Curriculum Plan – 2026-27

Subject: Spanish
Year: 7

	Term 1	Term 2	Term 3
Content	**Module 1: My Life – Introductions** ¿Cómo te llamas?: greetings, introductions, the alphabet; ¿Qué tipo de persona eres?: verb ser (to be), personality adjectives **My Family** ¿Tienes hermanos?: family, possessive adjectives, numbers 1-31 **Birthday and Pets** ¿Cuándo es tu cumpleaños?: dates, months, verb tener (to have); ¿Tienes mascotas?: animals, simple descriptions	**Module 4: My Family and Friends** ¿Cuántas personas hay en tu familia?: family members, hay; ¿De qué color tienes los ojos?: physical description, eye and hair colour, verb tener **Personality & Home** ¿Cómo es?: describing the personality of family members and friends, verb ser, ¿Cómo es tu casa o piso?: describing a house or flat, rooms, hay, El carnaval en familia: cultural topic, family celebrations, consolidation of module vocabulary.	**Module 2: My Free Time** ¿Qué te gusta hacer?: free time activities, infinitive verbs; ¿Cantas karaoke?: more hobbies, expressing opinions **Weather & Sports** ¿Qué haces cuando llueve?: weather, activities depending on the weather; ¿Qué deportes haces?: sports, verbs hacer/jugar; Soy fanático / ¿Qué haces en tu tiempo libre?: being a fan of something, days of the week, frequency expressions
Assessment	Continuous in-lesson AfL, paired speaking practice, unit vocabulary and grammar tests, end-of-module test (reading, writing, listening, speaking)	Continuous in-lesson AfL, paired speaking practice, unit vocabulary and grammar tests, end-of-module test (reading, writing, listening, speaking)	Continuous in-lesson AfL, paired speaking practice, unit vocabulary and grammar tests, end-of-year test (reading, writing, listening, speaking)

Curriculum Plan – 2026-27

Subject: Mandarin Level 2
Year: Y6&7

	Term 1	Term 2	Term 3
Content	Countries, Languages Subjects of study Making phone calls Weather Seasons Revision	Chinese New Year Sickness Hobby (1): Music Hobby (2): Sports Revision	Hobby (3): Dance Vegetables and Fruits Three meals a day Eating out Dragon Boat Festival Revision
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic	Formative assessment on each topic. Summative assessment on all the topics learned this year.

Curriculum Plan – 2026-27

Subject: Mandarin
Year: 6&7 level 3

	Term 1	Term 2	Term 3
Content	**Topic 1:** Appearance-Book3 **Mid-Autumn Festival** Appearance-Book4 **Topic 2:** Occupations-Book3 Occupations -Book4 **Revision**	**Chinese New Year** **Topic 2:** Occupations -Book5 **Topic 3:** School-Book3 School-Book4 **Revision**	**Topic 3:** School-Book4 **Topic 4:** Personality-Book4 **Dragon Boat Festival** **Revision**
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic Summative assessment on topics in Term 2.	Formative assessment on each topic. Summative assessment on all the topics learned this year.

Curriculum Plan – 2026-27

Subject: Mandarin
Year: 6&7 level 4

	Term 1	Term 2	Term 3
Content	1. School Book6 P2 Mid Autumn Festival 2. Learn Chinese Book5 P61-70 &Book6 P35-36 3. Study tour abroad Book6 P60 **Revision**	1. Chinese New Year Book5 P133-P136 2. Family Book5 P5-10 3. Youth life Book6 P134 **Revision**	1. Peer pressure Book6 P148 2. New Technology Book6 P178 **Revision**
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic Summative assessment on topics in Term 2.	Formative assessment on each topic. Summative assessment on all the topics learned this year.

Curriculum Plan – 2026-27

Subject: Music
Year: 7
Exam Board: N/A
Syllabus Code: N/A

	Term 1	Term 2	Term 3
Content	**Unit 1: Reggae** • Diatonic chords • Chord progressions • Verse and Chorus • Ensemble Skills • Bass guitar and drumkit technique **Unit 2: Samba** • Ensemble skills • Listening/ awareness • Syncopated rhythms • Maintaining a steady pulse • Historical/cultural background • Leadership skills • Ensemble work.	**Unit 3: Music on A Drone** • Minimalism • Improvisation • Timbre/Tone Colour and Instrumentation • Bitwig production skills • Focus in Indian and electronic music **Unit 4: Guitar and Bass Skills** • Levelled skills-building course • Focus on strumming and finger-picking technique • Reading tablature notation	**Film Music/ Program Music** • Writing to a film score • Compositional skills • Understanding chord sequences • Screen/ real life timing • Diegetic and non-diegetic sound • Sequencing software • Full use of keyboard sounds **Unit 4: Rock Music/ Songwriting** • Diatonic chords • Chord progressions • Lyric writing • Verse and Chorus • Ensemble Skills • Bass guitar and drumkit technique • Hook writing
Assessment	**Unit 1:** Whole class ensemble performances. Formative testing through small group work **Unit 2:** Group performance, evaluation	**Unit 3** Formative testing through small group work. **Unit 4:** Whole class ensemble performances. Formative testing through small group work	**Unit 5:** Rhythmic and vocal small group performances. Whole class performance **Unit 6:** Whole class ensemble performances. Formative testing through small group work

