

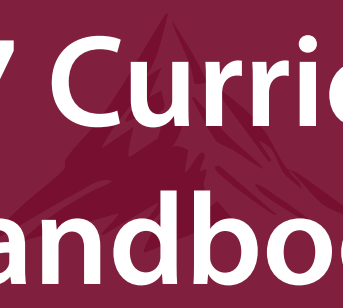


Barnhill
Community High School



Year 7 Curriculum Handbook

2026 - 2027



Contents:

Page 3. Introduction

Page 4. Year 7 Curriculum Overview

Page 5. Creative Design Art

Page 6. Product Design

Page 7. Food & Nutrition

Page 8. EAL

Page 9. English

Page 10. Geography

Page 11. History

Page 12. Computing & I.T.

Page 13. French

Page 14. Physical Education

Page 15. Drama

Page 16. Maths

Page 17. Music

Page 18. Science

Page 19. Social Sciences

Page 20. Spanish

Dear Parent/Carer.

We have produced this guide to support you with the education of your son/daughter at Barnhill. We hope that you will use the information to ask questions of your child and explore the topics that they are studying this year.

We have worked tremendously hard at Barnhill for the last 3 years to shape an ambitious and exciting curriculum for our pupils. We have sequenced the learning so that every subject starts with core basic knowledge and thinking and then goes on to explore the *best of what has been thought and said in our world*.

We hope you find the information useful. Please do contact the school with any questions you have.

Yours faithfully,

Ms K Winter

Deputy Headteacher Curriculum

Structure:

Year 7 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Formal Elements	Formal Elements	Art History—Colour theory		London - Great British Artists	London - Great British Artists—print making
Drama	Introduction to Drama	Melodrama	Working with scripts	Macbeth	Working with other cultures	The Wild West/Humpty Dumpty
Design Technology*	Ugly Dolls/ Key Rings		*Rotation with Textiles , DT & Food Tech			
Food Technology*	Healthy Eating	Menu Planning	*Rotation with Dance & DT			
English	Animal Farm	Opening Doors to Fantastical Worlds	Narrative Poetry	Adventurous Adventures	Travel Writing	A Midsummer Night's Dream
Geography	Geographer's Toolkit	The UK & Growing Cities	Population Explosion	Water on & along Land	Restless Earth	Tourism
History	British History	The Norman Conquest	The Crusades	King John	The Reformation on England	Gunpowder Plot
IT	E-Safety	Understanding Computers	Spreadsheets	Flowol	Scratch	Creating a video
Maths	Analysing & Displaying Data/ Number Skills	Expressions/ Decimals & Measures	Fractions & Percentages/ Probability/Ratio & Proportion		Lines & Angles/Sequences & Graphs/Transformations	
MFL - French	Je me présente: Talking about self and their lives		C'est perso: Describing oneself and others		Au collège : Talking about life at school	
MFL - Spanish	Mi vida : Talking about self and their lives		Mi tiempo libre : Talking about hobbies and sports		Mi instituto: Talking about life at school	
Music	Rhythms	Piano Skills		Musical Structures	Folk Music	Breaking the Rules
PE - Theory	Warm-up and Cool down	Leadership	Muscles and bones	Short and Long term effects of exercise	Components of fitness	Sport Injuries
PE - Practical	Gymnastics/Rugby/Football/Netball/Badminton/Basketball/Fitness/Handball					
Science - Biology	Enquiry Processes	Organisms	Ecosystems		Genes	Revision & Exam
Science - Chemistry	Introduction to Science	Particles & their behaviour	Elements, atoms & compounds	Reactions	Acids & alkalis	STEM Project
Science - Physics	Forces	Sound	Light	Space	Revision	STEM Project
Social Sciences	Who am I?	SRE	What makes a role model?	Where do we come from and why does it matter?	How do I interpret the world around me ?	PSHRE

