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# Year 7 Curriculum Handbook

2025-2026

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# Welcome to Year 7

Dear Year 7 families,

We have produced this handbook to support you with the education of your Year 7 son/daughter here at Kingsthorpe College. We hope that you will use this information to ask questions of your child whilst they progress through the curriculum this year and/or support them with their learning.

We have worked hard to design an ambitious and engaging curriculum which supports your child from their primary school studies into key stage 3. There are lots of opportunities for enrichment opportunities to further their studies as shown throughout this handbook.

If you have any queries, the best people to contact are either your child's teacher of the subject or their tutor in the first instance. We have also given you some key contacts for subject areas if you have any general questions.

We look forward to working with you the next few years.

Yours sincerely,

Miss Helen Gilligan

*Deputy Headteacher, Quality of Education*

## Year 7 Curriculum Overview

Students in Year 7 study a broad and balanced curriculum. They are in sets for English/ Humanities/ MFL and Maths/ Science/ IT; all other subjects are taught mixed ability. Setting is fluid throughout the year and groups are looked at regularly. The number of hours given to each subject per fortnight and a key contact is shown in the table below:

Subject	Hours	Key contact
English	7	Mrs Wright <a href="mailto:Hayley.Wright@kingsthorpecollege.org.uk">Hayley.Wright@kingsthorpecollege.org.uk</a>
Maths	7	Mr Rushton <a href="mailto:Matthew.rushton@kingsthorpecollege.org.uk">Matthew.rushton@kingsthorpecollege.org.uk</a>
Science	7	Mr Kent <a href="mailto:Robert.kent@kingsthorpecollege.org.uk">Robert.kent@kingsthorpecollege.org.uk</a>
Geography	4	Mrs Sheriff <a href="mailto:Fiona.old@kingsthorpecollege.org.uk">Fiona.old@kingsthorpecollege.org.uk</a>
History	3	Mrs Paice <a href="mailto:Gail.paice@kingsthorpecollege.org.uk">Gail.paice@kingsthorpecollege.org.uk</a>
RE	2	Mrs Ackumey <a href="mailto:Mabel.ackumey@kingsthorpecollege.org.uk">Mabel.ackumey@kingsthorpecollege.org.uk</a>
MFL – French or German	3	Mrs Sherred <a href="mailto:Sarah.sherred@kingsthorpecollege.org.uk">Sarah.sherred@kingsthorpecollege.org.uk</a>
IT	2	Mrs Landers <a href="mailto:Frances.Landers@kingsthorpecollege.org.uk">Frances.Landers@kingsthorpecollege.org.uk</a>
Visual Arts	3	Mr Griffiths <a href="mailto:Peter.griffiths@kingsthorpecollege.org.uk">Peter.griffiths@kingsthorpecollege.org.uk</a>
Performing Arts – dance, drama, music	5	Mrs Townsend <a href="mailto:Lucy.townsend@kingsthorpecollege.org.uk">Lucy.townsend@kingsthorpecollege.org.uk</a>
PE	3	Miss Newell <a href="mailto:Victoria.newell@kingsthorpecollege.org.uk">Victoria.newell@kingsthorpecollege.org.uk</a>
PSHE	2	Mrs Landers <a href="mailto:Frances.landiers@kingsthorpe.org.uk">Frances.landiers@kingsthorpe.org.uk</a>
Electives	2	Mrs De-Wit <a href="mailto:Briony.de-wit@kingsthorpe.org.uk">Briony.de-wit@kingsthorpe.org.uk</a>

# Year 7 Assessments

When your child joins us in year 7, they will be placed into one of 5 bands depending on their key stage 2 SATs scores. At each of the two reporting points during the year, your child will be rank scored into one of the 5 bands depending on the progress they are making in each subject. Teachers will also report an “attitude to learning” grade.

Each key stage 3 band refers to the typical grades your child will achieve at key stage 4 in each subject as shown in the table below.

Key Stage 3 Band	Typical Key Stage 4 Grades
1	7 to 9
2	5 to 7
3	4 to 6
4	3 to 5
5	1 to 4

At the start of Year 7, all students will sit English, maths and science baseline assessments; these will show in detail to our core teachers the strengths and areas of development for the year group as well as each student individually. Students will then sit a similar assessment at the end of year 7 so we can monitor the progress that has been made. This assessment will not be shared with students or parents as it is used to support teaching. We will also assess year 7 students using CATs and reading age tests so that we can best support them throughout their time here at Kingsthorpe College to gain their maximum potential.

Although there are two summative in class assessment points during the year, some subjects may wish to do more frequent assessments for learning (e.g. end of unit tests). Details of assessments, including what your child will be assessed on is given in more detail on the subject pages which follow

Key dates for Year 7 for the academic year 2025-26 are shown below:

Dates	Activity
15 <sup>th</sup> – 26 <sup>h</sup> September	Baseline assessments including GL progress tests, CATs and reading age tests
15 <sup>th</sup> October	Baseline rank and attitude to learning reports shared with parents
5 <sup>th</sup> – 16 <sup>th</sup> January	Summative in class assessments completed across all subjects
11 <sup>th</sup> February	Year 7 report 1 shared with parents
<b>18<sup>th</sup> March</b>	<b>Year 7 parents evening for parents and students</b>
15 <sup>th</sup> – 26 <sup>th</sup> June	Summative in class assessments completed across all subjects GL progress test completed in English, Maths and Science
17 <sup>th</sup> July	Year 7 report 2 shared with parents

## Year 7 English

<b>Subject Overview</b>	The Year 7 curriculum in English is vibrant and challenging. We look to develop the students' core skills, building on their primary years and refining it above and beyond this level. We aim to expand the genres and text forms that students are exposed to and build students' confidence in analysis of language and structure. We aim to reinforce the focus on technical accuracy in writing that they have had at KS2 and encourage vocabulary expansion with a focus on tier two vocabulary.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Growing Up Poetry:</b> Reading for understanding; Poetic imagery; Writer's ideas and intentions
<b>Term 2</b>	<b>Freedom:</b> Whole text and extract structuring; Writer's viewpoints; Tone in writing
<b>Term 3</b>	<b>Answers in the Pages by David Levithan:</b> Novel study; Understanding character; Empathising with others
<b>Term 4</b>	<b>Survival:</b> Fiction & Non-fiction texts; Connotations and word level analysis; Writing to describe
<b>Term 5</b>	<b>Revenge:</b> Narrative writing; Creating characters; Using figurative language
<b>Term 6</b>	<b>The Magic of Shakespeare:</b> In-depth study of A Midsummer Night's Dream; Understanding Shakespeare's language; Dialogue & creating character
<b>Additional Information</b>	
<b>Assessments</b>	Students are assessed in a range of ways throughout the course. We track the skills needed for students to confidently unlock their next levels in their learning, gaining a clear picture of each learner and their needs. Students will complete two formally assessed pieces of work each term which give students the opportunity to showcase their skills and knowledge. The first receives a feedback sheet identifying strengths of the class and individual areas for improvement. The second allows students to show improvements made from the first task and students receive a Deep Marking feedback sheet for this work. This data then goes towards our reporting.
<b>Homework</b>	All students in Year 7 receive spelling homework which is set and checked on a weekly basis.
<b>Enrichment</b>	We offer many opportunities for students to develop their writing skills through entry to national writing and poetry competitions. In Year 7, we organise a trip to Stratford in the Summer Term to discover more about the Shakespeare who we have covered across the year.
<b>Online resources</b>	Poetry Analysis: <a href="https://www.bbc.co.uk/bitesize/topics/zqsvbqt">https://www.bbc.co.uk/bitesize/topics/zqsvbqt</a> A Midsummer Night's Dream: <a href="https://www.bbc.co.uk/bitesize/topics/zxgcwmn">https://www.bbc.co.uk/bitesize/topics/zxgcwmn</a> Fiction Writing: <a href="https://www.bbc.co.uk/bitesize/topics/zn8tkmn">https://www.bbc.co.uk/bitesize/topics/zn8tkmn</a>
<b>Extra reading</b>	The Tempest by William Shakespeare, Journey to the River Sea by Eva Ibbotson, The Bird in the Bamboo Cage by Hazel Gaynor, The 5 <sup>th</sup> Wave by Rick Yancey, The Hobbit by JRR Tolkien, Dorothy Must Die by Danielle Paige, Harry Potter & The Prisoner of Azkaban by JK Rowling.

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# Curriculum Map

**CAREERS IN ENGLISH:**

- Publisher
- Journalist
- Teacher
- Author
- Marketing
- Editor
- Public Relations
- Law
- Archivist

**Language**

- Child Language Acquisition
- Language Change
- Language Investigation
- Original Writing & Commentary
- Language Diversity
- Language Meanings & Representations

**Literature**

- Birdsong & The Wipers Times
- Unseen Prose
- Up The Line To Death (Poetry)
- Literary Comparison
- Unseen Poetry
- Assessment & Pre-1900 Poetry
- Ornato

**Revision & Tital Exams**

- Language Paper 1
- Literature Paper 2

**Unseen Poetry Comparison**

- Choice of unseen poetry
- Comparing poetic methods

**Revision**

- Language Paper 1
- Literature Paper 1

**Exams**

- Language Paper 1 Reading
- Language analysis
- Evaluation
- Structure analysis

**POST 16**

**YEAR 11**

**An Inspector Calls**

- Themes
- Character
- Links to context
- Structuring an essay response

**Language Paper 2 Writing**

- Non-fiction writing
- Persuasion

**Revision & Tital Exams**

- Language Paper 1
- Literature Paper 1

**Spoken Language Endorsement**

- Links to context
- Comparison of ideas

**Power & Conflict Poetry**

- Practical imagery
- Written in structure
- Links to context
- Comparison of ideas

**Language Paper 1 Reading**

- Language analysis
- Evaluation
- Structure analysis

**YEAR 10**

**Macbeth**

- Themes
- Character
- Links to context
- Extract to write

**Language Paper 1 writing**

- Creative Writing

**A Christmas Carol**

- 19th century literature
- Themes
- Social & historical context
- Extract to write whole text essays