Curriculum Plan – 2026-27

Subject: English
Year: 7

	Term 1	Term 2	Term 3
Content	**Grammar Revision** This will be embedded within the introductory work for the Myth and Legends topic and will cover a broad range. **Myths and Legends (Creative Writing & Analysis)** Students study a wide range of myths and legends from multiple mythologies, including Greco-Roman, Anglo-Saxon, and Norse. The focus is creative writing at an expositional level and the development of language, as well as analysis - Narrative (story) writing - Descriptive writing - Use of language devices (metaphor; simile; personification; alliteration; powerful verbs; epithet, kenning) - Sentencing and punctuation (embedded clause; semi-colon, etc.) - Whole text structure - Setting - Characterisation - Reading comprehension - Language analysis - Analysis construction - Language device focus - Summary writing	**Holes** Students study a novel in depth and focus on their reading comprehension and reading analysis. This is supplemented by creative writing tasks, transactional writing tasks, discursive writing tasks, and thematic debates to explore moralistic issues. - Whole text analysis - Theme identification and analysis - Single word analysis - Debate - Creative writing - Analytical paragraph writing - Reading comprehension - Language analysis - Analysis construction - Language device focus - Summary writing	**Romeo and Juliet** Students conclude their year with the study of Shakespeare's 'Romeo and Juliet'. There will be a drama and language analysis focus to their study, which is further supplemented by creative writing tasks, transactional writing tasks, and discursive writing tasks. - Whole text analysis - Theme identification and analysis - Single word analysis - Debate - Multiple interpretations - Analytical paragraph writing - Reading comprehension - Language analysis - Analysis construction - Language device focus - Summary writing
Assessment	End of Term Test/Mock exams Multiple Choice Quizzes Extended Writing	End of Term Test/Mock exams Multiple Choice Quizzes Extended Writing	End of Term Test/Mock exams Multiple Choice Quizzes Extended Writing

Curriculum Plan – 2026-27

Subject: Geography
Year: 7

	Term 1	Term 2	Term 3
Content	**Unit 1: World issues** • What issues are facing the world? • Causes and effects of climate change • Renewable and non-renewable sources of energy • Causes and effects of water shortages • Life in poverty • Sustainable development ***Skills:*** *photograph analysis, data presentation, evaluation*	**Unit 2: Tourism** • The difference types of tourism • Factors explaining the growth of tourism • Different impacts of tourism • Tourism in China • Ecotourism • Extreme tourism • The future of tourism ***Skills:*** *research, evaluation, data presentation, source analysis*	**Unit 3: East Africa** • Understanding Africa and misconceptions • Mapping Africa • Population distribution • Population change in Africa • The impact of climate change • Life and conflict on the River Nile ***Skills:*** *map reading, cartography, data presentation.*
Assessment	Short answer exam-style questions	Creative project	Short answer exam-style questions

Curriculum Plan – 2026-27

Subject: History
Year: 7

	Term 1	Term 2	Term 3
Content	**Unit 1: How Much Changed After Ancient Era?** • Migration Period • Dark Ages • Feudal System • Byzantine Empire • Rise of Islam **Unit 2: How Have Civilisations Cooperated and Conflicted?** • Tang China • Islamic Golden Age • Crusades **Unit 3: How Did Early States Develop?** • Delhi Sultanate • Japanese Shogunate • Russian Empire ***Skills:*** *consequence, source analysis, significance, comparison, causation, interpretation.*	**Unit 4: Were Links Between Civilisations Helpful?** • Silk Road • Nomads • Mongol Empire • Black Death **Unit 5: Why Did Civilisations Develop Differently?** • Incas • Aztecs • American Civilisations project ***Skills:*** *comparison, consequence, chronology, causation, enquiry, evidence use.*	**Unit 6: Why Was the World Explored?** • Mali • Age of Exploration • End-of-year revision ***Skills:*** *interpretation, causation, chronology.*

Assessment	MCQ tests and IGCSE-style questions, including mid-year test.	MCQ tests and IGCSE-style questions.	MCQ tests and IGCSE-style questions, including end-of-year test.