Y7 Creative Design Art

Subject Overview	Pupils will cover a range of different topics to enhance their technical ability in a range of different materials. Students are encouraged to use a range of technical skills to record their observations and understand the purpose of an artist’s sketchbook as a basis to explore ideas.	
Curriculum Content		
Autumn 1	The Formal elements How to understand and apply the 7 formal elements of art - shape, line, tone, form and texture? Line / shape – still life drawing Tone / form – still life drawing Texture – Vincent Van Gogh artist copy	
Autumn 2	The Formal elements How to understand and apply the 7 formal elements of art - pattern, space, form? Space- collage of negative and positive space Analysis on Vincent Van Gogh Starry night	
Spring 1	Colour Theory – Impressionism How to apply colour mixing in response to an artist—Monet. How to respond to his work constructively.	
Spring 2	Colour theory, painting techniques - Impressionism How to apply basic painting skills observed during art history unit to develop your own outcome based on primary research.	
Summer 1	London - Great British Artists How to research an art movement and artists of that movement - how to use basic painting techniques to study their work.	
Summer 2	London - Great British Artists Response How to apply basic print making skills observed during art history unit to develop your own outcome based on primary research.	
Additional Information		
Assessment	Each half term or end of topic will include an assessment of work completed during lesson time.	
Homework Structure	Homework will be set out throughout the course. This will include practical and research based homework.	
Enrichment	Art club	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team.
Extra reading		

Y7 Product Design - Textiles and Resistant Material

Subject Overview	Pupils will cover a variety of topics within the Product Design section of the Design Technology umbrella. In year 7, student will be introduced to textiles, where their design question of ‘what does a designer look like?’ will be their focal point to help shape their understanding of what they can do and achieve as young designers throughout their design journey.	
Curriculum Content		
Term 1	Understanding the research and design process Rules and routines of how Health and safety is applied throughout the workshop and design process. Knowing and understanding the design process through, researching, analysing and investigating the task set. Creating mood boards, questionnaires and identifying with designers to help their design process. Knowing and understanding Embroidery techniques and Fabric construction. Constructing initial design ideas towards producing their final outcomes.	
Term 2	Understanding the making and evaluation process. Knowing how to construct their products using the correct equipment and materials using the quality control processes through their making. Knowing and understanding the environmental, social and moral issues that impact on their design processes. For example, where their packaging/ product could end up at the end of its shelf life. Knowing and understanding the ethical processes of their manufacturing specification guidance. Knowing and understanding their project development planning through the design process of a flow chart. Knowing how to evaluate their work to ensure that they have met their specification and design brief.	
Additional Information		
Assessment	At the end of term students will be given an assessment which will be carried out in class to assess learning covered over the term.	
Homework Structure	Homework will be set fortnightly throughout the duration of the course. Homework will entail both practical and research based home learning.	
Enrichment	Students are welcome to stay behind at break and lunch to complete work or ask for additional support or assistance.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	Student’s homework will be set here with clear instruction given.
		Year 7 work booklets.
Extra reading		

Y7 Food & Nutrition

Subject Overview	Pupils will cover a range of topics within Cooking and Nutrition based on the concept of Healthy Eating. Throughout the course of study students will develop an understanding of good nutrition and how to choose food ingredients when designing and making healthy food products. Students will be able to investigate a design task, make and evaluate different food products with a view to modify and create quality food products.	
Curriculum Content		
Autumn 1	Hygiene & Safety in Cooking & Nutrition Equipment Use & care Healthy Eating & Nutrition Wants & Needs of the Consumer Food Choice & Dietary Needs	
Autumn 2	Design Brief & Task Analysis Generating Design Ideas Developing & Finalising Ideas Evaluation of Final Outcome Packaging & Labelling End of Term Test	
Additional Information		
Assessment	Students will be assessed throughout the term using classwork, homework and practical tasks. At the End of term students may also be assessed by End of Term test or a Design & Make task	
Homework Structure	Homework tasks will be set out throughout the course. This will include research-based study and other practical tasks to reinforce learning.	
Enrichment	Enrichment activities include lunch time & after school cooking clubs to foster interests and fun learning in this subject area.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team.
	Senaca Food resources	
	https://www.foodafactoflife.org.uk/11-14-years/quizzes/	Self assessed- quizzes for each topic covered
	https://www.foodafactoflife.org.uk/	
Extra reading	Selected reading materials with specific subject content	