**YEAR 9**

**A View From The Bridge**

- Character areas
- Great theatre
- Gift complex & masculinity in literature

**Time**

- Poetry & prose
- Linking theme and context
- Creative writing

**Gothic**

- 18th century poetry & prose
- Critical theory
- Context informed analysis
- Creative writing

**Illusion & Reality**

- Understanding perspective
- Exploring dystopian ideas

**Animal Farm**

- Non-fiction writing (articles)
- Metaphor
- Symbolism

**YEAR 8**

**Relationships Poetry**

- Practical techniques
- Comparison of poetic ideas
- The sonnet

**Shakespearean Love**

- Analysing Shakespeare's language
- Developing understanding of genre and theme

**Heroes**

- Types of literary heroes
- Characterisation
- Descriptive writing

**Journey's End**

- Building tension
- Whole text structure
- The play form

**Rebellion & Revolution**

- Non-fiction writing (speeches)
- Writing for purpose and audience

**YEAR 7**

**The Magic of Shakespeare**

- Understanding Shakespeare's language
- Language & creating character

**Revenge**

- Alternative writing
- Creating characters
- Using figurative language

**Survival**

- Fiction & Non-fiction texts
- Conventions and word level analysis
- Writing to describe

**Answers in the Pages**

- Novel study
- Understanding character
- Conventions and word level analysis
- Empathising with others

**Freedom**

- Whole text and extract structuring
- Writer's viewpoints
- Time in writing

**Growing Up Poetry**

- Reading for understanding
- Poetic imagery
- Writer's ideas and intentions

**FOUNDATIONAL SKILLS IN ENGLISH**

INFERENCE ANALYSIS COMPARISON EVALUATION SPaG WRITING FOR PURPOSE

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## Year 7 Maths

<b>Subject Overview</b>	
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Algebra:</b> sequence; understand and use algebraic notation; equality and equivalence
<b>Term 2</b>	<b>Number:</b> place value; ordering integers and decimals; fraction, decimal and percentage equivalence
<b>Term 3</b>	<b>Number:</b> solving problems with addition and subtraction; solving problems with multiplication and division; fractions and percentages of amounts
<b>Term 4</b>	<b>Number and Algebra:</b> operations and equations; addition and subtraction of fractions
<b>Term 5</b>	<b>Geometry:</b> constructing, measuring and notation; geometric reasoning
<b>Term 6</b>	<b>Number and probability:</b> developing number sense; sets and probability; prime numbers and proof
<b>Additional Information</b>	
<b>Assessments</b>	<p>Year 7 sit a base line assessment in the Autumn Term. This is an arithmetic assessment and an assessment based on KS2 learning. The students are then set into ability groups based on this assessment and their KS2 scores and they follow the Programme of Study.</p> <p>Students are formally assessed at regular intervals and each receives a PLC, (personal learning checklist) after each assessment showing strengths and topics for improvement. A website where students can access support on these topics is referenced in the PLC.</p>
<b>Homework</b>	Homework is set regularly and students are given a roughly a week in which to complete it. It may take the form of a set of questions related to the topic being currently or previously studied; an online task set through the Sparx website or a set of past key stage questions. Books and homework are reviewed according to the College policy. Students will be guided and supported on how to improve if any misconceptions are uncovered.
<b>Enrichment</b>	We have a maths club and drop in sessions for support with homework on a weekly basis. Each student has a personal log in to the maths watch website where they can access online support and challenging tasks.
<b>Online resources</b>	Sparx Maths, Magma Maths
<b>Extra reading</b>	<p>Various Youtube channels including ...</p> <p>Mr Wootube</p> <p>Chelmer Valley Maths</p> <p>Maths with Miss Costa (both Youtube and Tiktok)</p>





## Year 7 Science

<b>Subject Overview</b>	Students in Year 7 begin their introduction to KS3 Science through exploring and developing an understanding of the fundamental building blocks in science; cells, atoms and forces. Students learn how to carry out a number of interesting practical activities, whilst learning how to assess hazards and risks. Science in Year 7 serves as a foundation to support our students' understanding of science in subsequent years.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Enquiry Processes</b> (Introducing scientific methods and thinking) and <b>P1 Forces</b>
<b>Term 2</b>	<b>P2 Energy, C1 Matter and C2 Chemical Reactions</b>
<b>Term 3</b>	<b>P3 Electricity and B1 Biological Processes</b>
<b>Term 4</b>	<b>B2 Organ Systems</b>
<b>Term 5</b>	<b>C3 Separation Techniques</b>
<b>Term 6</b>	<b>P5 Waves and B3 Health and Disease</b>
<b>Additional Information</b>	
<b>Assessments</b>	<p>The students will be assessed through a variety of tasks that involve a range of strategies which include:</p> <ul style="list-style-type: none"> <li>• Starter activities to start students thinking from the moment they walk into the lab.</li> <li>• End of topic assessments</li> </ul> <p>End of topic assessments are accompanied with a detailed feedback sheet for all pupils outlining their strengths and the next steps they need to make to improve their work in Science.</p>
<b>Homework</b>	In Science, homework is set weekly on Sparx Science. This covers content that pupils have seen over the previous fortnight as well as revisiting key concepts from earlier in the course.
<b>Enrichment</b>	Pupils can complete independent work on either Sparx or Century Tech. They can also access the online resources and extra reading below to explore the curriculum further.
<b>Online resources</b>	<p>BBC Bitesize KS3: <a href="https://www.bbc.co.uk/bitesize/levels/z4kw2hv">https://www.bbc.co.uk/bitesize/levels/z4kw2hv</a></p> <p>Oak National Academy virtual lessons: <a href="https://www.thenational.academy/pupils/programmes/science-secondary-year-7/units">https://www.thenational.academy/pupils/programmes/science-secondary-year-7/units</a></p>
<b>Extra reading</b>	<p><a href="https://www.sciencejournalforkids.org/wp-content/uploads/2022/11/shark_sleep_article_lower_level.pdf">https://www.sciencejournalforkids.org/wp-content/uploads/2022/11/shark_sleep_article_lower_level.pdf</a></p> <p><a href="https://www.sciencejournalforkids.org/wp-content/uploads/2025/01/stunting_article.pdf">https://www.sciencejournalforkids.org/wp-content/uploads/2025/01/stunting_article.pdf</a></p> <p><a href="https://www.sciencejournalforkids.org/wp-content/uploads/2019/08/energy_article.pdf">https://www.sciencejournalforkids.org/wp-content/uploads/2019/08/energy_article.pdf</a></p>

# YEAR 7 SCIENCE CURRICULUM MAP

**YEAR 8**

*ASK: What is health and how can we stay healthy?*

## Health and Disease

- Food, diet and energy
- Food tests
- Drugs
- Alcohol and addiction
- Spreading disease
- Preventing the spread of disease
- Medicinal drugs

## Heat Transfer

- Temperature and heat
- Warming up and cooling down
- Conductors and insulations
- Convection
- Radiation
- Evaporation

**PM2 Test - June**

*ASK: What is inside the human body?*

## Human Organ Systems

- Organ systems – digestive, circulatory and skeletal
- Blood
- Heart structure and changes to the heart
- Breathing and gas exchange

## Separation Techniques

- Pure substances and mixtures
- Solutions and solubility
- Distillation
- Filtration and evaporation
- Chromatography
- Investigating seawater

## Biological Processes

*ASK: What are cells?*

- Life processes
- Cell structure
- Microscopy and viewing cells
- Respiration
- Photosynthesis
- Plant tissues and organs

## Electricity

- Electrical circuits
- Current
- Potential difference
- Resistance
- Charging up

## Chemical Reactions

- Atoms, elements and compounds
- Chemical formulae
- Atomic structure
- Combustion and thermal decomposition

**PM1 Test - January**

## Forces

- Types of forces
- Balanced and unbalanced forces
- Gravity
- Speed
- Distance-time graphs
- Acceleration

## Energy

- Energy stores
- Changing stores and energy pathways
- Conservation of Energy
- Dissipation and efficiency
- Sankey diagrams

## Matter

- States of matter
- Changing state
- Melting and boiling
- Diffusion
- Density and volume
- Floating and sinking

*ASK: Why do different substances have different properties?*

## Enquiry Processes

- Asking scientific questions
- Planning investigations
- Collecting, recording and presenting data
- Analysing patterns
- Evaluating data

**YEAR 7**

## Useful Resources

BBC Bitesize KS3:  
<https://www.bbc.co.uk/bitesize/levels/z4kw2hv>  
 Energy stores simulation:  
<https://phet.colorado.edu/en/simulations/energy-forms-and-changes>  
 Oak National Academy virtual lessons:  
<https://www.thenational.academy/pupils/programmes/science-secondary-year-7/units>

