Callington Community College Curriculum Overview - Year 7 - 2025/26

Year 7	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2
English	**The Human Condition - Fear** Exploring 'The Human Condition' and the universal themes of literature, focusing on fear through the study of gothic literature. Students analyze how fear is portrayed, its impact on characters, and its relevance across different cultures and time periods.	**The Human Condition - Fear** Students apply their understanding of the gothic genre to develop descriptive writing, focusing on creating vivid imagery and atmospheric settings while ensuring technical accuracy in grammar, punctuation, and sentence structure.	WEST COMMON ASSESSMENT 1	**The Human Condition - Power** Reading *Animal Farm* to explore allegory and deepen understanding of how society functions. Students examine themes of power and its connection to 'The Human Condition,' analysing how authority influences individuals and communities.	**The Human Condition - Power** Students explore how language is used to manipulate audiences and examine the motives behind the media they consume by analyzing a range of non-fiction texts, developing critical thinking and media literacy skills.	WEST COMMON ASSESSMENT 2	**The Human Condition - Love** Considering different types of love through a study of 'Romeo and Juliet', as well as learning about Literary Heritage and context.	**The Human Condition - Love** Further exploration of 'The Human Condition' and different types of love through a study of poetry, understanding language, form and structure.
Maths	**Number** Students develop an understanding of place value and various number types, including whole numbers, decimals, and directed (negative) numbers. They practice rounding and apply addition, subtraction, multiplication, and division across the entire number system.	**Number** Building on the previous unit, students develop accuracy and fluency by applying the four operations—addition, subtraction, multiplication, and division—across the number system, including decimals and directed (negative) numbers. They also perform arithmetic with fractions, including mixed numbers.		**Number & Algebra** Students develop skills in performing arithmetic with fractions, including mixed numbers, enhancing their numerical fluency. They also work on algebraic manipulations, simplifying and solving a variety of expressions and equations to deepen their understanding of algebraic principles.	**Algebra & Geometry** Solve coordinate geometry problems within the Cartesian plane, applying their knowledge to plot and interpret points. Students also interpret and solve perimeter and area problems across a range of real-world and mathematical contexts, developing practical problem-solving skills.		**Proportion** Interpret ratio problems in diverse contexts, developing their understanding of proportional relationships. Students solve ratio problems involving sharing, simplifying, exchange rates, and explore connections between ratios and fractions to enhance their mathematical reasoning.	**Geometry** Students understand and perform the four key geometric transformations: reflection, rotation, translation, and enlargement, exploring how each affects shapes' position, size, and orientation within the coordinate plane.
Science - Biology	**Cell Structure and Transport** Students use microscopes to observe animal and plant cells, identifying and describing their structures. They explore the functions of key cell components and develop an understanding of how substances are transported within and between cells.	**Organisation of Living Things** Describing the structure and function of the human musculo-skeletal system, including bones, muscles, tendons, and joints, explaining how they work together to enable movement, provide support, and protect vital organs.		**Ecosystems and Plants** Describing the structure and organisation of ecosystems, exploring different habitats and communities, and investigating the interdependence of living organisms through food chains, food webs, and ecological relationships.	**Ecosystems and Plants** Exploring the structure of flowering plants and linking these features to their reproductive functions, understanding how parts like petals, stamens, and pistils contribute to pollination, fertilisation, and seed production.		**Variation and Reproduction** Identifying and investigating the causes and types of variation in living organisms, exploring genetic and environmental factors, and understanding how variation contributes to biodiversity and adaptation within populations.	**Variation and Reproduction** Students study the structure of the human reproductive system, linking key organs and their functions to the processes of reproduction, including fertilisation, gestation, and birth.