Curriculum Plan – 2026-2027

Subject: Mandarin
Year: Y7 Native

	Term 1	Term 2	Term 3
Content	**散文** 《草原》 《丁香结》 《广玉兰》 《夹竹桃》 《文言文二则》 《竹节人》 《宇宙生命之谜》 《穷人》 《故宫博物院》 《莫高窟》 《秦兵马俑》	《北京的春节》 《腊八粥》 《藏戏》 《文言文二则》 《京剧趣谈》 《姥姥的剪纸》 《三亚落日》 《烟台的海》	《黄山奇松》 《黄果树瀑布》 《真理诞生于一百个问号之后》 《我的伯父鲁迅》 《早》 《孔子游春》 《螳螂捕蝉》 《林冲打洪教头》
Assessment	**单元练习** **总结性综合考试**	**单元练习**	**单元练习** **总结性综合考试**

Curriculum Plan – 2026-27

Subject: Computing
Year: 7

	Term 1	Term 2	Term 3
Content	**Hardware** • Internal components of a computer • Input and output devices • Sensors and data **Digital Media** • Branding • Publishing software • Presentation software	**Digital Image Editing** • Basic tools • Ethical implications • Audience and purpose **Spreadsheets for Data Collection** • Collecting data • Analysing data • Charts and graphs	**Block-based Python** • Functions • Selection • Variables • Iteration
Assessment	Quiz Skills Project	Skills Projects Quiz	Skills project Quiz

Curriculum Plan – 2026-27

Subject: Art
Year: 7

	Term 1	Term 2	Term 3
Content	**Formal Elements of Art** • Colour • Line • Texture • Form • Pattern • Tone/Value • Shape **Food & Drink** In this project, students will explore the formal elements of art — including line, shape, tone, texture, colour, pattern, and composition — as the foundation for creative expression. Through a series of engaging activities, they will learn how these elements are used to build strong visual language in art. As the project develops, students will apply their understanding of formal elements to create artwork inspired by the theme of food and drink. ***Skills:*** *Accuracy and drawing from life, Media and mark-making, Habits of developing work, Understanding the work of artists*.	**Marvellous Creatures** This project aims to provide development of the skills needed, to seek out, organise, select and record a wide variety of information and references, that provide inspiration for original ideas. Develop research and presentation skills by exploring others' work and developing own responses. Be able to research independently and build up skills to explore a theme and discover artists' work that they admire without being 'spoon fed' ***Skills:*** *Accuracy and drawing from life, Media and mark-making, Habits of developing work, Understanding the work of artists*.	**Pop Art Portraits** • Proportions of the Face. • Facial Features. • Expression. • Application of Pop Art style to a self-portrait. In this unit we will look at developing skills in portraiture, understanding the proportions of the face, developing shading skills to achieve an element of realism and using Pop artists to inspire. Studying the work of Lucian Freud, Graig & Karl and Sandra Chevrier to express identity in a contemporary way. ***Skills:*** *Accuracy and drawing from life, Media and mark-making, Habits of developing work, Understanding the work of artists*.

Assessment	Continuous and practical Assessment Baseline assessment Internal taxonomy sheet	Continuous and practical Assessment	Continuous and practical Assessment End of year assessment

Curriculum Plan 2026-2027

Subject: Physical Education

Year: 7

Year Group	Term 1	Term 2	Term 3
7A	**Block 1** **Swimming** • Water Safety/Evaluation (Treading Water for different lengths of time). • Entry and Exit (Seated Dive/Crouch Dive/Standing Dive). • Water Skills (Push and Glide/Skull Diving/Retrieving Objects under water). • Swimming Stokes (Freestyle/Front Crawl/Back Stroke/Butterfly). **Block 2** **Invasion Games** Sports could include Football, Basketball, Netball and Hockey. • Passing/Receiving. • Dribbling. • Shooting. • Tactical Awareness. • Match Fitness. • Rules and Regulations. • Gameplay.	**Block 3** **Athletics** • Running Events – 100m/200m/400m/1500m. • Jumping Events – Long Jump/Triple Jump/High Jump. • Throwing Events – Javelin/Discus/Shot Putt. **Block 4** **Net/Wall** Sports could include Badminton and Tennis. • Racket Shot Techniques. • Movement and positioning on the court. • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay.	**Block 5** **Health Related Exercise** • Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing). • Muscles/Bones. • Components of Fitness. • Skill Related Fitness. • Knowledge and understanding. **Block 6** **Striking and Fielding** • Throwing/Catching/Bowling. • Batting. • Fielding. • Tactical Awareness. • Rules and Regulations. • Team/Social Building. • Match Fitness. • Gameplay.