## Big Scientific Questions for Year 7:

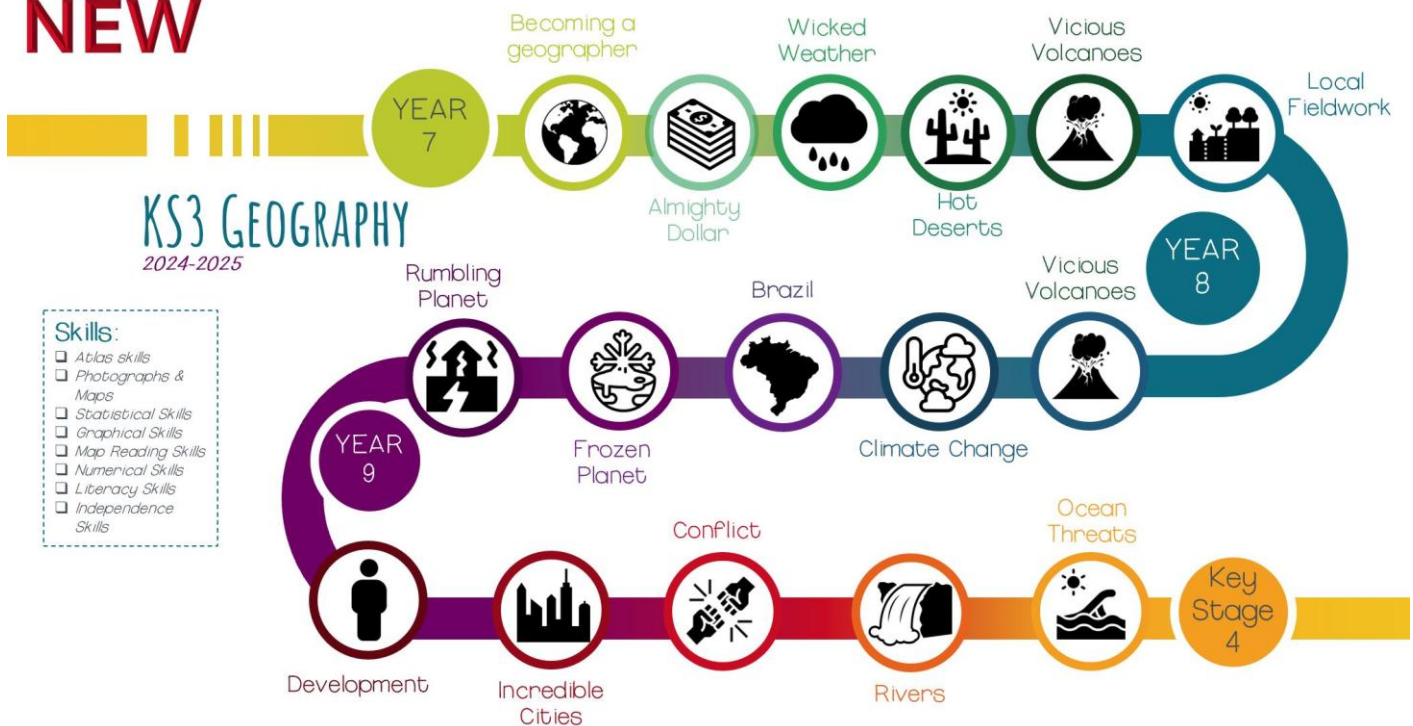
- How can we collect valid scientific data?
- What can a force do to an object?
- Particles make up everything. What are particles?
- What is a cell, and how are cells arranged into organisms?
- How can we live a healthy lifestyle?

## Year 7 Geography

<b>Subject Overview</b>	Year 7s begin their journey by consolidating the geographical skills learnt at KS2 and applying them to new contexts and understanding what it means to become a geographer. Students will then move on to study the text “The Almighty Dollar” by Dharshini David to understand how we all linked through globalisation and trade. Students will then move onto understanding what it means to become a meteorologist through studying the weather in the UK and completing on-site fieldwork into the school’s microclimate. Students then complete two physical geography units in the Hot Deserts and Vicious Volcanoes, expanding their horizons beyond landforms in the UK before completing some local area fieldwork through investigating whether Boughton Green Road is a healthy street.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Becoming a geographer</b> This unit covers the variety of skills that geographers need as well as completing fieldwork on local biodiversity. Students will learn new map skills as well as core knowledge which will aid them on their geographical journey.
<b>Term 2</b>	<b>Almighty Dollar</b> We will follow the non-fiction text ‘The Almighty Dollar’ by Dharshini David. Students will follow the journey of the dollar around the world. This unit will aid their understanding of global trade, industry and globalisation.
<b>Term 3</b>	<b>Wicked weather</b> In this unit students will become meteorologists, learning about Britain’s favourite conversation piece – the weather. Students will build upon their fieldwork skills, completing a microclimate survey on site.
<b>Term 4</b>	<b>Hot deserts</b> Taking their knowledge of the weather and climate, students will apply this to a new biome – the hot deserts. Students will learn about the flora and fauna of the desert as well as the people who make it their home.
<b>Term 5</b>	<b>Vicious volcanoes</b> Students will build upon their primary knowledge of tectonic hazards and look closely at a range of volcanoes and their associated hazards. Using GIS and a range of experiments we will look closely at what happens when a volcano erupts and how easy it is to predict an eruption.
<b>Term 6</b>	<b>Local fieldwork</b> To finish the year we will complete local area fieldwork, using a range of equipment and surveys to help us to understand whether Boughton Green Road is a healthy street.
<b>Additional Information</b>	
<b>Assessments</b>	Students have two formal assessment points in the year where data is collected. These assessments are worth 50 marks each and contain a range of long and short questions to test students understanding of our golden threads and the topics they have learnt. Each unit has an end of unit assessment which builds on their knowledge of that topic and the previous ones.
<b>Homework</b>	Each unit has a homework booklet which accompanies it and tasks from this will be set by the class teacher. The homework tasks include spellings, online quizzes and a broader project homework for example building a volcano or creating a biome in a box.
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Geography club</li> <li>• British Council school partnership activities with our overseas partner schools in Pakistan, Bangladesh and Taiwan</li> <li>• Antarctic Flags Project with the UK Polar Network</li> <li>• Local fieldwork</li> <li>• Trip to the Natural History Museum in the summer term</li> </ul>

<b>Online resources</b>	BBC Bitesize for KS3 Geography: <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a> Seneca: <a href="https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/">https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</a>
<b>Extra reading</b>	The Almighty Dollar: Dharshini David Mountains of Fire: The secret lives of volcanoes: Clive Oppenheimer The Cloud Spotters Guide: Gavin Pretor-Pinney The Incredible Ecosystems of Planet Earth: Rachel Ignotofsky