English as an Additional Language

(EAL) KS3

Subject Overview	The EAL curriculum is vital key for language development for students for whom English is not their first language. EAL supports students to build their skills to communicate confidently and effectively. This learning also strengthens their understanding of the nature of language and culture, and the way that language changes according to purpose, form and audience. By learning to use and adapt language according to specific contexts, EAL learners build relationships with their peers and the wider world around them.	
	Through the EAL curriculum pathways, students develop English language competence in the modes of Speaking and Listening, Reading and Viewing, and Writing. This provision transcends the Key Stage models as they are entirely dependent on entry level proficiency.	
	Students are provided with a range of opportunities to expand their linguistic repertoires and one of the main ways to do this is through a syllabus specifically tailored for their proficiency levels.	
	The EAL curriculum provides opportunities for students to draw on their knowledge of the language/s spoken at home as a way to enhance their developing understanding of the English language.	
Curriculum Content		
Autumn 1	Building vocabulary: verbs expressing preference, days of the week Key phrasing: talk about interests, greeting and introducing people Language focus: there is, there are, a, an, some and any Writing: describing people	
Autumn 2	Building vocabulary: nouns, verbs, prepositions Key phrasing: giving and asking for information, likes and dislikes Language focus: present simple Writing: Capital letters, e-mail introduction, position of adjectives	
Spring 1	Building vocabulary: adjectives, adverbs, time expressions Key phrasing: apologizing and explaining, invitation, Language focus: present continuous, Writing: Describing a town/place, punctuation	
Spring 2	Building vocabulary: make nouns from verbs, describing emotions Key phrasing: expressing quantity, expressing interest, make suggestions Language focus: past simple, past continuous, Writing: write a blog, linking events	
Summer 1	Building vocabulary: regular and irregular verbs, compound nouns Key phrasing: making predictions, taking about news, making plans Language focus: present perfect, first conditional Writing: fact files, writing a biography,	
Summer 2	Building vocabulary: prefixes and suffixes, verbs and noun collocation, synonyms Key phrasing: facts and opinions, giving advice Language focus: past passive, second conditional Writing: writing a formal letter	
Additional Information		
Assessment	Structured assessments after each unit with end of the term and end of the year text	
Homework Structure	After each lesson students receive extra write tasks to solidify knowledge	
Enrichment	Organised excursions to introduce students to English way of living	
Online Resources	English Plus - Oxford press	
Extra reading	EAL adapted books for set text from the English literature curriculum	

Year 7 English

Subject Overview	In Year 7, students will explore a wide range of different text types, both fiction and non-fiction, to develop their inference and analysis skills. Students will learn about the development of language over time, understanding how cultural and historical influences impact the writing of a text. They will learn how to retrieve and select information and evidence whilst analysing the intended effects of language on the reader and gaining an awareness of the writer's craft. They will begin to acquire and use a wider range of vocabulary and subject specific terminology they will need to express themselves academically in their writing. As they progress through the curriculum, students will build on their understanding of how language, structure and tone are used to create meaning as well as persuade and engage audiences. They will apply this knowledge to their own creative writing and persuasive speech writing. Two new bespoke unit have been developed this year in Autumn 2 and Summer 2 to compliment the previous unit and allow students to sharpen their writing skills.
Curriculum Content	
Autumn 1	• Animal Farm by George Orwell (Prose—Fiction Unit)
Autumn 2	• Opening Doors to Fantastical Worlds (Creative Writing Unit)
Spring 1	• Narrative Poetry (Poetry)
Spring 2	• Adventurous Attitudes (Non-Fiction Reading Unit)
Summer 1	• Travel Writing (Transactional Writing Unit)
Summer 2	• A Midsummer Nights Dream (Play Unit)
Additional Information	
Assessment	♦ Autumn 1— Reading Assessment (Baseline Assessment - seen fiction extract) ♦ Autumn 2— Writing Assessment (Creative Writing) ♦ Spring 1— Literature (Poetry) ♦ Summer 1 —Reading and Writing Assessment (unseen non-fiction extract & transactional writing) ♦ Summer 1 —Speaking and Listening Assessment ♦ Summer 1—Reading Assessment/Quiz (A Midsummer Nights Dream)
Homework Structure	Bedrock Programme
Enrichment	World Book Day, National Poetry Day speakers, Library trips, Trust Poetry slam (annual event), local authors' visits, Deep Learning Days, Library lessons.
Online Resources	• BBC Bitesize • TED talks • Podcasts by authors of studied novels/plays • SparkNotes.com • CliffsNotes.com • No Fear Shakespeare • The British Library Online
Extra reading	Wider reading channel can be found on Microsoft Teams where teachers provide interesting published articles/a range of non-fiction texts, podcasts, independent chapter reading and other resources that complement the texts students are studying in class.

