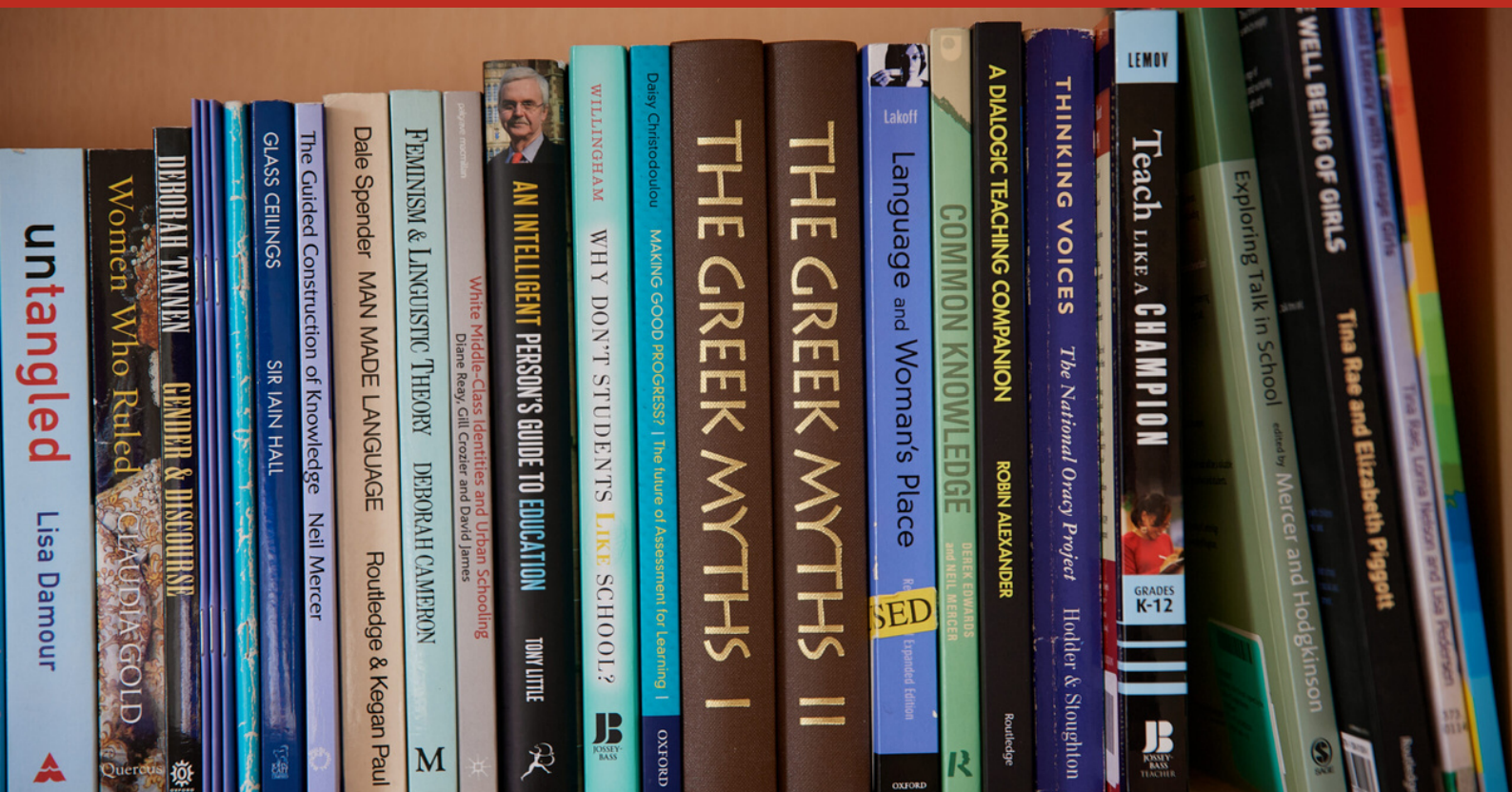




The Henrietta Barnett School

Year 7 Curriculum Overview



Authenticity - Kindness - Curiosity
Connection - Endeavour

www.hbschool.org.uk

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Welcome from the Deputy Headteacher

Dear Parents,

Welcome to our statements of intent for the Year 7 Curriculum.