**NEW**

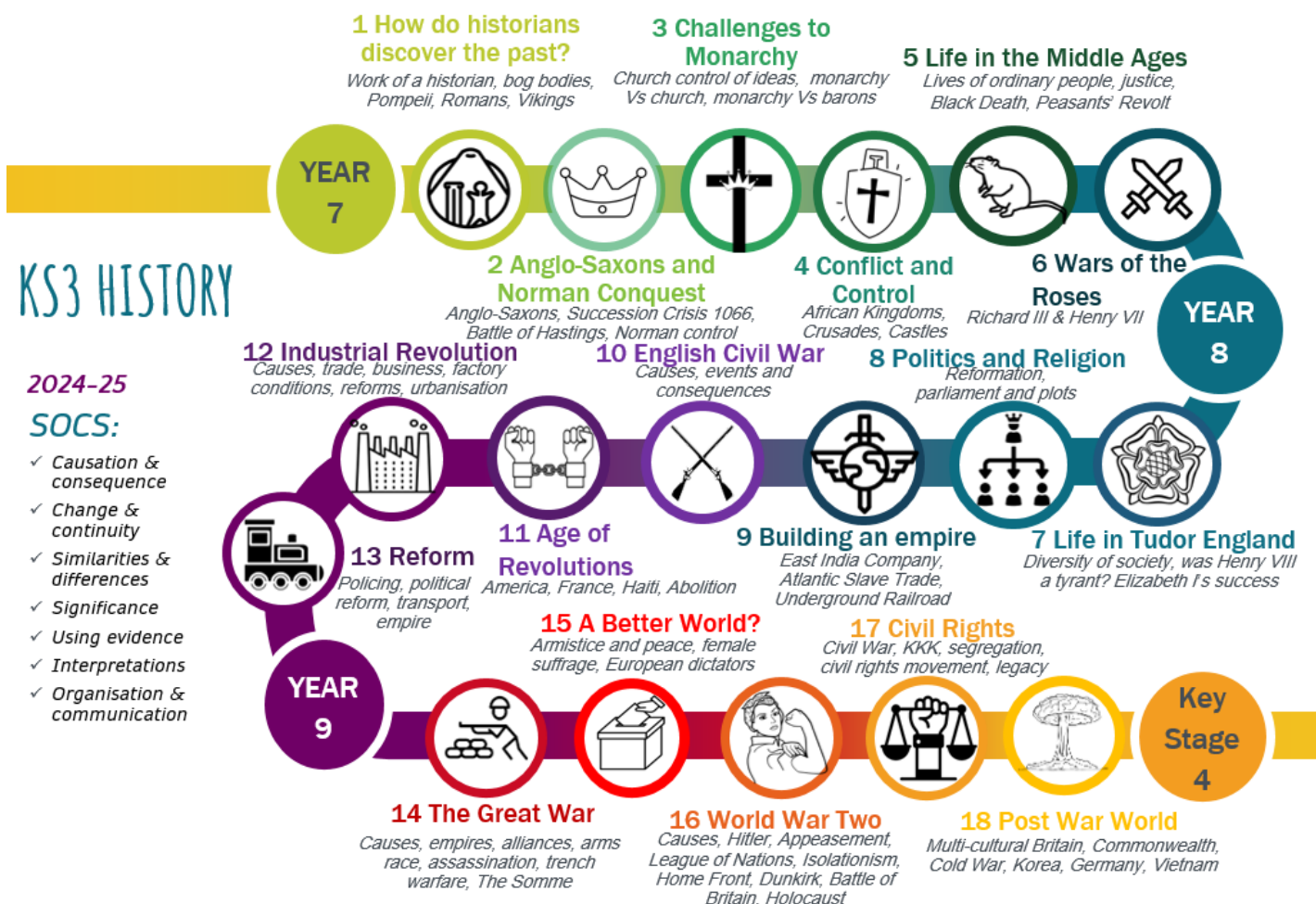


## Year 7 History

<b>Subject Overview</b>	The Y7 History curriculum is designed to build on students' historical learning at KS2 and to develop their subject specific historical skills. We begin with a focus on the work of some key historians on the ancient history of pre-1066 that they have covered in their primary years. We then take them chronologically through the medieval period with a series of enquiry questions which focus on the key skills of History and introduce them to the key historical concepts of parliament, monarchy, diversity, revolution, empire and justice. We aim to build their confidence in thinking and writing like a historian.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Enquiry 1 How do historians discover the past? (using evidence):</b> work of a historian; Pompeii; Romans; Vikings
<b>Term 2</b>	<p><b>Enquiry 2 What was Anglo-Saxon England like? (similarity and difference):</b> Anglo-Saxon society and government; Anglo-Saxon Kings Alfred the Great and Athelstan; Anglo-Saxon women's stories</p> <p><b>Enquiry 3 How far did the Norman Conquest change England? (causation and consequence; change and continuity):</b> Succession crisis 1066; Battle of Hastings; reasons for William the Conqueror's victory at Hastings</p>
<b>Term 3</b>	<p><b>Enquiry 3 How far did the Norman Conquest change England? (causation and consequence; change and continuity):</b> Norman control through castles, Domesday Book and Feudal System</p> <p><b>Enquiry 4 How significantly was the power of medieval monarchy challenged? (significance):</b> England in Anarchy; church control of ideas; monarchy vs church; monarchy vs barons</p>
<b>Term 4</b>	<p><b>Enquiry 5 Why did African kingdoms become powerful in the medieval period? (causation):</b> African kingdoms of Ghana, Great Zimbabwe, Mali Empire, Benin Empire and the Benin Bronzes</p> <p><b>Enquiry 6 What was the impact of the Crusades? (change and continuity):</b> Crusades, Islamic learning</p>
<b>Term 5</b>	<p><b>Enquiry 6 What was the impact of the Crusades? (change and continuity):</b> castle development, Conquest of Wales</p> <p><b>Enquiry 7 Which sources reveal the most about medieval peasant life? (use of evidence):</b> medieval village and town life; medieval justice</p>
<b>Term 6</b>	<p><b>Enquiry 8 How far was the Black Death a disaster for England? (change and continuity):</b> Silk Roads; cause and treatment of the Black Death; impact of the Black Death; the Peasants' Revolt</p> <p><b>Enquiry 9 What do the Wars of the Roses reveal about power and instability in 15<sup>th</sup> Century England? (use of evidence and interpretation):</b> Wars of the Roses; Princes in the Tower; Richard III; Battle of Bosworth; Henry VII</p>



Additional Information	
<b>Assessments</b>	Students will be assessed through two main summative assessments throughout the year. These are completed in lesson time and marked according to an agreed mark scheme. These summative assessments cover all historical skills in the course of each academic year and are mapped across KS3 to build progression and prepare students for GCSE History. In addition to this, students complete guided practice on each historical skill area regularly in lessons, with written feedback given termly.
<b>Homework</b>	Fortnightly homework tasks include spellings, online quizzes and “meanwhile, elsewhere” research sheets.
<b>Enrichment</b>	We run a visit for Year 7 students to Warwick Castle during Term 6.
<b>Online resources</b>	BBC Bitesize for KS3 History: <a href="#">KS3 History - BBC Bitesize</a> Seneca Learning: <a href="#">Seneca - Learn 2x Faster (senecalearning.com)</a>
<b>Extra reading</b>	Ian Mortimer “A Time Traveller’s Guide to Medieval England” Paul Dowsell “The Great Revolt”



## Year 7 RE

<b>Subject Overview</b>	In accordance with the Northamptonshire Agreed Syllabus, approximately 20 weeks are spent on the Christianity units in each of Years 7 and 8 and 9, and approximately 15 weeks on Hinduism (Year 7), 15 weeks on Judaism (Year 8) and 15 weeks on Islam (Year 9). This is to provide a balance between Christianity and other religions.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>What do we believe and how do we perceive God?</b> The content focuses on exploring different perspectives on the concept of God and religious belief. The aim is to encourage students to understand and engage with a variety of views regarding God's nature, characteristics, and the significance of religious beliefs. The tasks involve incorporating key theological terms, reflecting on how different religions describe God, and understanding how these characteristics may be meaningful to believers.
<b>Term 2</b>	<b>Key Christian Beliefs and Teachings in Christianity:</b> This explores key beliefs and teachings in Christianity, focusing on important concepts and aspects of the faith. It helps students understand how Christians practice their beliefs and the meaning behind these teachings.
<b>Term 3</b>	<b>Understanding Jesus and Core Christian Concepts:</b> The content focuses on understanding the life of Jesus, his teachings, and key Christian concepts. It encourages students to explore various aspects of Jesus' identity and his significance in Christianity, as well as important theological ideas.
<b>Term 4</b>	<b>Jesus' Death and Resurrection:</b> This explores the events surrounding Jesus' death and resurrection, focusing on their significance in Christianity. It aims to help students understand the key events of the Passion and the implications for Christian beliefs.
<b>Term 5</b>	<b>Introduction to Key Beliefs and Practices in Hinduism:</b> This provides an introduction to key beliefs, practices, and stories in Hinduism, aimed at helping students understand the essentials of the religion and its cultural significance.
<b>Term 6</b>	<b>Introduction to Key Beliefs and Practices in Hinduism:</b> This provides an introduction to key beliefs, practices, and stories in Hinduism, aimed at helping students understand the essentials of the religion and its cultural significance.
<b>Assessment Information</b>	
<b>Assessments</b>	Students will be assessed through two main summative assessments throughout the year. These are completed in lesson time and marked according to an agreed mark scheme. They cover all the core skills taught each academic year and are designed to ensure progression across Key Stage 3, preparing students for GCSE Religious Studies.
<b>Homework</b>	Fortnightly homework tasks include spellings, knowledge tests, viewing reflections, online quizzes and "meanwhile, elsewhere" research sheets.
<b>Enrichment</b>	Entry to the RE Today Spirited Arts competition Trip to a Mandir
<b>Online resources</b>	BBC Bitesize for KS3 RE: <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a> BBC Teach channel on YouTube: <a href="https://www.youtube.com/@bbcteach">https://www.youtube.com/@bbcteach</a> RE: Quest resource towards Christianity: <a href="https://request.org.uk/">https://request.org.uk/</a>
<b>Extra reading</b>	Mere Christianity by C.S. Lewis "Why People Believe in God" by BBC Bitesize The God Delusion by Richard Dawkins The Basics of Hinduism" by BBC Religion Hinduism: A Beginner's Guide by Klaus K. Klostermaier