Y7 Geography

Subject Overview	Pupils will cover a range of topics within Geography, covering both physical and human concepts. The rationale behind Year 7 Geography is to develop a sense of place and identity for the pupils and to see the world they live in. Throughout the course they will be encouraged to develop their geographical skills as well as their knowledge and understanding.	
Curriculum Content		
Autumn 1	Geographer's Toolkit What skills do all geographers need? (Map skills, Ordnance Survey maps, atlases). What are the different types of Geography?	
Autumn 2	Population and Urbanisation Can we ever manage populations? Case studies: UK, China, Kerala	
Spring 1	Water on and along Land Why are rivers important? How do rivers shape land? (River features). Do the benefits of rivers outweigh the negatives?	
Spring 2	Coasts Should hard engineering have been used in Mappleton? Case study: Holderness	
Summer 1	Restless Earth Can we ever know enough about volcanoes to live safely? (Plate tectonics). Case study: Iceland.	
Additional Information		
Assessment	There will be a mid-unit assessment to test knowledge with an option to re-sit. At the end of each topic there will be an end-of-unit assessment. This will be a written assessment featuring describe, explain and evaluate questions.	
Homework Structure	A combination of written and wider reading tasks set on Teams. Intended to either prepare students for future lesson, consolidate understanding of last lesson work or to encourage wider enthusiasm for the subject.	
Enrichment	Local geographical investigation Debating and decision making activities. Geography Club	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team.
	https://www.gapminder.org/tools/	Interactive graphs showing a range of data about countries. Pupils will refer to this site often throughout the course.
Extra reading	See wider reading channel on Teams for reading such as: https://blog.ons.gov.uk/2020/12/07/what-could-the-impact-of-covid-19-be-on-uk-demography/	

Y7 History

Subject Overview	In Year 7 students at Barnhill focus on the medieval and early modern periods studying topics from British and world history. We begin in the Anglo-Saxon period and see how England emerged from a series of kingdoms threatened from Viking attack. We then turn to the Islamic world where scholars in Baghdad preserved the ancient knowledge of the Greeks and Romans. The Crusades resulted in this knowledge making its way to Europe and contributed to the Italian Renaissance. We then return to Britain to see how the Black Death and Great Rising, in the fourteenth century, weakened the structures of feudalism. The sixteenth century would see even greater change with the Reformation and we learn how this affected the lives of ordinary people before studying how religious tensions contributed to the Civil Wars of the seventeenth century and the execution of Charles I.	
Curriculum Content		
Autumn 1	Why has Alfred been called 'Alfred the Great'?	
Autumn 1	What was the greatest medieval Islamic city?	
Autumn 2	What was the main consequence of the Norman Conquest?	
Spring 1	What should we remember about the Crusades?	
Spring 2	What were the causes and consequences of England's calamitous 14th century?	
Summer 1	What do the artefacts of the Renaissance tell us about it?	
Summer 1	In what ways did the Reformation matter to ordinary people?	
Summer 2	How did the monarchy change in the 17th century?	
Additional Information		
Assessment	There will also be an end of unit assessment, answering the enquiry by either an extended piece of writing, or oral assessment. There will be a 20 mark knowledge quiz for each unit as well.	
Homework Structure	Homework will involve knowledge revision using Knowledge Organisers. Students will also be given research homework to enrich and extend their knowledge of world History.	
Enrichment	Students can extend, broaden and deepen their subject knowledge through visits to sites, museums and exhibitions. Teams is used to share relevant articles and videos.	
Online Resources	Microsoft Teams	Crash Course, World History: https://www.youtube.com/watch?v=Yocja_N5s1I&list=PLBDA2E52FB1EF80C9
	https://history.org.uk/student (Please ask your teacher for the login to the student zone)	Crash Course, European History: https://www.youtube.com/watch?v=WhTuC9dp0Hk&list=PL8dPuuaLjXtMsMTfmRomkVQG8AqrAmJFX
	https://www.bbc.co.uk/bitesize/subjects/z7svr82	BBC Teach, History: https://www.youtube.com/watch?v=O7JLSnPmNPU&list=PLcvEcrcF_9zI2dNGU9uUOWo9tenQi93UG
Extra reading	Please see the History reading list on the school website: https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&pid=30	

