

What will my Year 7 child learn this term?



A summary of learning for the Autumn Term 2025

Art

Year Project 1 - Impression of place. Pupils will look at the work of Andre Derain, a Fauvist artist and the forefather of expressionism. They will learn how to research, colour theory, mark making with paint, oil pastels and highlighters. They will demonstrate their basic drawing schools from their primary school settings which will be developed further through this project. The pupils will be set one piece of homework per half term on this project.

Computing

Y7 pupils will take introductory lessons to allow them to become familiar with the IT systems at Malet Lambert, including the computers they may be using, Google Classroom, their school email address, and a variety of basic software. This will lead onto Online Safety which will cover how to identify trustworthy information online and how to evaluate new technology and software. Towards the end of this term pupils will begin a visual programming unit to build upon programming they may have undertaken in primary school, and building in the rigour and foundation which will allow them to transition to text based programming languages later on in their school life.

Design & Technology

In Year 7 Design & Technology our pupils rotate through a range of topic areas, allowing them to experience a variety of hands-on learning to support their developing theory knowledge. Throughout the year pupils will cover: Food, Metals, Textiles, Polymers, and Drawing and Design Communication.

Drama

In drama, pupils will develop their teamwork and confidence. They will learn simple explorative techniques, such as still image, thought-track and slow-motion, and use these within short scenes. They will then explore the topic of 'Mechanical Minds' using these techniques and others, such as surrealism and physical theatre, to explore ideas around technology and robots.

English

For this term, pupils in year 7 will cover both reading and writing skills. They are reading the engaging and fantastic novel *My Sister Lives on the Mantelpiece* by Annabel Pitcher, exploring the themes of friendship, family relations, grief, and discrimination. Alongside this novel, they will be exploring the importance of myths and legends by focusing on Heroes and Villains in Ancient Greece, developing their creative writing skills. Both of these units will prepare for what comes later in the year.

Geography

As pupils progress through the Geography Curriculum, they will explore a range of topics which are connected through our core themes of interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and diversity. During the Autumn Term, pupils will consider the question 'What is Geography?' looking at the differences and key themes in both physical and human Geography. Pupils will also investigate the place of Hull in the world, which will support the development of their map skills, and understanding of the significance of our city.

History

Throughout KS3, we focus on the unfolding narrative of History through three key themes: power and control, the lives of ordinary people, and Britain's place in the wider world. In the Autumn Term, pupils begin their journey by exploring how migrants and invaders developed the political and cultural landscape of the British Isles from the Stone Age up to the Anglo-Saxon period. We will consider what England itself was like by the 1060s and how the Normans were able to subdue the country following their invasion in 1066.

Maths

Y7 will be following a sequence of units to consolidate their learning from primary school, further develop their mathematical knowledge and introduce them to new concepts. They will cover two units this term, starting with Number which will touch on all 4 operations in different contexts, Highest common factors, Lowest common multiples, prime factorisation and Standard form. Moving onto Algebra they will be introduced into the mathematical ideas of using letters to represent numbers and using their knowledge in different ways.

MEL

French and **Spanish**. Pupils in Year 7 are currently learning to introduce themselves and their family members. They will also learn numbers, months and be able to say their birthday. This unit is really useful allowing pupils to be able to greet people and make introductions with others. Pupils will develop their pronunciation skills as they explore new sound spelling links with phonics. In the second half of the Autumn term, pupils will continue to use the present tense alongside a range of adjectives and opinions to describe family members and pets.

Music

The Y7 music curriculum focuses on development of foundational knowledge of the elements of music, and practical music making skills. In Term 1, pupils study pulse and rhythm, and how to read rhythm from grid notation and musical notation. They learn about melody and develop their keyboard skills to perform a melody, using correct playing techniques. In Term 2 pupils will study the instruments of the orchestra, and the vast array of timbres that can be produced by combining instruments from different families. In Term 3, pupils will study the characteristics of the song, as a musical form. They will go on to learn about folk songs and sea shanties, and develop their singing and songwriting skills.

PE

During this term pupils will complete 4 week units of work in a wide range of sporting activities. Pupils learn the basic skills and techniques to allow them to play in conditioned competitive situations. Pupils will also gain an understanding of the key rules and tactics needed in each sporting activity.

PSHE

This term, Year 7 will be completing a unit on Identity and Diversity. This includes conversations about Hull and its place in the national community, as well as conversations about prejudice and discrimination in wider society. Specifically, students look at the role of stereotyping and how we can safely and appropriately challenge negativity in our communities.

Religious Studies

This term, Year 7 will be focusing on an introduction to Religious Studies. Pupils will view RS through three different lenses: Theology, Philosophy and Social Sciences. They will explore the meaning of belief and how God is viewed by different faiths. Pupils will then move on to learn about Judaism beliefs and practices. They will look at key beliefs of the Jewish faith, including the importance of Abraham and Moses. Pupils will then learn about key festivals in Judaism and the importance of Shabbat and the Synagogue.

Science

In our biology lessons we will be covering the topic of cells, including the following:

- Describe what we mean by 'living' and 'dead'.
- Understand the characteristic processes of living organisms (movement, growth, nutrition, excretion, respiration, reproduction and sensitivity)
- Describe what all animals and plants need to stay alive.
- Explain how organisms are made of cells, and how the characteristic processes of living organisms arise from the processes taking place in cells.

In our chemistry lessons we will be covering the topic of the particle model, including the following:

- Identify substances and their state from their observable physical properties
- Identify substances are made of parts which are too small to be seen without magnification
- Describe solids, liquids and gases in terms of their particle arrangements and movements
- Explain how the properties of solids, liquids and gases are linked to their particle arrangements
- Identify the changes in state from observed changes of states of water
- Describe how the state of a substance depends on the temperature and the temperature at which melting and boiling take place

- Describe how particle arrangements and movements alter during changes from a solid to a liquid and liquid to a gas
- Explain why particle arrangements change during melting and evaporation in terms of internal energy

In our physics lessons we will be covering the topic of energy, including the following:

- Recall a basic definition for 'energy store'
- Define an energy pathway
- Describe how a store(s) of energy can be transferred into other stores of energy using a model
- Explain that the total amount of energy does not change.
- Define dissipation.
- Define efficiency.
- Describe how energy stores can be transferred but not always usefully.
- Explain the Law of Conservation of Energy