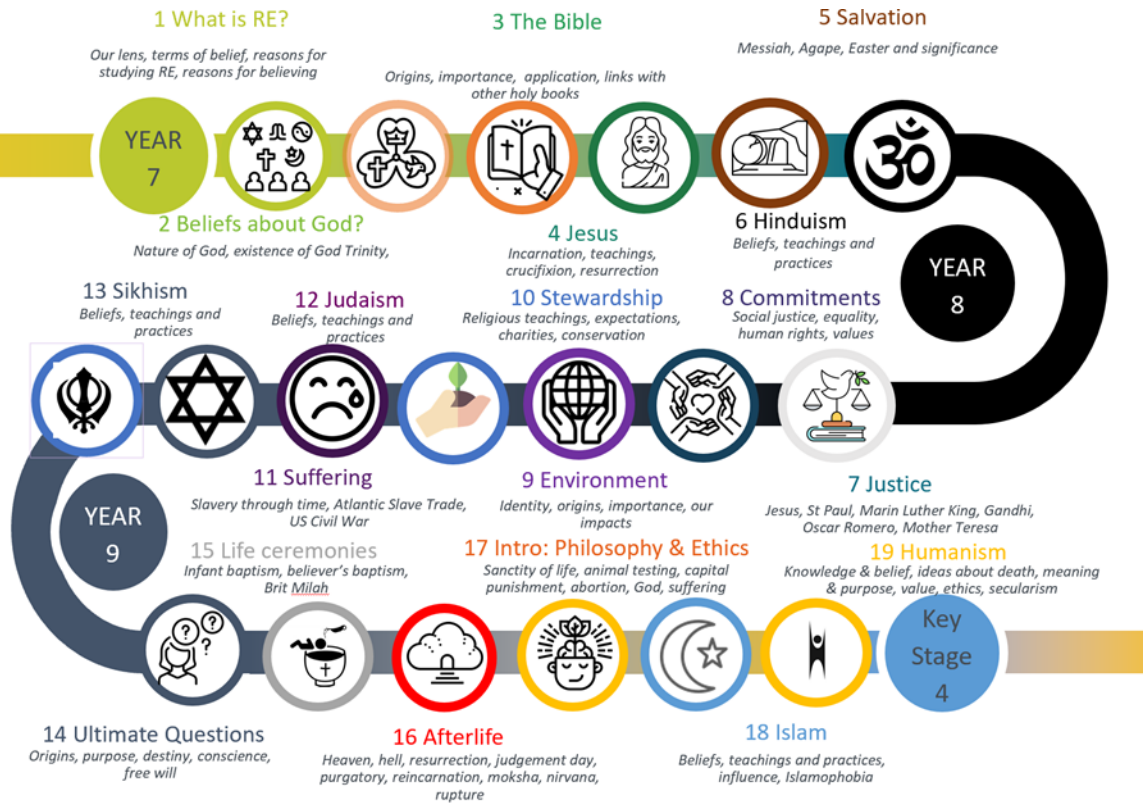


## KS3 RE

2023-24

### SKILLS:

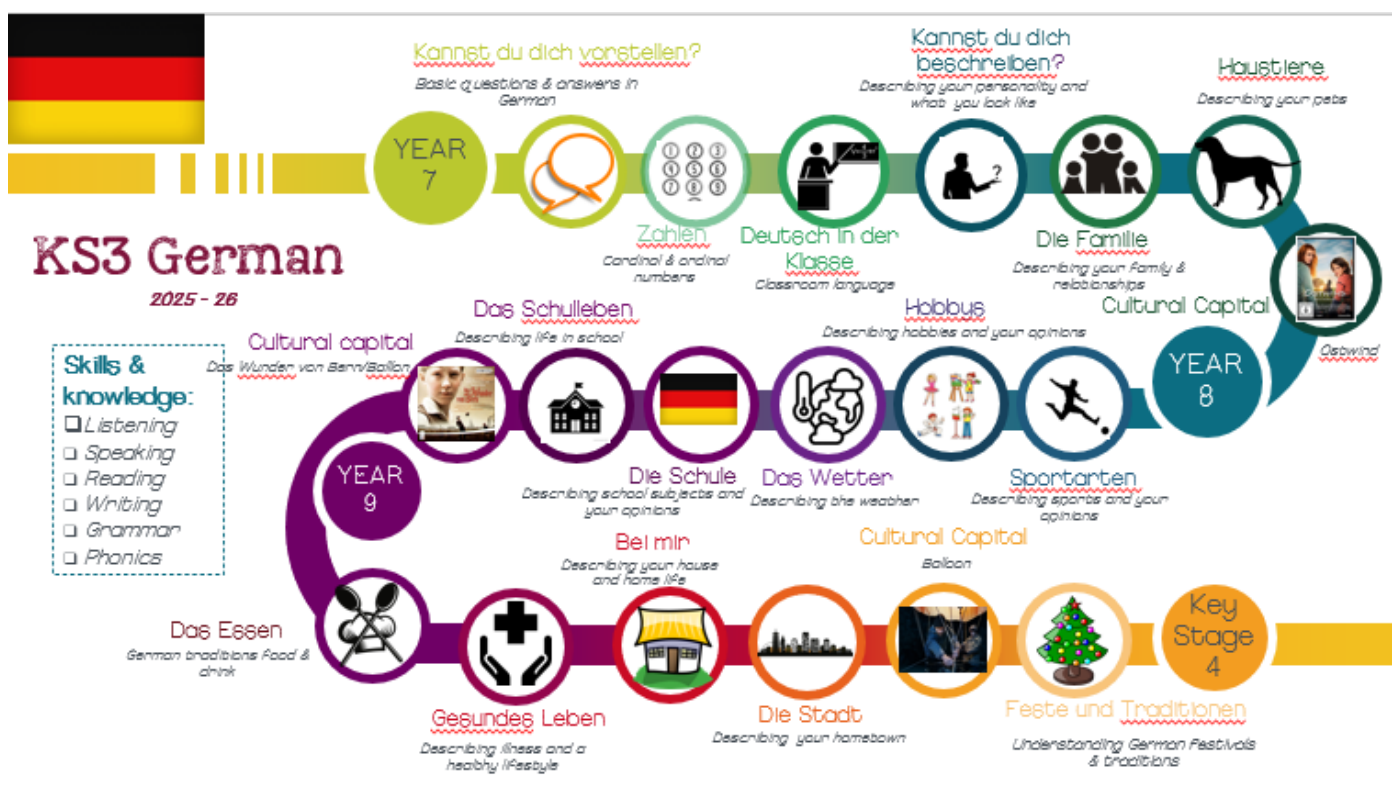
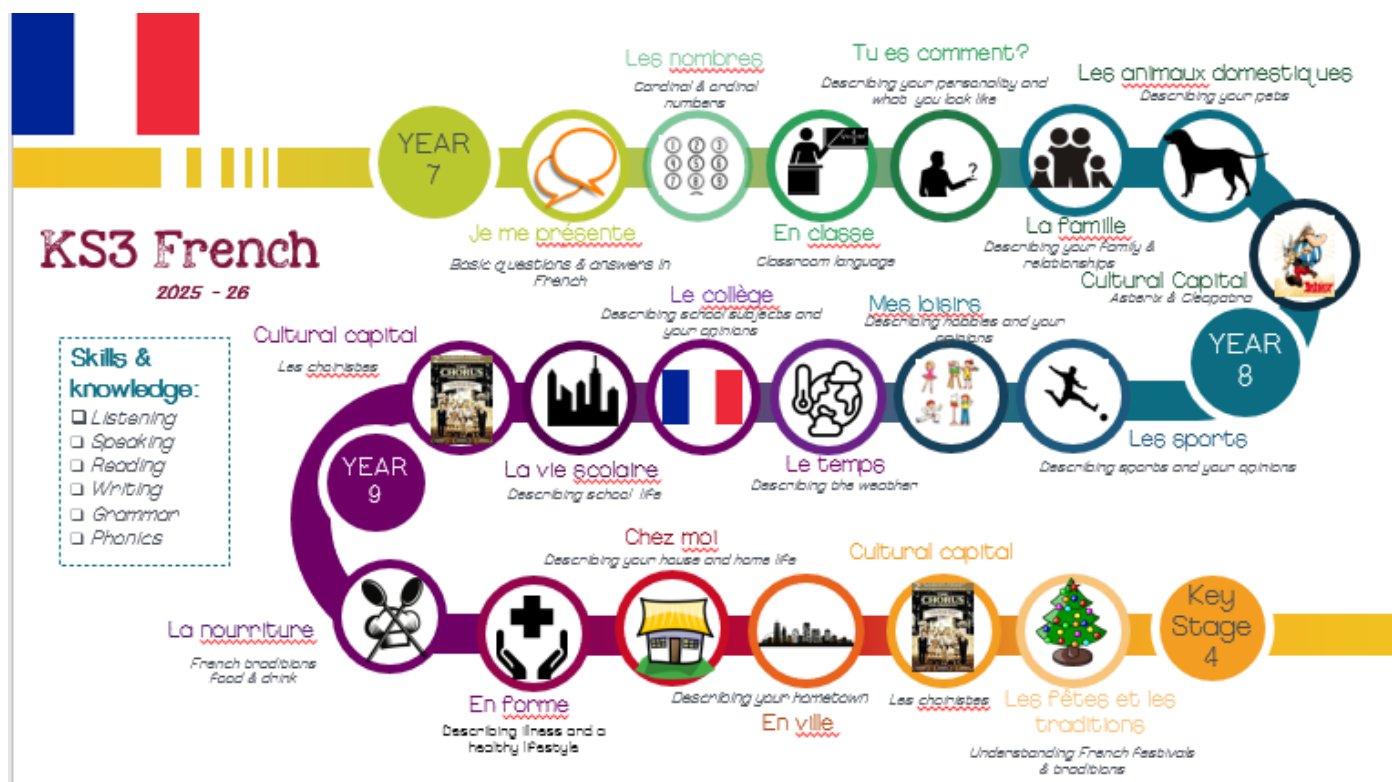
- ✓ Knowledge & understanding
- ✓ Expressing & communicating
- ✓ Synthesis
- ✓ Reflection & empathy
- ✓ Values & commitments
- ✓ Application





## Year 7 MFL (French/German)

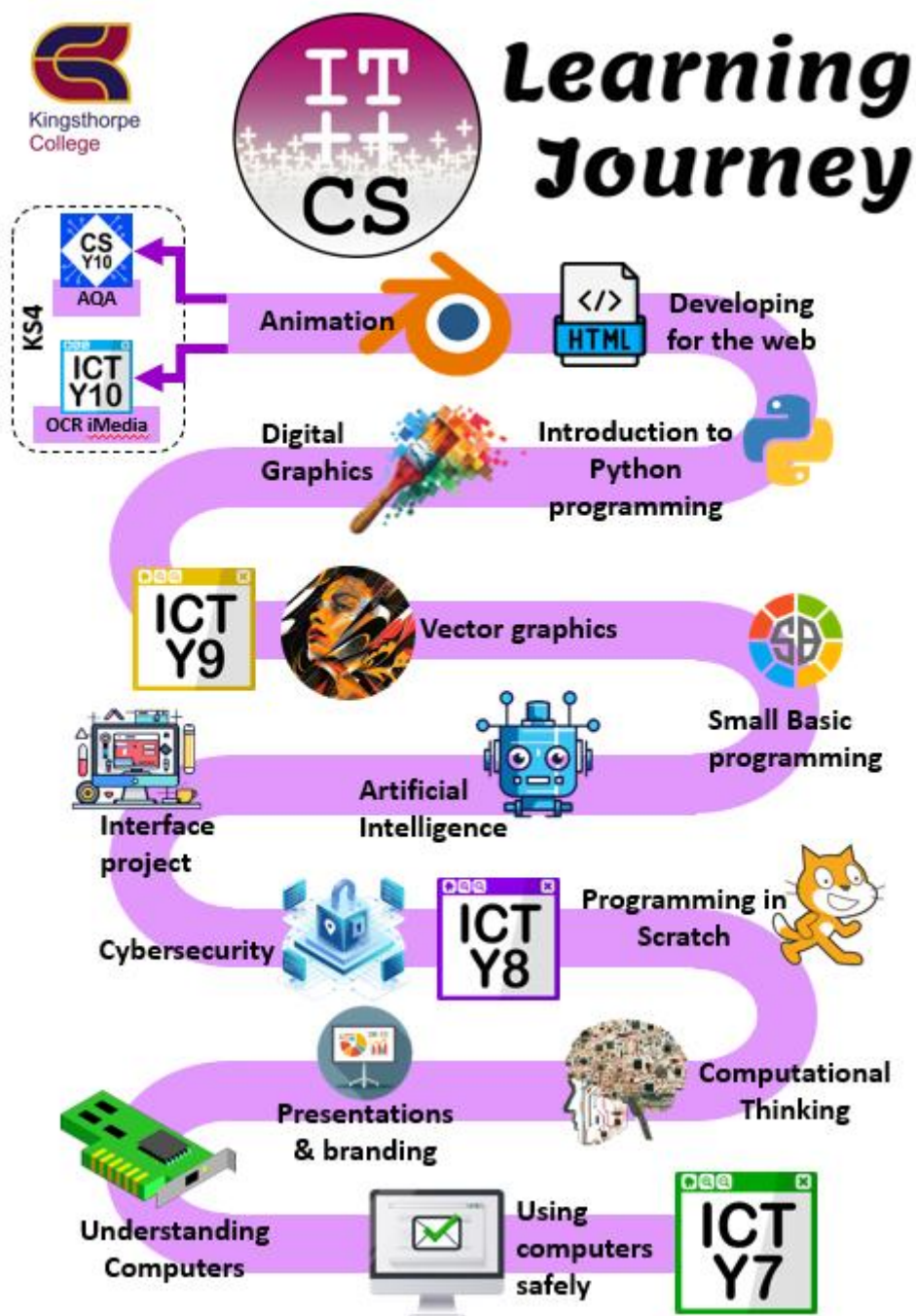
<b>Subject Overview</b>	The focus of our curriculum is heavily directed to the development of students' communication skills, self-efficacy, retention of language, independence and autonomy. The Year 7 curriculum aims to provide students with the basics required to communicate in a foreign language. We look to develop students' core competency in the essential skills of listening, reading, writing and speaking, in order to build up language acquisition and comprehension. We aim foster an appreciation of different cultures and our place in an everchanging multicultural society.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Basic questions and answers in French/German</b> - greetings, how to say your name, where you live and come from, and how to spell using the alphabet.
<b>Term 2</b>	<b>Cardinal &amp; ordinal numbers</b> - counting up to 100 and beyond, saying your age and when you have your birthday.
<b>Term 3</b>	<b>Classroom language</b> - classroom instructions, colours, pencil case items and simple conversation language to be used in a classroom
<b>Term 4</b>	<b>Describing your personality and what you look like</b> - describing yourself in detail; personality and physical descriptions
<b>Term 5</b>	<b>Describing family and family relationships</b> -, saying who is in your family, describing them and whether you get on well with them, giving simple justifications
<b>Term 6</b>	<b>Describing your pets</b> -, learning vocabulary for pets, describing them and using different tenses to say what pets you used to have or would like in the future
<b>Additional Information</b>	
<b>Assessments</b>	Students will be assessed through two main summative assessments throughout the year. These are completed in lesson time and marked according to an agreed mark scheme. The first summative assessment concentrates on the skills of reading and listening, whilst the second concentrates on skill of writing and communicating in a foreign language. These assessments build progression and prepare students for GCSE. In addition, students will complete dictation tasks termly, with feedback given.
<b>Homework</b>	Students should receive one piece of homework per week. This might be the learning of new vocabulary, or activities to reinforce new vocabulary on Language Gym - Home (language-gym.com), which is a website we use. Instructions to access the platform are provided to students and can be given to parents if a student is struggling to access the website.
<b>Enrichment</b>	Electives give students the opportunity to learn Beginners German or Beginners Spanish.
<b>Online resources</b>	<a href="#">Language Gym - Home (language-gym.com)</a> school account <a href="https://www.duolingo.com/">https://www.duolingo.com/</a> many students set up their own accounts
<b>Extra reading</b>	