Y7 Computing and IT

Subject Overview	Students cover a range of topics within Computing and IT to give them a solid foundation of both areas of study.	
Curriculum Content		
Autumn 1	E-safety Students learn about e-safety how to stay safe online.	
Autumn 2	Understanding Computers Students learn about how computer functions, input, output and storage.	
Spring 1	Spreadsheets Students learn about how to use formulas using spreadsheet	
Spring 2	Scratch	
Summer 1	Creating a video Students learn about techniques how to create videos.	
Summer 2	Flowol Students learn about how to provide instructions and sequencing through flowcharts.	
Additional Information		
Assessment	There is ongoing formative assessment to allow constant checking knowledge of topic, through quizzes mini tests.	
Homework Structure	Homework is set regularly to consolidate learning and to allow further opportunities to make progress.	
Enrichment	Date to be confirmed	
Online Resources	www.codeacademy.com	Allows students to learn beginners' stage and learn different programming language such as Python.
	www.bbc.co.uk/bitesize/subjects/zgmtsbk	Allows students to research information about subject specific.
	www.teach-ict.com	Allows students to research information about subject specific.
Extra reading	www.bbc.co.uk/news/technology	

Y7 French

Subject Overview	Pupils will cover a range of topics within French, covering both identity and culture. Throughout the course they will be encouraged to develop their French skills in the areas of listening, reading, speaking and writing, as well as their knowledge and understanding of different topics.	
Curriculum Content		
Autumn 1	Module 1: Je me présente Learning basic vocabulary and structures that pupils may have learnt in KS2. Topics include alphabet, numbers, colours, age, date, school bag, family, animals...	
Autumn 2	Using avoir (je, tu, il/elle) Giving opinions Justifying opinions with reasons Using connectives	
Spring 1	Module 2: C'est perso Describing yourself and other people Understanding adjective agreements	
Spring 2	Learning Present Tense Talking about likes and dislikes Talking about hobbies and passions	
Summer 1	Module 3: Au collège Talking about school subjects Asking questions Agreeing and disagreeing Describing your timetable	
Summer 2	Using the 12-hour clock Describing your school day Using on to say "we" Talking about food using the partitive article (du/de la/de l'/des)	
Additional Information		
Assessment	Students will have 4 mini-assessments during the term, testing vocabulary, translation and/or writing. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing).	
Homework Structure	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.	
Enrichment	French club – each week the focus on different topic	
Online Resources	QUIZLET - https://quizlet.com/ms__aguilera/folders/year-9?x=1xqt&i=2p8frt	This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools.
Extra reading	https://lingua.com/french/reading/ https://french.kwiziq.com/learn/reading https://aspirelanguages.wordpress.com/2017/08/04/reading-in-french-for-pleasure/	

