantic field

Through the study of English, your child will be expected to develop the following skills:

Skills

- Language analysis – inferring the writer's intentions from the way they have structured a text and through their choice of words. Explaining your conclusions and supporting them with reference to the text.
- Transactional writing – article writing, considering how to make structural and language choices to inform and engage a reader.

Parents can support their child by encouraging them to read and write regularly and talking to them about what they are reading/watching/writing. For these particular units, you could watch or read about the film *Hidden Figures*; this is about three African-American women who played a pivotal role in launching astronaut John Glenn into orbit and the racism they faced within the industry at the time.

Sequences

- Sequences and rules
- Predicting sequences
- Missing terms
- Square and triangular number sequences
- Use the n th term
- Find the n th term
-

2D Shape

- Line properties
- Shape properties
- Types of Triangle
- Types of Quadrilateral
- Symmetry
- Reflection
- Rotation
- Translation

Perimeter and Area

- Perimeter of rectangles and compound shapes
- Area of rectangles and compound shapes
- Area of a triangle
- Area of a parallelogram
- Area of trapezium

Coordinates

- Reading and plotting coordinates
- Solve shape problems involving coordinates
- Graphs from formulae
- Graphs of $x=a$, $y=b$, $y=x$ and $y=-x$
- Graphs in the form $x+y=a$
- Conversion graphs

Fractions, Decimals and Percentages

- Finding fractions of shapes and constructing fractions
- Equivalent Fractions
- Simplifying Fractions
- Converting between mixed numbers and improper fractions
- Ordering Fractions
- Adding and Subtracting Fractions
- Adding and Subtracting Mixed Numbers
- Reciprocals
- Multiplying Fractions
- Multiplying Mixed Numbers
- Dividing Fractions
- Dividing Mixed Numbers
- Fractions of an amount without a calculator
- Fractions of an amount with a calculator

Decimals:

- Understanding decimal place value
- Ordering and comparing decimals
- Estimating with decimals
- Add and subtract decimals

Percentages:

- Percentage of an amount without a calculator
- Percentage of an amount with a calculator
- Percentage increase and decrease
- Using a multiplier
- Calculating a percentage change

FDP:

- Represent tenths and hundredths as a diagram and on number lines
- Convert between fractions and decimals – tenths, hundredths and thousandths
- Convert between fractions and decimals – fifths, quarters and eighths
- Understand what a percentage is
- Convert between FDP
- Ordering FDP

Through the study of maths, your child will be expected to develop the following skills:

Skills

- Mastery of basic arithmetic (addition, subtraction, multiplication, division).
- Application of numerical skills to solve problems.
- Use of estimation and rounding for approximate calculations.
- Breaking down complex problems into manageable steps.
- Applying mathematical reasoning to find solutions.
- Interpreting and analysing problems in real-world contexts.
- Identifying patterns and relationships.
- Making logical deductions and predictions.
- Formulating and testing hypotheses.

Parents can support their child by encouraging a positive attitude towards maths, reinforcing core skills such as times tables, mental maths and basic arithmetic, using real-life examples in shopping and budgeting, cooking, travel and time.

B2 Diet, health and digestion

This topic looks at:

- Nutrients and the role they play in maintaining a balanced diet
- Carrying out food tests to help identify nutrients found within different foods
- Energy in foods and the requirements needed by different groups of people
- Introducing pupils to the importance of enzymes and the role they play within digestion
- Effects of drugs and alcohol on the body

Skills focus:

- Drawing and interpreting a scatter graph
- Writing risk assessments independently
- Evaluations

Key words: enzyme, digest, malnutrition, absorb, nutrient

P1- Forces

This topic looks at:

- Using at the relationship between speed, distance and time
- Representing journeys on a distance-time graph
- What a force is and different contact/non-contact forces
- Force diagrams
- Density of solids
- Hooke's Law

Skills focus:

- Arranging equations
- Converting units
- Drawing lines of best fit

Key words: speed, density, Newtons, weight, reaction

Through the study of science, your child will be expected to develop the following skills:

Skills

- Identifying and minimising risks
- Graph drawing and interpretation
- Arranging equations
- Converting units
-

Parents can support their child by encouraging pupils to share and discuss their work at home- reinforcing learning by teaching others. Help the children improve their method following skills and measurement skills by cooking from a recipe, and if possible, adapting the recipe to make it healthier.