In Key Stage 3, we want to enable students to pursue a wide variety of academic and extra-curricular interests to the full. We want to foster a love of learning independently of exams and to encourage inquisitive, motivated and creative thinkers. We want to nurture resilience and robustness: students who are willing to take risks in the classroom and who are not afraid of failure.

We are fortunate to have students from a wide range of ethnic backgrounds and we want them to enjoy their life at school and feel part of a supportive community, valuing this diversity. We want our students to become valued team players and also develop leadership skills. We want them to build and enjoy lasting friendships, to enjoy their time out of school and to lead a balanced life.

In the following pages, each subject department has set out the vision and intentions for its Year 7 curriculum.

Ms K Hasler
Deputy Headteacher (Curriculum)



Art

In Year 7, students are introduced to a range of two and three dimensional art making techniques. This builds practical skills and encourages confidence and enthusiasm. The core skill of observational drawing is practised using dry materials such as pencil and charcoal. Students use watercolour paints to explore colour theory and colour mixing.

They develop their design skills in a textile project to make a heat press printed cushion inspired by a narrative. An introduction to dry point printmaking enables students to use imagination and dexterity, resulting in an original print. Students research architecture and apply this to a ceramic sculpture project, using clay construction, modelling and decoration.

All projects are supported by art and design analysis, and students start to use subject specific language in class discussions and when doing independent research.



Classics

At the start of Year 7, pupils explore the links between Latin and the several modern languages which have evolved from it. They also begin to develop an appreciation of the huge influence which Latin has had on English. They then start to study the Cambridge Latin Course, which contains stories set in the ancient city of Pompeii: lessons will involve investigations into its history as well as its language, and pupils will be expected to form and justify their own personal responses to Roman culture.

Pupils will soon start to master the basics of Latin grammar, and they will also be exposed to a wide range of new words. These will be introduced through stories and then reinforced through a variety of different exercises. Brief but regular assessments will help pupils to reflect on their progress and to revisit any aspects of the course which need further attention. By the end of the year they will feel more than ready for the next stage of their Latin studies.

Computer Studies

Students begin their journey with computing at the start of Year 7 at Henrietta Barnett School. Throughout the year, students will know the importance of communicating safely and respectfully online, the need for keeping personal information private and becoming responsible users of technologies and online services.

Students will furthermore, delve into how digital systems work and gain the skills to become more digitally literate. In their Computing classes, they will understand computers and logic and build upon that knowledge through creative projects, problem-solving activities and computer programming. The year will also be a chance to explore what career opportunities lie in the computing field.



Drama

In Drama, we introduce the core building blocks of vocal skills and physical skills in acting, as well as exploring processes for characterisation and creative staging. Alongside this, we encourage students to explicitly develop theatre process skills, such as leadership, teamwork analysis, problem solving, kindness, creativity, confidence and collaboration. We initially focus on the fundamentals of stagecraft in performance.

We also examine how to approach a modern script, both as an actor, and as a creator, so as to best serve the playwright's aims and intentions. Students also then have the opportunity to devise their own scripts, using the stimulus of *Revolting Rhymes* by Roald Dahl. We then focus on building students' physical skills, exploring mime and non-verbal communication techniques, by practitioners such as Marcel Marceau and Charlie Chaplin.

We encourage students to be reflective, and teach them how to effectively evaluate performance.

In Year 7, we focus on developing a number of core manufacturing skills and establish a base knowledge of materials and processes. Materials knowledge focuses on resistant materials and electronics. In DTE we have a two-pronged approach to teaching materials. Students learn through set written tasks and research homework, but are also presented with the opportunity of working directly with materials, to better understand their properties and applications.

Students will complete three practical projects that introduce them to the core areas of design, technology, and engineering. These are the Aeroplane Project, the Bridge Project, and the Electronic Fan Project. Each project develops specific technical skills while building wider abilities in creativity, problem-solving, evaluation, and safe workshop practice. Together, they provide a foundation in resistant materials, structures, and electronics, helping students gain confidence in designing and making functional products.

The Aeroplane Project introduces students to resistant materials and workshop tools. They will learn how to measure and mark accurately, cut and shape materials such as wood, card, or plastics, and join and finish them to create a working aeroplane. Students will gain experience with hand tools such as saws, files, and drills, while learning the importance of safety in the workshop. Students will explore how design affects aerodynamics and performance. The project encourages them to evaluate their work, make improvements, and understand how function and design are linked.