Y7 Physical Education

Subject Overview	Carousel of sports and activities which are aimed at introducing students to basic techniques, rules and gameplay. Each unit also looks to incorporate some theory-based aspects of Physical Education including sport-scientific disciplines such as knowledge of anatomy and physiology, health and fitness disciplines such as fitness training and body management as well as social disciplines such as leadership, resilience and organisation.	
Curriculum Content		
Autumn/Spring	Rotation of Sports: Football/Hockey/Basketball/Rugby/Netball/Handball/Gymnastics/Fitness/Badminton Theory Concepts: Warmups - How do we prepare the body for physical activity and why? Musculoskeletal System - What are the major muscles/bones important in physical activity? Sports Injuries - What are common injuries which occur in sports and how can they occur? Components of Fitness - How can the broadly used term 'fitness' be broken down?	
Summer	Rotation of Sports: Athletics/Rounders/Cricket/Tennis Theory Concepts: Cardiorespiratory System - What happens to my heart/lungs during exercise? Leadership - How do we communicate effectively with other and why is important?	
Additional Information		
Assessment	Physical Literacy - Teacher observation and assessment Theoretical Concept and Understanding of Sport - End of Unit TEAMS quizzes	
Homework Structure	Students are frequently challenged to develop their understanding of sport through lesson pre-work and this is usually set through TEAMS.	
Enrichment	Students are given opportunities to engage further as part of the extracurricular programme and can be signposted to outside school opportunities.	
Online Resources	https://www.englandhandball.com/	https://www.basketballengland.co.uk/
	http://www.englandhockey.co.uk/	https://www.englandnetball.co.uk/
	https://www.rugby-league.com/	https://tabletennisengland.co.uk/
	http://www.thefa.com/	https://www.roundersengland.co.uk/
	https://www.englandathletics.org/	https://www.british-gymnastics.org/
	https://www.badmintonengland.co.uk/	https://www.ecb.co.uk/
Extra reading	Physical Education Outside the Box by Bud & Sue Turner. ... No Standing Around in my Gym by J.D. Hughes. ... No We Are Not Playing Dodgeball by Mike Bohannon. ...	

Y7 Drama

Subject Overview	Key Stage 3 Drama is an opportunity for students to gain important skills for all aspects of their lives. They will focus on confidence, team work, analysis, voice, body language and self- improvement. There are a variety of topics used to advance these skills that vary from history to understanding new cultures.	
Curriculum Content		
Autumn	Introduction to Drama This unit aims to introduce students to Drama. Students are to look at rules that are vital to allow structured, focused work to happen in the classroom. Students are then introduced to their first Dramatic term and will need to apply it. They then move on to an historical story that they need to convert into a performance.	
Spring	Melodrama This unit aims to introduce students to Melodrama. Students learn where Melodrama originated from, looking particularly at Commedia Dell’arte and its influence on modern day theatre. Students learn about dramatic form and how characters are stereotypical, particularly stock characters. Students are taught about melodramatic acting and how to use it in a performance. They are also introduced to scripts and how to rehearse using one. They continue to learn how to work in groups and how to create performances from different stimuli.	
Summer	Scripts This unit aims to introduce students to scripts. Students have had experience of using scripts in the past but this is an opportunity to truly understand a script and all the parts needed to complete a comprehensive performance from one. Students are expected to engage in various scripts and also think as a Director would. It also asks students to take the role of a set designer and design their own stage.	
Additional Information		
Assessment	Termly, practical assessments to understand progress over time	
Homework Structure	Homework is every lesson and to be completed on Teams	
Enrichment	Homework tasks allow for students to delve deeper into the topics.	
Online Resources	Homework sheets provided	Teams resources provided
Extra reading	Found in the literacy section on teams	

Y7 Mathematics

Subject Overview	In year 7 to 8, students will further build upon previous learning and expand their knowledge and skills of new concepts, such as deepening their understanding of properties of numbers and see how all numbers can be written as a product of prime numbers and why this is useful, in Geometry students will investigate the connections between polygons and their interior and exterior angles and develop multi step problem-solving skills. Students will further their understanding in Algebra and solve real world problems by formulating and solving equations.	
Curriculum Content		
Autumn Term	Place Value, Four Operations Fractions, Calculation with Fractions Fractions, Decimals and Percentages	
Spring Term	Negative Numbers, Introduction to Algebra Perimeter, Area and Units, Angles and 2D shapes Ratio and Proportions	
Summer Term	Coordinates and Graphs, Probability Averages and Spread, Transformations Solving Equations	
Additional Information		
Assessment	Baseline assessment - Mid September (2nd week) Cumulative assessment task – January Summative assessment task – June	
Homework Structure	MathsWatch – Homework is set on a weekly basis and is based on what skills are being/have been taught. Pupils are notified on Teams and in class about their homework on a weekly basis. Pupils are expected to: • Answer all the questions • Show working in back of exercise books • Mark their work and make corrections where necessary • Aim for 100% every time	
Enrichment	The Jack Petchey Count on Us Secondary Challenge: an exciting pan-London maths programme working with secondary schools to engage students in a range of maths activities to challenge, motivate and inspire. Chess club: the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, spot patterns and categorize information. Mathster club: Provides challenging and engaging problems every day to help young people develop their problem-solving skills. After school club to discuss, tackle the problems and writing solutions. UKMT- Junior Mathematical Challenge: The JMC is a 60-minute, multiple-choice competition aimed at students across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using mathematical techniques to solve interesting problems.	
Online Resources	Mathswatch: https://vle.mathswatch.co.uk/vle/	Videos and quizzes for every maths topic. Login required.
	Corbett Maths: http://www.corbettmaths.com	Videos and worksheets for all topics from KS2 to KS4.