## Year 7 IT

<b>Subject Overview</b>	<p>IT &amp; Computer Science promote safe, confident and independent users of IT. They make creative use of the different tools available to construct digital artefacts that can target familiar and diverse audiences.</p> <p>We explore different uses and allow students to bring their own interests into their work. They should be able to explore formal and professional uses of IT &amp; Computer Science to understand how it is used internationally.</p> <p>The different skills that they make use of in the subject such as analysis, design, implementation, testing and evaluation that are core to a wide range of job roles both inside and outside of the IT sector.</p>
<b>Curriculum Content</b>	
<b>Term 1</b>	<p>Unit 1. Using computers safely, effectively and responsibly</p> <p>In this unit students learn how to use computers safely, effectively and responsibly. Pupils begin by looking at file management and security. There are a wide range of e-safety issues that are also covered including cyber-bullying and phishing as well as other potential online threats. Students are also taught to understand and be aware of potential issues with online communication such as social media and email including online profiles and online data security.</p>
<b>Term 2</b>	<p>Unit 2. Understanding Computers</p> <p>Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to decimal conversion and vice versa and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Pupils will learn more in depth how storage devices represent data using binary patterns and physically save these patterns. Finally, they will look at a brief history of communication devices, how new technologies and applications are emerging and the pace of change.</p>
<b>Term 3</b>	<p>Unit 3. Multimedia project on Computer Hardware</p> <p>Students use their knowledge of understanding computers to create a digital artifact for a given target audience. They will understand how to ensure their work suits its purpose and what sort of techniques can be used to target different demographics. This includes considering the use of text and images, as well as looking at how other types of media can be used alongside them.</p>
<b>Terms 4 &amp; 5</b>	<p>Unit 4. Computational Thinking</p> <p>This unit introduces students to the world of computational thinking and logic. With the help of many activities, students get to understand the power of problem solving and the different methods that Computer Scientists use to tackle problems. This forms the underpinning of the programming they do in later units throughout their IT learning journey.</p>
<b>Terms 5 &amp; 6</b>	<p>Unit 5. Games Programming in Scratch</p> <p>In this unit pupils will be introduced to the Scratch programming environment and begin by reverse-engineering some existing games. They will then progress to planning and developing their own games, learning to incorporate variables, procedures (using the Broadcast function), lists and operators. They should be able to create a fully working game with lives, scoring and some randomisation of objects. Finally, they will learn to test and debug their programs.</p>
<b>Additional Information</b>	
<b>Assessments</b>	Each unit has an electronic assessment completed consisting of multiple choice and written answers.

<b>Homework</b>	Each lesson will include a homework set on Teams.
<b>Enrichment</b>	Weekly lunchtime Computer Games Club
<b>Online resources</b>	BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/zvc9q6f">https://www.bbc.co.uk/bitesize/subjects/zvc9q6f</a>
<b>Extra reading</b>	N/A



## Year 7 Visual Arts

<b>Subject Overview</b>	Students have three, one-hour lessons per fortnight. The key concepts of key stage 3 are built around the formal elements, with a curriculum tailored around creative development. During this key stage we explore landscapes, portraiture and still life. There is an emphasis on students building and mastering key artistic and creative skills, such as painting and drawing using a range of materials, sculpting, mixed media as well as carrying out contextual investigations through artist research.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Tonal drawing, Mark making and Paul Cezanne still life:</b> Learners begin with a baseline assessment that tests their ability whilst completing an observational drawing. They then explore a range of drawing techniques to help them build the skills needed to create realistic form and tone when drawing.
<b>Term 2</b>	<b>Van Gogh and David Hockney studies:</b> A range of mediums explored during this term to create landscapes including watercolour, Indian ink, acrylic and pencil. This allows students to try different techniques that help them develop into a well-rounded artist.
<b>Term 3</b>	<b>African art:</b> Cultural studies that focus on pattern and colour. These are explored using with a title page, hand sewing, block printing and the creation of a mask that's unique to the student's design.
<b>Additional Information</b>	
<b>Assessments</b>	Students follow the Visual Arts Faculty key skills curriculum, and the course is delivered through projects which focus on exploring and developing a wide range of techniques and processes to build those key skills.
<b>Homework</b>	Homework is set using extended tasks, based around a theme or artist being covered in their art and design lessons. These are an opportunity for students to demonstrate and build on skills learnt in lessons and are assessed along with the completed project.
<b>Enrichment</b>	Students can attend after school sessions to work on their projects and prepare extra outcomes for art challenges. G&T Students have the opportunity to enter local and national competitions and we also run enrichment art trips for all students, these have involved visits to Compton Verney Art Gallery and Park in Warwickshire and the Natural History Museum/ Pitt Rivers collection in Oxford.
<b>Online resources</b>	Video looking at Van Gogh and how his work impacted the artistic world.
<b>Extra reading</b>	N/A