Spring Term**Pop Art /Rebranding****Designing and Research**

- To create a research/title page based on Pop art.
- To learn how powerful and significant advertising, branding and product recognition are.
- To recognise the importance of the use of colour and font in product recognition.
- To learn what inspired Warhol to produce the Soup Can series (recalling childhood memories) and to identify a brand they 'love'.
- To learn about the differences between brand labelling through observational drawing.

Making & Evaluating

- To create a 3D piece using layering and showing links to Keith Harings work.
- To use what has been learnt about the importance of branding to rebrand a chosen product using your name. Pupils will focus on detail, shading techniques and proportion.

Through the study of art, your child will be expected to develop the following skills:

Skills

- Shading
- Drawing in proportion
- Colour blending

Parents can support their child by looking at other similar artists to Keith Haring, such as Andy Shaw and Micheal Craig Martin.

Spring Term 1**Programming I**

- Introduction to programming and sequencing
- Sequence and variables
- Selection
- Operators
- Count-controlled iteration
- Problem-solving

Spring Term 2**Spreadsheets**

- Getting to know a spreadsheet
- Quick calculations
- Collecting data
- Become a data master!
- Level up your data skills!

Through the study of computing, your child will be expected to develop the following skills:

Skills

- Programming and coding
- Digital literacy
- Using technology safely and responsibly.
- Understanding online safety and how to protect personal information.
- Collecting, organizing, and presenting data using spreadsheets or other digital tools.
- Creating and editing digital content, such as text documents, presentations, or multimedia projects.
- Navigating software tools to achieve specific purposes, like designing a poster or creating a digital story.

Parents can support their child by encouraging the use of free tools like Code.org, Tynker, or Micro:bit for interactive coding challenges. Discuss responsible internet use, privacy, and the risks of sharing personal information. Use resources like ThinkUKnow or Be Internet Legends to reinforce safe online behaviour.

Spring 1

Physical Comedy and Mask Work:

- Physical Clowning Techniques
 - *Gibberish/Sounds*
 - *Mime*
 - *Physical Comedy Actions*
 - *Levels of Action*
- Archetypes
 - *The Tramp, Mr Bean, Commedia dell'arte*
 - *Hero, Mother, Fool, Trickster, Innocent*
- Storytelling and Skits
 - *Situation, Complication, Near Misses, Character Goals, Building the Gag, Manipulating Audience Focus, Resolution*
- Mask and Mime
 - *Full Face Mask Performance Skills*
 - *Developing and Performing Skits*
- Creating Silent Movies
 - *Staging Comedy Skits for film*

Through the study of drama, your child will be expected to develop the following skills:

Skills**CREATING**

- How well collaborative skills are applied to create a group physical comedy skit.
- How well the knowledge of archetype characters is applied to physical actions.
- How well the knowledge of physical comedy techniques is included within a group skit.

PERFORMING

- How precise and detailed the physical comedy skit is performed.
- How well the archetype characters are portrayed through attitude, physical actions and reactions.
- How focused the acting is throughout the performance.

REFLECTING

- Identifying areas of achievement and development within the creative process.
- Identifying areas for improve in own and others' work.

Parents can support their child by...

- Encouraging pupils to share and discuss their creative work at home – reinforcing learning by teaching others.
- Discussing key acting skills such as facial expression, vocal intonation, characterisation, mood/atmosphere, dialogue and storytelling when watching films and TV together – what makes it good to watch?
- Reinforcing the usefulness of drama skills in other areas of life such as careers, including confidence, creative thinking, teamwork, problem solving, communication and presentation skills.
- Going to the theatre or watching online clips of comedy characters such as Charlie Chaplin, Buster Keaton, Harold Lloyd and Mr Bean.

Cooking & Nutrition

Pupils make various recipes using oven and hob.

Pupils are taught to follow key steps to create various types of food. There is a big focus on independence, perseverance and problem-solving skills in this topic.

Prior learning includes Year 5&6 - Introduction to basic cutting techniques. H&S with food preparation. Use of oven.