Y7 Music

Subject Overview	Music is a universal language that embodies one of the highest forms of creativity. Students at Barnhill strive to be musically literate, able to hold conversations with others about their own and others music. They also develop their own musical identity, finding their own stylistic fingerprints and applying their own identity to the music they play and compose.	
Curriculum Content		
Autumn 1	Pulse, Rhythm and Graphic Score A look at rhythmic ideas, the signs and symbols of music, and ostinato. This helps students to understand musical elements and unlock the music that they study in their time at Barnhill.	
Autumn 2	Staff Notation Learning about note durations and pitch. Composing using the treble clef in simple time signatures	
Spring 1	Piano Skills The main teaching instrument at Barnhill is introduced to students. They study piano technique and skills, working towards playing a piano piece at the end of the unit.	
Spring 2	Musical Structures Students study musical phrasing and how music is structured. Pupils start using music technology to compose songs	
Summer 1	Melody and Harmony Having studied melody, students are introduced to the idea of chords and harmony, looking at how chords work with melodies to create more advanced musical textures.	
Summer 2	Reggae Music With the core fundamentals of music established, students put their skills into practice in a group performance unit.	
Additional Information		
Assessment	Students are assessed throughout the year in class time. Peer assessment is most common, however they are then assessed in their performance in the unit by the teacher.	
Homework Structure	Homework is set every fortnight for music. This predominantly uses a website called Focus on Sound to deepen students understanding of lesson content. Homework is set on teams and written into planners.	
Enrichment	The music department offers several extra-curricular clubs a week, from choir to orchestra to rock bands and piano clubs. Students can see their music teacher for more information.	
Online Resources	portal.focusonsound.com	Online learning for music, a programme purchased every year for students that they log-in to using their school e-mail and password
	https://musicmap.info/	An interactive tool to explore different musical genres
	www.charanga.com/yustudio	An online DAW for making music. Works on phones, tablets and computers.
Extra Reading	Additional study can take place on Focus on Sound, which covers all music up to A-Level study.	

Y7 Science

Subject Overview	Pupils will cover a range of topics within Science, covering Chemistry, Physics and Biology. The rationale behind year 7 science is to develop a good foundation for key scientific concepts that will be covered in more detail in later years. This will also help them recognise phenomena that happens in the world they live and be able to explain this using scientific words. Throughout the course they will be encouraged to develop their scientific and mathematical skills as well as their knowledge and understanding.	
Curriculum Content		
Autumn 1	• Introduction to Science • ORGANISMS - Cells • MATTER - Particle model • FORCES - Speed	
Autumn 2	• ORGANISMS - Movement • MATTER - Separating mixtures	
Spring 1	• ENERGY -Energy costs and transfer • ECOSYSTEMS – Interdependence	
Spring 2	• REACTIONS - Acids alkalis • ECOSYSTEMS - Plant reproduction	
Summer 1	• EARTH – Structure • ELECTROMAGNETS - Potential difference	
Summer 2	• GENES - Human reproduction • EARTH - Gravity & Universe • REACTIONS - Metals and non-metals	
Additional Information		
Assessment	End of Topic Assessment/End of Term Assessment/ End of Year Assessment	
Homework Structure	Homework is set weekly as a 1 hr task, for each subject teacher. Teams Quizzes or Assignments Seneca Quizzes Educake Quizzes Creating Posters Research Projects	
Enrichment	Speakers on careers in science, women in science Development of practical skills in science Trips/visits	
Online Resources	Phet – Interactive physics simulations https://phet.colorado.edu/sims/html/circuit-construction-kit-dc/latest/circuit-construction-kit-dc_en.html	Educake www.educake.co.uk
	Seneca Learning https://senecalearning.com/en-GB/	Digital textbook - Kerboodle www.kerboodle.com
	Oak National Academy https://www.thenational.academy/	Interactive simulations – Focus e-learning
Extra reading	New Scientists	

