



What We Are Learning

Summer Term 2026

Year 7

Summer Term 1

Detective Fiction

- Introduction to 19th Century detective fiction
- Conventions of detective fiction – exposition, rising action, climax, falling action, denouement
- Narrative voice
- A Study in Scarlet and The Red-Headed League by Arthur Conan Doyle

Key words: *inference/deduction, conventions, narrative voice, suspense, semantic field.*

Cross-curricular link: *Pupils will be studying a horror unit in drama that will explore mood, atmosphere, narrative and creating characters.*

Summer Term 2

Advertising and Media

- Analysis of print and digital advertisement – exploring the purpose and audience in advertising and how they are designed to persuade specific groups
- Choices in advert creation – language, images, layout, colour and slogans
- Use of persuasive techniques

Key words: *persuade, audience, slogan, layout, suggestion.*

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

Skills

Reading Skills

- Consolidation of VIPERS comprehension skills
- Language and structural analysis – inferring the writer's intentions from the way they have structured the text and through their choice of words or techniques. Explaining conclusions and supporting them with reference to the text.

Writing Skills

- Narrative writing – to write a story, with a clear plot, characters and setting.
- Transactional writing – to write for particular audiences and purposes with the intention of sharing information e.g. speeches, letters, non-chronological reports, articles etc.
- Consolidation of grammatical and spelling skills

Parents can support their child by encouraging them to read and write regularly and talking to them about what they are reading/watching/writing.

Summer Term 1**Decimals**

- Rounding numbers to dp
- Multiplying and dividing by powers of 10
- Putting decimals in order
- Adding and subtracting decimals
- Multiplying and dividing decimals

Linear Graphs

- Coordinates
- Graphs of $x = a$, $y = b$, $y = x$ and $y = -x$
- Conversion graphs

Summer Term 2**Percentages**

- Fractions, decimals and percentages
- Fractions of a quantity
- Percentages of quantities
- Percentages with a calculator

Introduction to Probability

- Probability words
- Probability scales
- Experimental probability

Finding Probabilities

- Using probability scales
- Mutually exclusive outcomes
- Using sample spaces to calculate probabilities

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

Focus Skills

- Add, subtract, multiply and divide decimals.
- Find percentages of an amount.
- Find fractions of an amount.
- Convert between fractions, decimals and percentages.

Parents can support their child by

- Support them to complete their homework each week.
- Recap all 4 operations as essential maths skills.
- Ask their children what they are finding a challenge in class and support them to practice this at home.
- Practice all 4 operations with decimals – this can be linked to money when you are shopping.
- Practice converting between fractions, decimals and percentages.
- Discuss probability and how likely an event would be to occur.

C2 Atoms and the Periodic Table

This topic looks at:

- Structure of the atom and how this has changed over time
- Chemical symbols and formulae
- Representing chemical reactions as equations
- Difference between physical and chemical reactions
- Structure of the periodic table
- Patterns within the periodic table
- Conservation of mass

Skills focus:

- IUPAC symbols

Key words: electron, proton, neutron, element, period

P2- Moments, pressure and electricity

This topic looks at:

- Moment as a turning force
- Circuit symbols and diagrams
- Investigating current in series and parallel circuits
- Electrostatics

Skills focus:

- Arranging equations
- Converting units
- Drawing lines of best fit and dealing with anomalous data

Key words: moment, pressure, series circuit, parallel circuit, current

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

Skills

- Arranging equations
- Converting units
- Drawing lines of best fit and dealing with anomalous data

Parents can support their child by encouraging students to share and discuss their work at home- reinforcing learning by teaching others. Science can be incorporated into everyday life. Encouraging your child to go on to BBC Bitesize to help with pre-learning of these topics.

Summer Term**Rebranding****Designing and Research**

- To observe different font styles carefully.
- To learn how to use different techniques effectively to create a believable copy of a known brand label.

Final pieces

- Using the pupils name they will adapt letters and font styles to create a recognised logo.
- Pupils will use mixing and blending techniques to match the packaging/ logo of their choice.

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

Skills

- Apply medias effectively showing control.
- Measuring and planning.
- How to apply colouring pencil using blending techniques.

Parents can support their child by encouraging them to engage in creative activities outside of school. This could include workshops, visits to galleries or museums.