Key activities include

- Healthy eating
- Nutrition
- Allergies
- Use of hob, grill and oven
- Adaption of recipes
- Sustainability
- Source of materials
- Advanced cutting & chopping skills
- Blenders & Mixers

Through the study of cooking and nutrition, your child will be expected to develop the following skills:

Skills	
Week commencing	Lesson Year 7
7/01/26-13/01/26	Booklet health and safety
14/01/26- 17/01/26	Jambalaya - Using raw meat boiling/simmering/safety/timing/hob/chopping/grating/
20/01/26- 24/01/26	Carrot Cakes – Grating/folding skills/safety/timing/presentation
27/01/26-31/01/26	Roux Sauce - Roux Sauce gelatinisation/ Using hob/ chopping grating/safety/presentation/draining
3/02/26-7/02/26	Calzone , Fermentation dough making/kneading/function of yeast/biological raising agent - oven/safety/presentation/timing/chopping/sizing
10/02/26-14/02/26	Italian Bread and Soup.- Fermentation/hob/safety/chopping/Kneading/shaping/timing dovetail.
Half Term	Half Term
24/02/26-28/02/26	Chelsea Buns - Oven/safety/rubbing in/ kneading /sizing/zesting/rolling
3/03/26-7/03/26	Egg Week- Nutrition/boiling/whisking/simmering/frying/whisking
10/03/26-14/03/26	Apple Turnovers and custard coagulation/peeling/simmering/shaping/presentation
17/03/26-28/03/26	Assessment Time planning
	Assessment making
All dairy/meat put in the fridge at the beginning of the day.	Labelled container and oven proof dish will be needed for crumble.
	Vocabulary Coagulation, gelatinisation, fermentation, biological raising, chemical raising, dovetail.

Parents can support their child by with reading recipe and weighing ingredients prior the lesson.

Product Design

Pupils use all their prior knowledge and skills to make a night light. They are taught how to think very creatively and produce their own designs. There is a big focus on teamwork and problem-solving skills in this topic.

Prior learning includes:

- Year 5&6 - Use of hand tools to cut, shape and apply quality finish to work. Working to scale and with templates. Measuring, marking out and shaping acrylic and wood. Combining materials to create a final design.

Key activities include:

- Graphics tasks with a focus on single- and two-point perspective to draw in 3D, correct use of T-squares and set squares and various shading techniques to enhance their drawings.
- Research into various products and advancement in technology in the present market and using these findings to support the designing and making of a night light.
- Initial designs, developing ideas and producing final scaled designs that are annotated and include measurements.
- Creating templates and prototypes
- Using the pillar drill, scroll saw & belt sander.
- Using various hand tools.
- Finishing techniques.
- Introduction to electronics – identification of components, circuit diagrams, soldering and creating electronic circuits.
- Using maths skills to mark and measure

Through the study of product design, your child will be expected to develop the following skills:

Skills

- Drawing in single – and two-point perspective and use of specialist drawing equipment.
- Assembling electronic components.
- Soldering techniques.
- Cutting, drilling and finishing techniques using belt sander and scroll saws.

Textiles

Pupils use all the skills they have covered in years 5,6 and the start of year 7 to make a cushion cover. Introduction to CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) as pupils use an embroidery machine and circuit maker 3.

Pupils are taught how to think creatively and produce their own designs. There is a focus on teamwork and problem-solving skills in this topic.

Prior learning includes:

- Year 5&6 - Hand sewing including running and back stitch. Cutting materials accurately, working to scale, design and shading techniques and using a sewing machine.

Key activities include:

- Initial designs, developing ideas and producing final scaled design that are annotated and include measurements.
- Setting up and using a sewing machine
- Using various hand sewing methods
- Use of CAD & CAM and 3D printing
- Using calico and combining various materials.
- Press printing with a repeated design.
- Embroidery skills

CAD & CAM with modelling and robotics

Pupils learn how to use 2D design and a vinyl cutter. They learn how input and output are linked with robotics. Pupils get introduced to a circuit maker and embroidery machine.

Pupils are taught how to think very creatively and produce their own designs. There is a big focus on teamwork and problem-solving skills in this topic.