Y7 Social Sciences

Subject Overview	In Year 7, students explore <i>Who am I?</i> to think about identity and beliefs. They learn about relationships and respect in SRE, reflect on <i>what makes a role model</i> , and consider different perspectives on the <i>origins of human life</i> . The year ends by asking <i>how do I interpret the world around me?</i> , linking to wider PSHRE and Religious Studies themes. Pupils will apply their knowledge and understanding while developing skills to re-search and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.	
Curriculum Content		
Autumn 1	Who am I? Unit components: Abrahamic religions	
Autumn 2	SRE Unit components: Relationships	
Spring 1	What makes a role model? Unit components: Dharmic religions	
Spring 2	Where do we come from and why does it matter? Unit components: Abrahamic, Dharmic, cultural and scientific explorations	
Summer 1	How do I interpret the world around me? Unit components: Philosophers such as Plato, Aristotle and Socrates	
Summer 2	PSHRE/RS Unit components: Online Safety	
Additional Information		
Assessment	Each half term or end of topic will include an assessment. This will be in the format of a closed book assessment. Using the assessment the student will be graded based on the school system of Emerging, Developing, Secured and Mastered. All students will have the opportunity to then review and improve each assessment on an ongoing basis.	
Homework Structure	Students will complete a number of homework tasks, these will include conducting research, which will then be used in upcoming lessons, completing quizzes on teams and some wider reading.	
Enrichment	In Year 7, enrichment comes through exploring identity and beliefs across world religions, debating what makes a role model, comparing scientific and religious views on human origins, and engaging with big philosophical questions about how we interpret the world around us.	
Online Resources	Teams class page	All lesson ppts are on the class team page, along with quizzes and homework assignments.
	KS3 Religious Studies - BBC Bitesize	A selection of clips on local and global Citizenship looking at identity and responsibilities
Extra reading	https://www.bbc.co.uk/bitesize/topics/z66hvcw Understanding Identity. Reading newspapers and keeping up to date on local and global news.	

Y7 Spanish

Subject Overview	Pupils will cover a range of topics within Spanish, covering both identity and culture. Throughout the course they will be encouraged to develop their Spanish skills in the areas of listening, reading, speaking and writing, as well as their knowledge and understanding of different topics.	
Curriculum Content		
Autumn 1	Unit 1: Talking about yourself and your live Meeting and greeting people, and expressing how you are feeling today and yesterday. Introducing yourself and other members of their family. Giving personal information about yourself and others	
Autumn 2	Introducing pets/animals Expressing likes and dislikes Describing yourself and others: personality and physical appearance today and in the past.	
Spring 1	Unit 2: School Talking about school subjects and giving opinions about them with simple opinion phrases. Using the 24-hours clock to describe your timetable Describe a day at school	
Spring 2	Talking about food in the canteen Talking about sports at school Describing what you usually do at break	
Summer 1	Unit 3: Free time Describing what you do in your spare time and your opinion on it. Talking about drinks and snacks Talking about the weather	
Summer 2	Expressing plans for next weekend/week Review all the topics	
Additional Information		
Assessment	Students will have regular vocab tests in context. They will also have 2 mini-assessments during the term, testing two skills. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing).	
Homework Structure	Homework will be set out throughout the course. This will include vocab learning and quizzes to reinforce learning. They can learn their vocabulary from their Sentence Builder (Vocab list) or from Quizlet.	
Enrichment	KS3 Club Spelling Bee contest: students translate from English to Spanish and then spell the words. Art project: Students create their own picture Miró-style. History project: Islam in Spain. Film project:	
Online Resources	QUIZLET - https://quizlet.com/ms__aguilera/folders/year-9?x=1xqt&i=2p8frt	This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools.
Extra reading	https://lingua.com/spanish/reading/	