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Science - Chemistry	**Particles and their Behaviour** Explaining and investigating the properties and behaviour of solids, liquids, and gases using the particle theory of matter, understanding how particle arrangement and movement influence changes in state and physical properties.	**Particles and their Behaviour** Building on prior knowledge, students investigate and explain changes of state using the particle theory of matter. They observe and describe physical changes, deepening their understanding of how particle movement and arrangement affect these processes.	**Atoms, Elements and Compounds** Identifying atoms, elements, and compounds, and representing them using chemical symbols. Students construct and balance word and symbol equations to describe chemical reactions accurately, building foundational chemistry skills.	**Chemical Reactions - Acids and Alkalis** Students use the pH scale to identify acids and alkalis, investigating their properties through experiments. They learn to classify substances, understand neutralisation reactions, and explore real-world applications of acids and alkalis.	**Chemical Reactions - Reactivity and Displacement** Students investigate the reactivity of different metals through displacement reactions, observing and describing chemical changes to understand how more reactive metals can displace less reactive ones from compounds.	**Separation Techniques** Students compare the solubility of various substances and explore different separation techniques, such as filtration, evaporation, and chromatography, to effectively separate components within mixtures.
Science - Physics	**Energy** Students describe different energy stores and investigate how energy is transferred between them through various processes, deepening their understanding of energy conservation and transformation in physical systems.	**Energy** Building on energy stores and transfers, students describe how energy resources generate electricity and compare the power consumption of various electrical appliances to understand energy efficiency.	**Waves - Sound and Light** Students describe and investigate how sound waves are generated by vibrations, exploring how these waves travel through different mediums and how their properties affect sound perception.	**Waves - Sound and Light** Building on their understanding of waves, students describe and investigate the properties of light, comparing its behavior to sound waves to deepen their knowledge of wave phenomena.	**Space** Students use models to describe the Solar System's structure and explain how Earth's rotation and tilt cause day and night as well as the changing seasons.	**Space** Students describe the structure of the Universe, including galaxies, stars, planets, and other celestial bodies, exploring their relationships and the vast scale of space.
Geography	**What work do geographers do?** Understanding that *geographers study Earth's landscapes, environments, and people, helping us understand patterns, connections, and solutions to real-world challenges.*	**Can the world cope with 9 billion people?** Exploring how global population growth creates opportunities and challenges in managing food, water, and energy resources sustainably and equitably	**Where is the hardest place to live on Earth?** A study of biomes with a focus on Svalbard and the Atacama Desert and how people adapt to live in extreme environments	**How accurate is our world view?** Students learn how to build 'factfulness' knowledge and understand levels of global development	**Where does Africa go from here?** A synoptic study of the role of colonialism in Africa and new opportunities within the resource rich continent	**Where does Africa go from here?** A synoptic study of the role of colonialism in Africa and new opportunities within the resource rich continent
History	**When were the people of Britain at their most filthy?** A study of sanitation through time, from the Iron Age through to today. This will include the use of	**How did William of Normandy win power over England?** An investigation into the causes of William of Normandy's victory at the	**How did William I use his power to change the lives of people in England?** This enquiry will consider Simon Schama's claim that the Normans brought a	**How far did challenges to Medieval monarchs change their power?** This enquiry uses a series of case studies to investigate the power and authority of	**How did the Black Death prove to be a catalyst for social and economic change?** A different approach to the study of Black Death	**How did the Reformation change the lives of ordinary people?** A history study of the South West to allow students to comprehend the significant

	historical evidence to study the past and consider interpretations of just how 'filthy' medieval people were. Students will also compare sanitation and health in Britain to the Middle East at this time.	Battle of Hastings. Students will consider why England was worth conquering and how William won power.		'truckload of trouble' to England and will make a judgement on this using evidence of the changes William brought to England.	Medieval Kings and how that was increasingly challenged by the Church and the people. Hold onto your hats for a 12th century murder mystery and some revolting peasants.		which considers the positive impact of the pandemic on the people of Europe. This enquiry takes the opportunity to build understanding of England's place in the wider world through a study of Peter Frankopan's the Silk Roads.	changes the Reformation brought to England and to our locality. Students will use evidence to consider the extent of change and its significance for the people.
Spanish	**Describing people and places.** Verb "to be" and verb "to have" in the present tense. A variety of vocabulary including adjectives to be able to describe people and places in different contexts.	**Describing what surrounds you.** Regular -ar verbs in the present tense. Verb "there is/are". A variety of vocabulary to describe what you and other people are doing.		**Describing your family.** Articles, verbs "to want" and "to give". Increasing our vocabulary and embedding all the contents seen so far.	**Asking and Answering questions about what we are doing.** Continue our work with the present tense. Verbs "to make" and "to be able to". Question words.		**Describing people in detail.** Exploring what people want to do vs. what they want to do through the learning of the verbs "to want" and "to must". A detailed exploration about the differences between "ser" and "estar".	**Describing what we do on holiday.** Present tense verbs ending in -er and -ir. Practice with extended pieces of text.