French	Prior learning includes: • Year 5&6 - Design techniques • Working with fabrics. • Basic sewing techniques. • Teamwork and independence. Key activities include: • Using 2D Design • Modelling and using craft knives. • Using KUBO (mini robot). • Setting up and using sewing machine - recap. • Using circuit maker 3 and an embroidery machine. Through the study of textiles, your child will be expected to develop the following skills: <table><tr><th>Skills</th></tr><tr><td> • Develop and embed sewing machine skills. • Understanding of CAD CAM in textiles. • Develop and embed press printing techniques. </td></tr></table> Parents can support their child by watching design and make style programmes, such as: The Great British Sewing Bee’, ‘Great Pottery Throw Down’ and ‘Handmade – Britain’s Best Woodworker’, ‘Inside the Factory’ as these programmes demonstrate where the client is considered, how the design process is applied, and products made – all whilst problem solving and evaluating products.	Skills	• Develop and embed sewing machine skills. • Understanding of CAD CAM in textiles. • Develop and embed press printing techniques.
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Spring Term 1 • Giving and justifying opinions about school subjects • Writing a timetable • Describing our school uniform in detail and giving opinions • Revision of adjectives of colour • Understanding present tense verbs: porter, aimer, adorer and detester with the pronouns: je tu il elle ils elles. • Adjectival position and agreement • Use of the definite articles with opinion verbs Spring Term 2 • Revision of time • Talking about your school day • Using a range of regular present tense verbs • Learning about a typical French school. • Reading and listening for gist • Describing facilities in a school using the construction il y a and il n’y a pas de • Understanding a range of regular present tense verbs with a particular focus on the ‘on’ form of the verb Through the study of French, your child will be expected to develop the following skills: <table><tr><th>Skills</th></tr><tr><td> • Pupils will be able to use adjectives after nouns (adjectival agreement) • Pupils will be able to discuss what they wear to school. • Pupils will be able to give their opinions on school subjects and justify them. </td></tr></table> Parents can support their child by accessing the available resources on Google Classrooms such Linguascope and Quizlet.	Skills	• Pupils will be able to use adjectives after nouns (adjectival agreement) • Pupils will be able to discuss what they wear to school. • Pupils will be able to give their opinions on school subjects and justify them.	
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Spring Term - Geography

Development.

- Case studies of different countries and comparisons.
- To define development and how it varies.
- To research different development indicators.
- To describe what is meant by rich and poor.
- To compare types of crime in developed and developing countries.
- To recognise condition in favelas.
- To compare and contrast slums within different countries.
- To interpret evidence for improving conditions in slums.

Through the study of geography, your child will be expected to develop the following skills:

Skills

- Learn what development means and how it varies between countries in terms of economy, quality of life, and infrastructure.
- Gain an understanding of terms like “developed,” “developing,” “Global North,” and “Global South” to describe different levels of development.
- Research and interpret indicators such as GDP, literacy rates, life expectancy, and access to healthcare to compare countries.

Parents can support their child by using local places such as Ampthill Great Park or the town centre to discuss quality of life, services, and living conditions as a way of linking real-life examples to their learning about development.

Spring Term 1 – Medicine in the Middle Ages

In this unit, pupils explore how people in medieval England understood health, disease, and healing. They will study beliefs about causes of illness, treatments, the role of hospitals and doctors, and the impact of religion and science on medicine. Pupils will also investigate how medicine changed over time and the challenges of historical evidence.

Through the study of history, your child will be expected to develop the following skills:

Skills

- Chronological understanding of medical knowledge and practice in medieval times
- Historical enquiry, asking questions and using evidence to investigate the past
- Source analysis using texts, images, and artefacts
- Understanding cause and consequence in medical developments and outbreaks
- Comparing past and modern medical knowledge and practices
- Using key historical vocabulary accurately
- Communicating ideas clearly in discussion and written work

Parents can support their child by:

- **Discuss** what your child has learned and encourage them to explain ideas in their own words
- **Read** books or watch child-friendly programmes about medieval medicine and history
- **Talk** about how medicine has changed over time and its impact today
- **Explore** museums, historical sites, or online collections related to medieval medicine

Spring Term 2 – Key Events of the Middle Ages

In this unit, pupils study major events in medieval Britain and Europe, including the Norman Conquest, life under feudalism, Magna Carta, the Black Death, and the Crusades. They will explore how these events affected people's lives, shaped society, and influenced the development of England. Pupils will also develop an understanding of how historians interpret events differently.

Through the study of history, your child will be expected to develop the following skills:

Skills

- Placing events in chronological order and understanding their connections
- Historical enquiry and asking questions about the past
- Analysing sources including documents, images, and artefacts
- Understanding cause and consequence of key medieval events
- Comparing life in the Middle Ages with modern society
- Using historical vocabulary confidently
- Explaining ideas clearly in discussion and written work
- Assessing the reliability and bias of historical sources, understanding why some evidence might not be truthful or complete.