7B	**Block 1** **Athletics** • Running Events – 100m/200m/400m/1500m. • Jumping Events – Long Jump/Triple Jump/High Jump. • Throwing Events – Javelin/Discus/Shot Putt. **Block 2** **Swimming** • Water Safety/Evaluation (Treading Water for different lengths of time). • Entry and Exit (Seated Dive/Crouch Dive/Standing Dive). • Water Skills (Push and Glide/Skull Diving/Retrieving Objects under water). • Swimming Stokes (Freestyle/Front Crawl/Back Stroke/Butterfly).	**Block 3** **Invasion Games** Sports could include Football, Basketball, Netball and Hockey. • Passing/Receiving. • Dribbling. • Shooting. • Tactical Awareness. • Match Fitness. • Rules and Regulations. • Gameplay. **Block 4** **Striking and Fielding** • Throwing/Catching/Bowling. • Batting. • Fielding. • Tactical Awareness. • Rules and Regulations. • Team/Social Building. • Match Fitness. • Gameplay.	**Block 5** **Net/Wall** Sports could include Badminton and Tennis. • Racket Shot Techniques. • Movement and positioning on the court. • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay. **Block 6** **Health Related Exercise** • Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing). • Muscles/Bones. • Components of Fitness. • Skill Related Fitness. • Knowledge and understanding.
Assessment	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.

Curriculum Plan – 2026-27

Subject: Science
Year: 7

	Term 1	Term 2	Term 3
Content	**Introduction to Secondary Science (KS3 Bridging Programme)** – Lab rules and expectations, lab safety, apparatus and glassware, working scientifically **Biology: Cells & Organisation** – Introduction to the light microscope, cell structures (nucleus, cytoplasm, cell wall, etc.), and comparing plant vs. animal cells. **Chemistry: The Particulate Nature of Matter** – The particle model for solids, liquids, and gases; states of matter and simple changes of state. **Physics: Motion and Forces (Part 1)** – Understanding forces as pushes or pulls, measuring forces in Newtons, and using force arrows.	**Biology: The Skeletal & Muscular Systems** – Structure/function of the human skeleton and antagonistic muscle pairs. **Chemistry: Pure and Impure Substances** – Solutions, dissolving, and basic separation techniques (filtration, evaporation, distillation, chromatography). **Physics: Motion and Forces (Part 2)** – Speed calculations (speed=distance/time) and plotting distance-time graphs.	**Biology: Reproduction** – Mammalian/human reproductive systems, fertilisation, and plant reproduction (pollination and seed dispersal). **Chemistry: Atoms, Elements and Compounds** – Introduction to the Dalton atomic model, chemical symbols, and differences between elements and compounds. **Physics: Space Physics** – Earth/Sun/Moon interactions, the solar system, seasons, and eclipses.

Assessment	Practical assignments / End of Unit Tests	Practical assignments / Research Tasks / End of Unit Test	Practical assignments / Research Tasks / End of Unit Tests

Curriculum Plan – 2026-27

Subject: Mathematics
Year: 7

	Term 1	Term 2	Term 3
Content	**Recap on Y6 Mastery** Number and place value, 4 operations, fractions and FDP and introduction to algebra. **Ratio and Proportion** Primes, LCM HCF, factor trees, venn diagrams, calculation of percentages, unequal sharing. **Measurement** Calculation and conversion of units of measure, decimal notation up to 3 decimal places, convert between standard units; length, mass, volume and time.	**Geometry** Shapes, sides and angles, types of triangles, quads, polygons regular and irregular, properties such as parallel, adjacent diagonals, types of trapeziums, symmetry, nets, circles, radius, diameter, area, perimeter and circle properties. **Angles and Coordinates** Meet at a point, on a straight line, vertically opposite and missing angles, unknown angles, position on quadrants, translate and reflect in the axes.	**Algebra** Terms, expressions, equations and formulae, solve equations with x on both sides, including brackets, substitute, solve and rearrange formulae. **Statistics** Collecting Data, Questionnaires, Frequency tables,2 way tables, Pictograms, Bar Charts, Pie Charts, Scatter Diagrams
Assessment	-Multiple unit tests which are put into a RAG sheet -End of Term Exam	-Multiple unit tests which are put into a RAG sheet -End of Term Exam	-Multiple unit tests which are put into a RAG sheet -End of Term Exam