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

Lesson Year 7	
1	Booklet health and safety
2	Jambalaya - Using raw meat boiling/simmering/safety/timing/hob/chopping/ grating/
3	Carrot Cakes – Grating/folding skills/safety/ timing/presentation
4	Roux Sauce - Roux Sauce gelatinisation/ Using hob/ chopping grating/safety/ presentation/ draining
5	Calzone , Fermentation dough making/kneading/function of yeast/biological raising agent -oven safety/ presentation/timing/chopping/sizing
6	Italian Bread and Soup .- Fermentation/hob/safety/chopping/Kneading/ shaping/ timing dovetail.
7	
8	Chelsea Buns - Oven/safety/rubbing in/kneading/ sizing/zesting/rolling
9	Egg Week - Nutrition/boiling/whisking/simmering/frying/ whisking
	Assessment Time planning
10	Assessment
All dairy/meat put in the fridge at the beginning of the day.	making Apple Turnovers and custard coagulation/peeling/simmering/shaping/ presentation
	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.

Drama**Horror:**

- Storytelling through physical theatre.
- Exploration of Horror genre conventions – focus on Edgar Allan Poe.
- Vocal intonation and soundscapes – pitch, pace, pauses, volume, expression.
- Using the actor's body to create setting, character and narrative.
- Creating tension and atmosphere in performance.

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

Skills**CREATING**

- Exploring the conventions of Horror story genre
- Storytelling – narrative structure, mood, character and audience engagement.
- Analysing meaning behind language, imagery and structure.
- Physical theatre techniques including soundscapes, living landscapes, levels of tension.
- Effective collaboration, communication, creative skills.

PERFORMING

- Demonstrate understanding of the conventions of Horror stories on stage.
- Clear storytelling through vocal expression, pitch, pace and volume.
- Physical theatre choreographed actions to create mood, tension and character.
- Sustained focus throughout performance.

REFLECTING

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

Parents can support their child by:

- Encouraging students to share and discuss their work at home.
- Reading and discussing stories and poems written by Edgar Allan Poe.
- Having fun at home doing facial expression and physical improvisation games, such as competitions as to how can make the most exaggerated facial expression of emotions, playing Charades.
- 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.

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.

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:

Skills

- Develop and embed sewing machine skills.
- Understanding of CAD CAM in textiles.
- Develop and embed press printing techniques.

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.

Summer Term 1

- Talking about the sports you play and don't play - using the verb jouer à – to play
- Talking about the activities you do and don't do – using the verb faire.
- Discovering sport in French speaking countries
- Using cognates and context to interpret longer French passages

Summer Term 2

- Talking about what you like and dislike doing
- Using opinion verbs with an infinitive
- Forming and answering questions
- Creating a pretend interview with a celebrity

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

Skills

- Join in conversations by giving answers and asking follow-up questions.
- Use basic grammar correctly, including verb endings, gender, opinion verbs with an infinitive and plurals.
- Using Strategies for learning to work smart not hard.

Parents can support their child by accessing the available resources on Google Classrooms such as Linguascope, Lawless French and Quizlet. Furthermore, parents and students can change the language settings on Netflix or another streaming service and enjoy their favourite programme in French.

Summer Term – Geography

Food and water

- To understand where food comes from and identify food surplus and water deficit areas.
- To explore the impacts of food insecurity.
- To investigate ways to increase food supplies.
- To explore urban farming in Africa through a case study.
- To understand where water comes from and identify areas of water surplus and deficit.
- To identify the impacts of water insecurity.
- To evaluate improvements in water supply for deficit areas (case study).

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

Skills

- Research skills, data analysis, and evaluating case studies.
- Understanding human and physical geography and its impacts.

Parents can support their child by: Explore local shops or farmers' markets in Ampthill to see where food comes from and discuss food sourcing. <https://www.amphill-tc.gov.uk/amenities/markets>

Summer Term – History**Year 7 History: The Hundred Years' War**

Students will explore the causes, key events, and consequences of the Hundred Years' War between England and France. They will investigate why the war began, how it was fought, and the role of important individuals such as kings and military leaders. Pupils will also examine how warfare changed during the medieval period and consider the long-term impact of the conflict on both nations.

Year 7 History: The Wars of the Roses

In this unit, students will study the civil wars between rival English families competing for the throne. They will learn about the causes of instability, the importance of family claims, and the key battles and turning points. Pupils will also explore how the conflict ended and how it led to the rise of the Tudor dynasty, shaping the future of England.

Skills

- Develop an understanding of the causes and consequences of long-term conflict.
- Explain why wars begin, how they change over time, and the role individuals can play in shaping events.
- Develop their ability to interpret evidence, explain causes of events, and evaluate the impact of historical change.