In the Bridge Project, students turn their attention to structures and engineering principles. They will investigate how different forms, such as trusses, beams, and arches, distribute forces and loads. Using simple materials like card, wood, or recycled items, students will build and test model bridges to see how tension and compression affect strength. This project develops teamwork, as students often work collaboratively to solve design problems, and it integrates mathematics and science into practical design work. By testing their bridges under load, they will learn the value of iterative design, refining their ideas and improving strength through redesign.

The Electronic Fan Project introduces students to basic electronics and systems. They will learn how to read and follow simple circuit diagrams, assemble circuits on a breadboard or through soldering, and use components such as resistors, switches, and motors. This hands-on experience will build their understanding of how electronic systems work in everyday products. Students will also design and make a casing for their fan, combining resistant materials skills with electronic assembly. The project gives them practical experience in soldering safely and accurately, while encouraging them to evaluate how design and technology can be combined to produce functional solutions.

DTE (continued)

By the end of Year 7, students will have developed a broad range of skills across resistant materials, electronics, and structural engineering. They will be confident in using tools and equipment safely, and they will understand the importance of testing and refining their ideas to improve outcomes. More importantly, they will have experienced how design thinking, scientific principles, and practical making come together to solve problems and create products with real purpose.



English

In English, we aim to nurture creativity and introduce students to a range of challenging and stimulating texts across a variety of genres. We aim to foster confidence in responding to texts sensitively and analytically both orally and in writing. The year begins with an exploration of poetry on the theme of 'Identity'. Students are given the chance to write their own poems expressing their sense of self, and to perform a poem as a class.

In studying 'Animal Farm', they develop an understanding of the importance of contextual factors and authorial intent, character development, and how to select and embed quotations. The year continues with an exploration of how the English language has evolved over time. Students experiment with speaking formally in a KS3 Solo Speaking competition. They also explore Shakespeare's 'A Midsummer Night's Dream' in terms of genre, plot, language, and theatrical devices. The year ends with students learning to write in different forms and for different purposes, through reading and writing non-fiction on the theme of 'food'.

Students also have an additional thirty-five minute lesson each week. This alternates between a public speaking lesson and a reading lesson in which they have the chance to receive personalised recommendations.

Extra-curricular opportunities include Debating Club, Shakespeare Club and creative writing competitions.

Geography

In Year 7, the topic students are first introduced to is 'What does it mean to be a geographer?' Here they study the skills required to 'think like a geographer' and engage with and analyse geographical information. These skills, such as OS map skills and complex thinking, are revisited consistently in topics throughout KS3 and into GCSE. They start to build on the locational knowledge gained at KS2 through small place examples in each of our topics. Students are first introduced to how human (population changes in 'Do we live in an overcrowded world?') and various physical (the movement of water in 'Is our world shaped by water?') processes cause changes in places and over time. Through these two topics, they clearly appreciate the connections between places and processes in creating distinctive places. Finally, in a topic on the UK's weather and climate, as well as the fundamentals of the climate system, they are introduced to the stages of geographical enquiry and investigation through fieldwork that is built on every year up to A-Level.



History

In Year 7, we want to provide students with an introduction to serious historical study whilst allowing them to engage with a wide range of periods. Students will encounter key events and themes of Medieval England, through studies of the Norman Conquest and the impact of the Black Death, as well as a local study of Henrietta Barnett School. These studies will complement investigations into the wider world, studying the Islamic Empire and Medieval Mali. They will be making judgements and connections centering on the ideas of authority and religion. Students will develop the ability to use evidence and form explanations in developing their own perspectives about the past. Specifically, Year 7 focuses on key historical concepts - evaluating the causes of important events, appreciating the significance of the past, considering the relative levels of change across time and diversity of experience.

Mathematics

The Year 7 Scheme of Work consolidates what pupils have learnt in Primary School and ensures that all pupils are working at a similar standard, given that they have come from different schools. We provide a challenging curriculum encompassing number, algebra, data handling and shape and space. Main topics taught this year include number work, sequences, an introduction to the use of algebra, Venn diagrams, an introduction to straight-line graphs and transformations. We also build on students' problem solving skills via the various UKMT challenges.