Parents can support their child by:

- **Discuss** key events with your child and encourage them to explain what happened and why
- **Read** age-appropriate books or watch programmes about medieval Britain
- **Explore** the impact of these events on modern society and culture
- **Visit** museums, historical sites, or online collections to see medieval artefacts

Spring Term 1 – Learning the Guitar/Bass

- Learning how to play chords and riffs on the Guitar. Extending the practical skills from the ukulele project last year.
- Stay in time and develop strumming and picking technique
- Play a range of whole class songs as part of an ensemble

Spring Term 2 – Computer Game Music

- Programming some well known game sound tracks
- Creating your own ambient backing track for a game
- Exploring how to blend sound effects and musical ideas using the software to create contrasting emotions for a video game inspired film

Through the study of music, your child will be expected to develop the following skills:

Skills

- Performance – Playing in time with another pupil playing a different part. Developing finger control and 2 handed independent control. Building performance confidence and audience awareness as a group.
- Creative – Understanding of how the elements of music are used to create or develop music. Using the tools given to create your own version of the music. Considering the impact of the sound choices on the musical output.
- Analysis – Listening to a range of musical hooks and riffs to broaden knowledge and develop a clearer sense of musical taste. Understanding the social background to cultural (folk) music.

Parents can support their child by encouraging them to practice the materials where a guitar is available at home. The lesson materials will be available through the [Yumu website](#), and the pupils have their own logins.

Encourage your child to show you their programming work on the Yumu software and as this links to video games that they may enjoy listening too. You can ask them to consider how the music changes in different locations and levels.

Spring Term

- The power of positivity through Dance/Cheerleading / Badminton (girls)
- Gaelic Football (boys) –
- Effective Teams through Volleyball

Through the study of PE, your child will be expected to develop the following skills:

Skills

- Physical literacy, linked to the appropriate sport/activity
- Concept development of self-reflection and improvement
- Developed knowledge and understanding of rules, techniques and tactics in specific sports and physical activities
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Parents can support their child by...

Promoting and supporting healthy lifestyle choices, encouraging daily activity and exercise and involvement in sport and physical activity outside of school. Development of understanding asking children about their PE lessons and how they would like to improve.

Spring 1:**What is the 'Trinity' and why is it important for Christians?**

This term, pupils will learn about the concept of the Gospels and explore the types of stories they contain. They will examine texts about baptism and the Trinity, considering what these mean to different Christians today. Pupils will analyse how Christians express their beliefs about God as the Trinity through worship, such as in baptism and prayer, and in their daily lives. Finally, they will make connections between Bible texts and Christian ideas about God, expressing their own thoughts on what Christians believe God is like.

Spring 2:**Life of Jesus**

Pupils will explore the difference between the historical and faith-based perspectives on Jesus, examining key beliefs such as incarnation, salvation, and resurrection. They will analyse how Jesus' teachings on love and forgiveness impact Christian lives and evaluate how these beliefs are expressed worldwide through diverse practices. Finally, pupils will reflect on and assess Christian responses to global issues, considering the relevance of Jesus' teachings in addressing modern challenges.

Through the study of RE, your child will be expected to develop the following skills:

Skills

- Cultural Awareness: Recognising and respecting the diversity of religious traditions and worldviews.
- Self-Awareness: Reflecting on their own beliefs, values, and experiences in light of what they learn.
- Moral development: Exploring ethical questions and considering how religious teachings can inform their own decision-making.

Parents can support their child by encouraging discussion; ask your child what they've been learning in RE and discuss their thoughts and feelings. Questions like, *"What do you think about that belief or idea?"* or *"How does this relate to our own experiences?"* can spark meaningful conversations. Be open to questions: Let your child ask questions about religion, even if they are challenging or philosophical, and explore the answers together.

Spring 1 – Relationship and Sex Education

- Changing bodies, changing minds (puberty recap)
- Developing and maintaining good friendships
- Types of family and roles, challenging stereotypes
- Expectations in a romantic relationship
- Keeping safe and positive relationships
- Multiple personal identities – British values

Spring 2 – Health and Wellbeing

- Legal and illegal drug differences
- Law for supply, use and misuse
- Addiction
- Social risks and consequences of addiction
- Risks with gambling
- First aid

Through the study of PSHE, your child will be expected to develop the following skills:

Skills

- Developing the ability to pick up social cues and understand how we can adapt our behaviours accordingly.
- Coping strategies to deal with peer pressure.
- Understanding risks and how to make positive choices for our futures.

Parents can support their child by providing an open environment where they can talk and ask questions about the topics raised. Picking up on any news stories that are around the law and having a discussion about how the individual may have ended up in that situation, is there things that could have been done differently at any point.