Parents can support their child by:

- Talk it through: Ask your child to explain who was fighting and why - teaching someone else is a great way to reinforce understanding.
- Timeline building: Encourage your child to create a simple timeline of key events to help them see how events connect over time.
- Make it visual: Watching short documentaries or looking at maps of England and France can help bring the topics to life and deepen understanding.

Summer Term 1**Music for film**

- A look at composing music for a film soundtrack. How to write to match the action and idea of motif.
- Play a range of different motifs on the keyboard
- Develop improvisational mickey mousing

Summer Term 2**Folk Music**

- Group performance skills
- Singing Folk tunes
- Learning folk melodies on the keyboard
- Developing chordal playing on ukulele or keyboard

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

Skills

- Listening skills and awareness of the impact of music on a film
- Improvisation of mickey mousing sounds
- Performance of well-known melodies
- Awareness of folk cultural music

Parents can support their child by

Discussing the music in a film you watch, what instruments, how did it make you feel, etc?

Listen to performances of pieces played. All music will be available on Yumu which the students have logins for

Choosing film music or folk music to share on alexa/radio or in the car on a journey.

Summer Term 1

- Athletics
- Concept – Self Reflection
- Power of positivity

Summer Term 2

- Cricket Rounders
- Softball
- Tennis
- Concept – Power of positivity

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

Skills

- Aiming for our personal best
- Improving techniques in running (pace/speed), throwing and jumping
- Improving handling, passing and movement skills
- Attacking and defending skills and techniques
- Striking and fielding techniques
- Outwitting opponents

Parents can support their child by:

Assisting them in setting targets

Improve throwing and catching skills by practicing at home

Looking at local opportunities to continue learning at home and outside of school

Summer 1 – Living in the wider world

- Understanding choices have consequences
- Forced marriages
- Domestic violence
- Dealing with anger and hurt
- Risks of carrying a weapon

Summer 2 - RSE

- Bullying, cyberbullying and actions which have crossed the line
- Pressures of sending nudes - sexting
- Identify and explain the contraceptive methods
- Laws of consent
- Impact of stereotypes, prejudice and discrimination

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

Skills

- Recognising when someone may need support and where they can access it
- Knowing that actions have consequence
- Understanding different cultures
- Safe use of the internet
- Where and how to get support

Parents can support their child by having open views about different cultures, what consequences might be as a result of a choice. Discussions of how to keep safe online and ensure that they have parental guidance set up on the child's devices.

Summer 1 - The Fall

In this unit, students will explore the Christian idea of 'The Fall', found in Genesis 3, where Adam and Eve disobey God in the Garden of Eden. They will examine how this story is a key part of the Christian salvation narrative, which explains why humans are believed to be imperfect and in need of redemption.

Students will also study the different ways Genesis 1, 2, and 3 have been interpreted by Christians. They will consider how belief in 'The Fall' has influenced society, particularly in the treatment of women, and how Christian communities respond to the idea of being 'fallen' through confession, forgiveness, and striving to live a holy life.

By the end of the unit, students will evaluate how the concept of being 'fallen' helps people understand human behaviour, questioning whether it provides a useful explanation for why people do good and bad things in the world today.

Summer 2 – Islam

Students will learn how the core beliefs of Islam (Iman, Ibadah, Akhlaq) shape Muslim life in Britain today, while also exploring differences within Islam, such as those between Sunni and Shi'a traditions. They will consider how Muslims put their beliefs into action in different ways and how Islamic teachings help Muslims respond to modern challenges.

By the end of the unit, students will be able to explain the opportunities and challenges of being a Muslim teenager in Britain today, considering issues like identity, faith in a multicultural society, and living by religious principles in a modern world.

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

Skills

- Biblical interpretation; theological reasoning; critical thinking; religious literacy; ethical reflection; debate & discussion

Parents can support their child by:

 **Talk About Human Nature** – Have conversations about why people sometimes do bad things, whether human nature is naturally good or flawed, and how people seek forgiveness.

 **Watch Films with Moral Themes** – Movies that explore good vs. evil (e.g., *The Lion, the Witch and the Wardrobe* or *Les Misérables*) can spark discussion about Christian ideas of sin and redemption.

 **Encourage Open Debate** – These topics raise big questions! Let your child express their thoughts on whether they think 'The Fall' helps explain human behaviour today. Encourage them to ask questions and share their thoughts about faith, diversity, and identity, helping them develop a respectful and informed understanding of Islam.