MFL

In Year 7, all students study French and German. From the first lesson, we aim to instil a love of, and confidence in language learning, as well as stimulating a real interest in these fascinating cultures. We immerse students in the target language from the very first lesson and use a Language Laboratory for this purpose. We foster confidence in listening, reading, writing, as well as the ability to communicate clearly about topics such as family, school life and hobbies. Students are encouraged to express themselves in the language on a range of topics with a range of regular and irregular present tense verbs. Apart from the mechanics of language, cultural depth forms a key part of our ethos as a department. Songs, literature, translation, short film and various culturally authentic resources are used in order to give students the best introduction to languages in an enjoyable and dynamic classroom environment.

Music

In Music, we believe that the best learning takes place when the student is actively engaged in music-making through singing, playing an instrument, composing and listening closely to music. We encourage creative thinking and musical experimentation through exposure to a variety of musical experiences and styles. In Year 7, we begin with the basics of Western rhythm and pitch notation and start developing aural skills and relative pitch awareness through simple sight-singing exercises and whole-class and small-group instrumental ensemble playing. The students are also introduced to the basics of music notation software (Sibelius) and the early processes of arranging and performing. They will develop an awareness of key, harmony and melodic shape, textural and timbral choices, form and some sense of historical and cultural musical contexts ranging from music in the Baroque (including Vivaldi's 'Spring' from The Four Seasons) to the present day.

Physical Education

We aim to provide students with an energising and stimulating environment in which to maximise their fitness and knowledge of the subject and strive to achieve their personal best in all aspects of Physical Education. Students are introduced to a range of sports including Netball and Football as well as Dance and Athletics. Pupils will develop confidence and skills in these areas, whilst beginning to learn the importance of a healthy lifestyle. The primary focus is on developing both range and quality of skills, which is assessed within isolated conditions in Year 7 before building up to competitive situations in Years 8 and 9. They will begin to increase their knowledge of the rules of different sports and start to compete effectively using a variety of tactics and strategies individually and as part of a team. Students are encouraged to extend their learning through involvement in sports' clubs of their choice.



PSHCE

The teaching of Personal, Social, Health and Citizenship Education (PSHCE) at HBS is timetabled for Years 7-11. The programme is broad, and aims to prepare our students for all aspects of adult life, focusing on four themes: relationship with self, relationship with others, global citizenship and community and planning for the future.

In Year 7, the initial focus is on transition, support systems within school and communication: both communicating with kindness, and communicating safely (in particular, when online). There is a module exploring identity, which helps lay the foundations of tolerance and celebration of diversity. Students explore the features of healthy friendships and learn about all aspects of puberty. Positive mental health is addressed with every year group: in Year 7 they learn about developing a 'wellbeing toolbox', dealing with comparisons and boosting their resilience. They also learn about the physical benefits of healthy eating and sleeping patterns. Finally, as an early start to their future planning, they are introduced to the Unifrog careers platform.

The Schemes of Work and resources are regularly updated to ensure their relevance. Further details of the topics covered are also found on our website and are circulated at the start of each academic year.

Religious Studies

Learners in Year 7 should be able to reflect on and carefully evaluate their own beliefs and values, whilst learning three key world faiths: Hinduism, Sikhism and Buddhism. Students will learn about key figures and events within each faith, including religious scriptures, teachings and their beliefs in God/Gods. They will also learn about some rites of passage from each faith. Students will be assessed termly at the end of each topic. They will have the opportunity to present with their peers, as well as to debate moral issues faced within the religions taught.



Science

In Year 7, students experience an exciting, varied and challenging Science curriculum. They begin to learn how to describe observations with scientific theory, and are introduced to the methodology of scientific investigation through the study of three key disciplines: Biology, Chemistry and Physics. In Biology, students start exploring the characteristics of and relationships between living organisms. In Chemistry, students are introduced to the structure of atoms, and how they form compounds in simple chemical reactions. In Physics, students develop a basic understanding of the concepts of energy, electricity and forces through experimentation. Initially, students are instructed on how to plot and analyse data from scatter (line) graphs. Students are also introduced to experimental planning and the naming and safe handling of basic lab equipment. They learn to record and analyse their data, from which they draw valid conclusions. They begin to develop an appreciation for the scientific method, using evidence to test hypotheses, and how this leads to the development of scientific knowledge.



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