# Topic Overview

## Year 7

Spherical drawing skills and African art

Still-life pencil drawing  
Baseline Assessment

Tonal shading

Mark making

Paul Cezanne: Still life  
with apples

Pebbles pencil  
drawing  
Assessment  
Point 2

Gabriele Muntet  
Oil-pastel landscape drawing  
Assessment Point 3

David Hockney  
Watercolour  
Landscape  
painting

Van Gogh  
Watercolour

Van Gogh  
Indian ink study

Van Gogh  
Landscapes

African  
Art  
Title page

Hand sewing

Block printing

Designing masks

African Art Mask  
Assessment Point 4

### Formal Elements

Tone	Texture
Line	Colour
Shape	Pattern



Kingsthorpe  
College

## Year 7 Dance

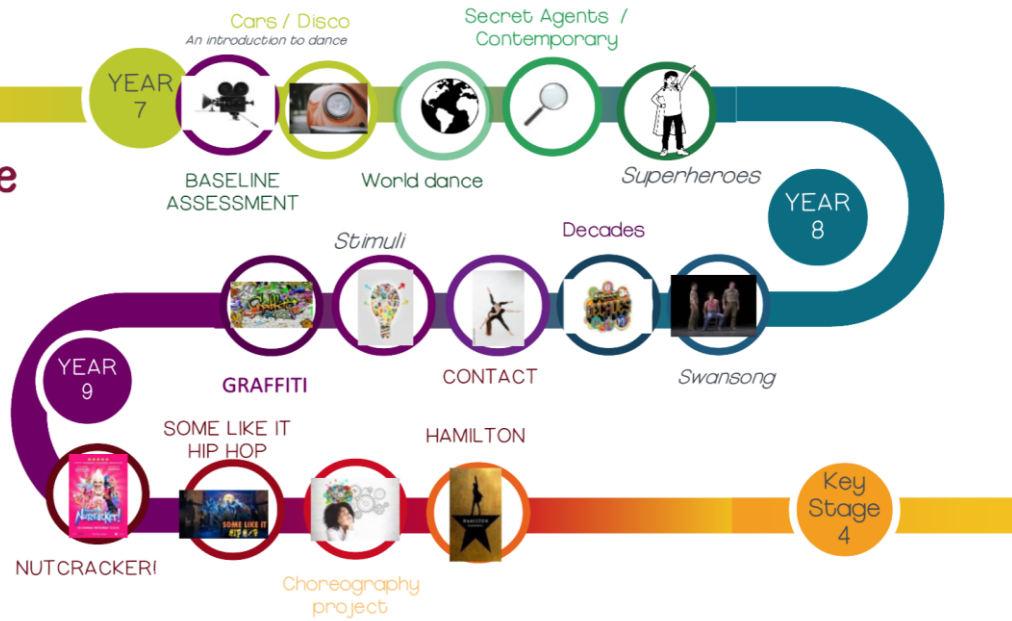
<b>Subject Overview</b>	<p>Performing Arts encompasses Dance, Drama and Music, all of which we offer at key stages 3, 4 and 5.</p> <p>Students study a vast range of styles and stimuli in Performing Arts, and every lesson provides them with time to improve their skills and knowledge. There is a strong focus on creativity and performing, studying famous practitioners in all disciplines, and developing collaborative skills.</p> <p>In Dance, students explore a theme accompanied by a style every term. This maybe Disco with Cars, or a trip around the globe with World Dance. Every scheme ends with a performance assessment.</p> <p>The schemes of work at key stage 3 are all created with key stage 4 and 5 in mind, looking at the skills and knowledge needed to succeed in the courses further up the school. They are also designed to engage our students, assist their creativity and have fun in Performing Arts!</p>
<b>Curriculum Content</b>	
<b>Autumn Term</b>	<p>By the end of term 2, year 7 students will be able to...</p> <p>Dance in a disco style and show dances from a range of countries. They will be able to explain what stimuli and techniques they have used to choreograph dance pieces (cars, unison, canon). They will understand how to stay safe in dance and know the main dance actions.</p>
<b>Spring Term</b>	<p>By the end of term 4, year 7 students will be able to...</p> <p>Dance in a contemporary style, explored via the stimulus of secret agents. They will be able to explain what stimulus and techniques they have used to choreograph dance pieces. They will continue to re-cap health and safety aspects of dance like warming-up and cooling down.</p>
<b>Summer Term</b>	<p>By the end of term 6, year 7 students will be able to...</p> <p>Understand the demands of physical theatre and contact work, and how to perform both safely. They will now understand how genres differ and be able to choreograph in that style. They will also revisit unison and canon. They will understand how to stay safe during lifts, leans, and balances.</p>
<b>Additional Information</b>	
<b>Assessments</b>	Students are assessed at the end of each term via a performance piece.
<b>Homework</b>	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
<b>Enrichment</b>	Students can attend after school sessions in dance in all year groups. We also have an elite dance company, Ascend, who compete in the national Udance competition. Year 9 students are offered Arts award bronze, and perform at the NMPAT festival at the Derngate every year. There is an annual dance showcase every March and we also attend Move It in London.
<b>Online resources</b>	Zoo Nation
<b>Extra reading</b>	An Essential Guide to Dance

# KS3 Dance

2025-2026

## Skills:

Styles  
Choreography  
Technique  
Rehearsal  
Performance  
Professional  
works





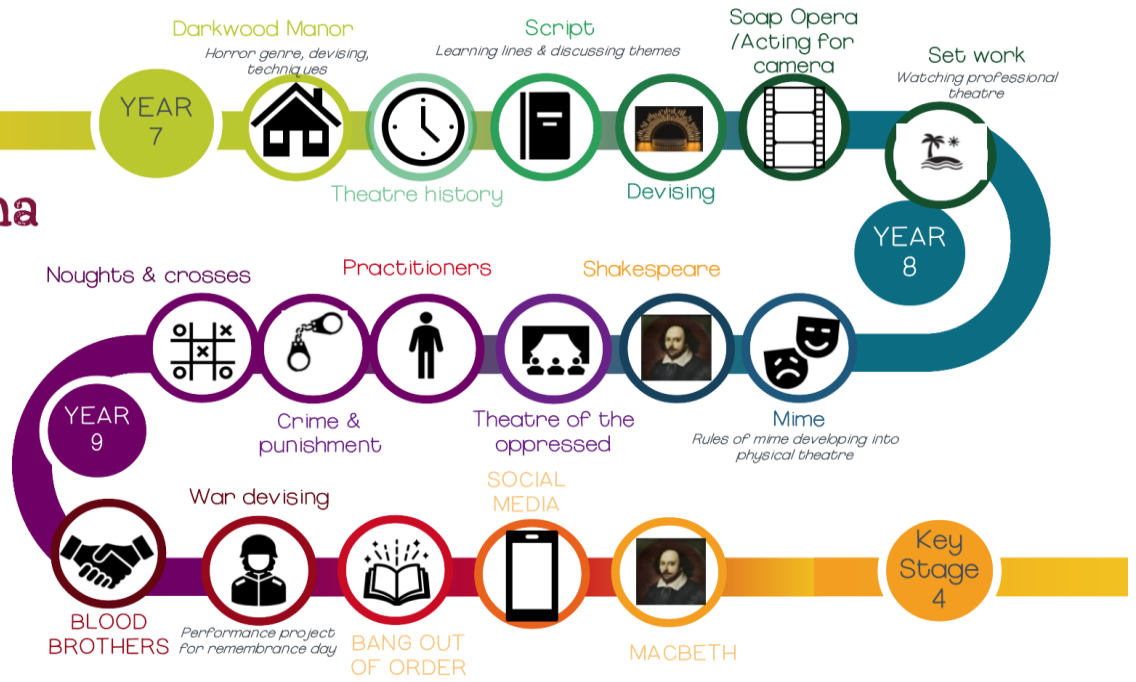
## Year 7 Drama

<b>Subject Overview</b>	<p>Performing Arts encompasses Dance, Drama and Music, all of which we offer at key stages 3, 4 and 5.</p> <p>Students study a vast range of styles and stimuli in Performing Arts, and every lesson provides them with time to improve their skills and knowledge. There is a strong focus on creativity and performing, studying famous practitioners in all disciplines, and developing collaborative skills.</p> <p>In Drama, students study skills, techniques and practitioners who have influenced theatre. They devise their own work and bring scripts to life.</p> <p>The schemes of work at key stage 3 are all created with key stage 4 and 5 in mind, looking at the skills and knowledge needed to succeed in the courses further up the school. They are also designed to engage our students, assist their creativity and have fun in Performing Arts!</p>
<b>Curriculum Content</b>	
<b>Autumn Term</b>	<p>By the end of the Autumn term, year 7 students will be able to...</p> <p>Rehearse and devise independently using skills and techniques to create effective work in a horror style. They will know some theatre history and be able to apply their knowledge to their practical work.</p>
<b>Spring Term</b>	<p>By the end of the Spring term, year 7 students will be able to...</p> <p>Be able to bring a script to life and be able to discuss issues around bullying. They will understand the rules of a read through and have further explored performance skills.</p>
<b>Summer Term</b>	<p>By the end of the Summer term, year 7 students will be able to...</p> <p>Watch a professional theatre piece and be able to evaluate their likes and dislikes of the piece. They will have explored the script and characterisation. They will be able to create soap opera scenes and archetypal characters, as well as understanding the importance of cliff hangers and tension.</p>
<b>Additional Information</b>	
<b>Assessments</b>	Students are assessed at the end of each term via a performance piece.
<b>Homework</b>	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
<b>Enrichment</b>	Actors focus on the whole school production in the autumn term, before the return of Drama club from January. Our elite actors compete in National Theatre Connections. There are frequent trips in Performing Arts as well as professional visitors.
<b>Online resources</b>	<p>Youtube</p> <p>National Theatre</p> <p>RSC</p>
<b>Extra reading</b>	National Theatre – All About Theatre

# KS3 Drama

2025-2026

Skills:  
Devising  
Techniques  
Styles  
Script work



## Year 7 Music

<b>Subject Overview</b>	<p>Performing Arts encompasses Dance, Drama and Music, all of which we offer at key stages 3, 4 and 5.</p> <p>Students study a vast range of styles and stimuli in Performing Arts, and every lesson provides them with time to improve their skills and knowledge. There is a strong focus on creativity and performing, studying famous practitioners in all disciplines, and developing collaborative skills.</p> <p>In Music, they have a practical lesson in a specialist music room, supplemented by a variety of rehearsal rooms.</p> <p>The schemes of work at key stage 3 are all created with key stage 4 and 5 in mind, looking at the skills and knowledge needed to succeed in the courses further up the school. They are also designed to engage our students, assist their creativity and have fun in Performing Arts!</p>
<b>Curriculum Content</b>	
<b>Term 1</b>	Building blocks: an introduction to notation and the elements of music
<b>Term 2</b>	Keyboard skills: an introduction to the keyboard and bringing notation to life
<b>Term 3</b>	All About That Bass: An introduction to bass clef instruments, their notations and chords
<b>Additional Information</b>	
<b>Assessments</b>	Students are assessed at the end of every term on performance, composition and listening.
<b>Homework</b>	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
<b>Enrichment</b>	Musicians can attend keyboard club, orchestra, choir and we have peripatetic lessons in Brass, Strings, Singing, Piano, Drums, Guitar and Woodwind!
<b>Online resources</b>	Musictheory.net
<b>Extra reading</b>	Music Theory – From absolute beginner to expert

Activity Chat Teams Assignments Calendar Calls OneDrive Copilot PowerPoint Apps

KC Subject Curriculum Map MUSIC 24-25

File Home Insert Draw Design Transitions Animations Slide Show Review View Help

Comments Catch up Present Editing Share Close

8 HelloMissTha...

1 KS3 Music

2 KS3 MUSIC - END POINTS

3 KS4 Music

4 KS4 MUSIC - END POINTS

5 KS5 Music Technology

Slide 1 of 5 English (U.S.)

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### KS3 Music 2025-2026

Skills: Notation Composing Performing Styles

**YEAR 7**

- Building blocks: The elements of music
- Keyboard skills: Technique & performance
- All About That Bass

**YEAR 8**

- Jazz & blues
- Hooks, riffs & ostinati
- World music: Styles countries

**YEAR 9**

- What makes a good song?
- 20TH CENTURY MUSIC
- Film music

**Key Stage 4**

## Year 7 PE

<b>Subject Overview</b>	<p>At Kingsthorpe College, the KS3 PE curriculum aims to develop students' physical, social, emotional and cognitive well-being through engaging physical activities.</p> <p>Physically, the curriculum aims to improve fundamental movement skills, physical competence, and fitness levels.</p> <p>Socially - there are opportunities for students to foster teamwork, communication, cooperation, and respect for others through physical activity.</p> <p>Emotionally, the activities help in building self-confidence, resilience, and positive attitudes towards physical challenges and competition.</p> <p>Cognitively - students should develop an understanding of tactics, strategies, rules, and the importance of healthy lifestyles.</p>
<b>Curriculum Content</b>	
<b>Term 1-6</b>	<p><b>Throughout each term of Year 7, students will focus on the following;</b></p> <p>Developing their physical, social, emotional and cognitive abilities.</p> <p>During the first 4 terms, students will focus on the above through the following activities; Invasion games, Health and Wellbeing, Gymnastics, OAA, Net/wall games.</p> <p>In terms 5 and 6, students will then move onto;</p> <p>Athletics and Striking and Fielding Activities.</p>
<b>Additional Information</b>	
<b>Assessment</b>	<p>Pupils will take part in a range of physical activities across the range and content of the National Curriculum.</p> <p>Pupils will be regularly assessed throughout each activity block. Activity blocks will usually be 4 weeks in duration. During these activity blocks, pupils will be assessed against the following themes;</p> <p>Move (physical ability), think (knowledge and understanding), feel (following rules, dealing with emotions, approach to learning), connect (working with others)</p> <p>All activities will be standardised to ensure that all teaching staff are making accurate and reliable judgements.</p>
<b>Homework</b>	<p>Homework may be set, at times, to aid in developing student knowledge and understanding of key concepts that are being covered.</p>
<b>Enrichment</b>	<p>All pupils will be actively encouraged to take part in recreational activities and competitive sports, at lunchtime and after-school through extra-curricular clubs and/or through community links. We offer a range of extra-curricular sports clubs and participate in a number of competitions across a range of sports. The extra-curricular programme is continually being developed and refined to ensure that all pupils are provided with the opportunity to participate in a range of activities. Activities that we usually offer are: Football, Rugby, Netball, Basketball and Trampolining after school during the first 2 full terms. This then turns to Summer sports such as; rounders, cricket, athletics and tennis in the third full term. We also offer a range of lunch time sports clubs, including; Basketball, Table Tennis, Badminton and Indoor Football. Participation in extra-curricular sport is an important</p>

	feature of school sport at Kingsthorpe College as it provides students with the opportunity to succeed and excel in a competitive environment.
<b>Online resources</b>	N/A
<b>Extra reading</b>	N/A

## Year 7 PSHE

<b>Subject Overview</b>	<p>Education that prepares for life today, and tomorrow. What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change and giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically and enjoy greater success.</p>
<b>Curriculum Content</b>	
<b>Term 1</b>	<p><b>Health and Wellbeing - Transition and Safety:</b></p> <ul style="list-style-type: none"> <li>• How to manage the challenges of moving to a new school</li> <li>• How to establish and manage friendships</li> <li>• How to identify, express and manage their emotions in a constructive way</li> <li>• How to improve study skills</li> <li>• How to identify personal strengths and areas for development</li> <li>• Personal safety strategies and travel safety, e.g. road, rail and water</li> </ul>
<b>Term 2</b>	<p><b>Living in the Wider World - Developing Skills and Aspirations:</b></p> <ul style="list-style-type: none"> <li>• How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>• About a broad range of careers and the abilities and qualities required for different careers</li> <li>• About equality of opportunity</li> <li>• About the link between values and career choices</li> <li>• How to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> </ul>
<b>Term 3</b>	<p><b>Relationships – Diversity:</b></p> <ul style="list-style-type: none"> <li>• About identity, rights and responsibilities</li> <li>• About living in a diverse society</li> <li>• How to challenge prejudice, stereotypes and discrimination</li> <li>• The signs and effects of all types of bullying, including online</li> <li>• How to respond to bullying of any kind, including online</li> <li>• How to support others</li> </ul>
<b>Term 4</b>	<p><b>Health and Wellbeing – Health and Puberty:</b></p> <ul style="list-style-type: none"> <li>• How to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• How to manage influences relating to caffeine, smoking and alcohol</li> <li>• How to manage physical and emotional changes during puberty</li> <li>• About personal hygiene</li> <li>• How to recognise and respond to inappropriate and unwanted contact</li> <li>• About FGM and how to access help and support</li> </ul>
<b>Term 5</b>	<p><b>Relationships – Building Relationships:</b></p> <ul style="list-style-type: none"> <li>• How to develop self-worth and self-efficacy</li> <li>• About qualities and behaviours relating to different types of positive relationships</li> <li>• How to recognise unhealthy relationships</li> <li>• How to recognise and challenge media stereotypes</li> </ul>

	<ul style="list-style-type: none"> <li>• How to evaluate expectations for romantic relationships</li> <li>• About consent, and how to seek and assertively communicate consent</li> </ul>
<b>Term 6</b>	<b>Living in the Wider World - Financial Decision Making:</b> <ul style="list-style-type: none"> <li>• How to make safe financial choices</li> <li>• About ethical and unethical business practices and consumerism</li> <li>• About saving, spending and budgeting</li> <li>• How to manage risk-taking behaviour</li> </ul>
<b>Additional Information</b>	
<b>Homework</b>	Research from some elements for discussion. Look at websites / networks for support
<b>Enrichment</b>	SMSC, building cultural capital, links to debate elective group, links to British Values, Protected Characteristics, links to What's in the News? In form time & assembly themes, various academic opportunities/trips offered.
<b>Online resources</b>	PSHE Association
<b>Extra reading</b>	<a href="https://pshe-association.org.uk/">https://pshe-association.org.uk/</a>



# PSHE Curriculum Map



## Next Steps

Application processes, and skills for further education, setting SMART targets, revision techniques and strategies, post 16 options, CV, personal statement and interview technique, employment and career progression.

## Communication in Relationships

Personal values, gender identity, sexual orientation, assertive communication (including in relation to contraception, consent and sexual health), unwanted online attention, sexual harassment, stalking, abuse relationships, unhealthy relationships, relationship challenges and abuse.



## Independence



Responsible health choices, emergency first aid, assessing emergency and non-emergency, lifestyle choices and health, the importance of screening, vaccinations and immunisations, how to register at health services, managing body image, donations in blood, organ and cells and safety in independent contexts.

## Families

Different families and parental responsibilities, fertility, managing change and loss pregnancy, marriage and forced marriage and changing relationships



**POST 16**

## Building for the Future

Self-efficacy, stress management, stereotyping, self-efficacy and self-concept, effects of stress, stress management, resilience and perseverance, online safety, managing work life balance and future opportunities.

**YEAR 11**



## Financial Decision Making

The impact of financial decisions, budgeting and debt, gambling (including online) and the impact of advertising on financial choices, cybercrime and fraud.

## Addressing Extremism and Radicalisation

Communities, Equalities Act, managing beliefs, opinions and misleading information, challenge discrimination, diversity and values, belonging. Challenging extremism and radicalisation.



## Exploring Influence

The influence and impact of drugs, gangs, positive and negative role models and the media. The impact of drugs and alcohol and keeping self and others safe (including exit strategies).

## Healthy Relationships



Expectations, challenges, forming relationships, the media and pornography. Ethical and legal implications linked to consent including manipulation, coercion and capacity to consent. Reporting and responding to coercion, victim blaming and asexuality, abstinence & celibacy.

## Healthy Lifestyle

Diet, exercise, lifestyle balance and healthy choices, first aid, managing influence and prevention of disease.



## Intimate Relationships

Relationships and sex education including consent, contraception, pregnancy, the risks of STIs, and attitudes to pornography. Online safety and managing risks.



## Employability Skills

Employability and online presence. Employment law and protected characteristics.

**YEAR 10**

## Mental Health



Changes in adolescents, reframe negative thinking, promote Mental health and emotional wellbeing, mental ill health and how to access support, stigma and the media, safeguarding health, including during periods of transition or change

## Work Experience

Preparation for work experience and readiness, overcoming challenges and adversity in the workplace, responsibility in the workplace, health and safety, positive personal presence online.

## Respectful Relationships

Families and parenting, healthy relationships, conflict resolution, relationship, family changes and support services.



## Setting Goals



Learning strengths, transferable skills, employment and career options and goal setting as part of the GCSE options process.



## Peer influence, substance use and gangs

Healthy and unhealthy friendships, peer influence, risk management, knife crime and the law, assertiveness, substance misuse and gang exploitation.



**YEAR 9**

## Digital Literacy

Online safety: grooming, exploitation, extremism, radicalisation and the law, digital literacy, media reliability, finance and gambling hooks.



**YEAR 8**

## Drugs and Alcohol

Alcohol and drug misuse and pressures relating to drug use and the risks associated with these.



## Community and Careers

Equality of opportunity in careers and life choices, challenging stereotypes and discrimination in the workplace and different types and patterns of work as well as employment.



## Discrimination

Discrimination in all its forms including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.



## Emotional Wellbeing

Mental health and emotional wellbeing, managing emotions, digital resilience, body image and coping strategies.



## Identity & Relationships

Gender identity, sexual orientation, Healthy relationships, consent, 'sexting', and an introduction to contraception.



## Financial Decision Making

Saving, borrowing, budgeting and making financial choices



## Building Relationships

Self-worth, romance, healthy & unhealthy relationships, friendships (including online) and relationship boundaries (including consent).

## Health & Puberty

Healthy lifestyles and Healthy living – diet, exercise, sleep & hygiene, influences, managing caffeine, risks of smoking & drinking alcohol, puberty, unwanted contact and FGM



## Diversity

Diversity, prejudice, bullying, rights & responsibilities, stereotypes, discrimination and bullying.

## Developing skills and aspirations

Careers, teamwork, enterprise skills and raising aspirations



## Transition & Safety

School transition, friendship, identity, managing emotions and personal safety (online and offline) in and outside school & first aid



**YEAR 7**