Art	**Landscape and colour** Students explore landscapes through formal elements: tone, colour, shape, pattern, and form. They study artists and techniques to develop composition and colour theory skills. Using drawing, mark-making, and painting, they experiment with expressive approaches. The unit concludes with a final realised coastal scene painted on canvas using acrylics, showcasing their understanding of landscape and colour.				**Bugs** Students study insects through traditional drawing techniques, focusing on accuracy and detail. They develop colour pencil blending and tonal skills to achieve realistic effects. Exploring a range of mark-making methods, they create large-scale, detailed drawings of bugs, emphasising texture, pattern, and form.			
Food & Nutrition	**Introduction to Food, Safety and Basic Skills** Students learn about food hygiene, kitchen safety, and the Eatwell Guide. They practise basic food preparation skills through simple recipes, developing confidence while exploring balanced diets, healthy choices, and the importance of nutrition.			**Healthy Eating and Nutrients** Students explore macronutrients and micronutrients, learning their functions and how to apply this knowledge to balanced meals. Through recipes like stir-fries and couscous salads, they practise adapting dishes for health, taste, and dietary needs			**Cultural Foods and Food Provenance** Students explore global cuisines, learning how culture, ingredients, and cooking methods shape food choices. They make simple world-inspired dishes, investigate food provenance, seasonality, and sustainability, and develop awareness of ethical and environmental impacts on what we eat.	
Design & Technology	**Bottle opener / Dice project** Students design and make a personalised bottle opener,			**Nightlight project** Students design and make an acrylic nightlight, exploring			**Nightlight packaging project** Students design eco-friendly packaging, exploring sustainability,	

	learning key hand skills like measuring, cutting, and joining softwood. They use basic tools, apply finishing techniques, and develop accuracy, creativity, and safe workshop practice through the design process.		identity and branding. They learn about plastics, shaping techniques, and CAD/CAM tools like 2D Design for laser cutting. The project develops digital manufacturing skills and self-expression through design.		recycled materials, and 3D form development. They apply graphic design principles and build prototypes, developing skills in layout, branding, and assembly while linking design to global environmental issues and responsible choices.	
Music	**All Together Now** An introduction to live performance and ensemble skills, exploring how concerts differ and the importance of sharing music with an audience. Pupils develop confidence through singing and instrumental performance, learning to work effectively as a group ("Class Band"). Key music theory includes keyboard layout, treble clef notation, scales, chords, fingering, and musical terminology.		**Music in the Wider World** This unit explores global musical traditions from Africa, the Caribbean, and China. Students develop ensemble, rhythmic, and improvisation skills while learning key stylistic features. They study African djembe techniques and polyrhythms, Caribbean styles like reggae with offbeat rhythms and syncopation, and traditional Chinese music focusing on the pentatonic scale, instruments, and group improvisation inspired by Chinese sound worlds.		**Programme Music** This unit explores the symphony orchestra and 19th-century programme music inspired by art and storytelling, with connections to film music. Students learn about orchestral layout, instrument families, and timbres, analyzing works by composers like Mussorgsky and Debussy. They study how melody, rhythm, texture, and timbre create mood and narrative, culminating in group composition using storyboards and graphic scores.	
Drama	**Matilda** This unit introduces drama through *Matilda*, developing creativity and performance skills. Students explore techniques like mime, tableau, and thought tracking, using voice and movement to create characters, while building confidence, teamwork, and clear communication through ensemble-based activities.	**Greek Theatre** An introduction to the origins of drama and theatre in ancient Greece. Pupils explore key concepts such as unison chorus, exaggerated facial expressions, physical movement and gestures, and traditional Greek staging techniques. The unit highlights the distinctive acting style and theatrical conventions that shaped early performance.	**Melodrama** This unit introduces melodrama, focusing on exaggerated performance and stock characters like the hero and villain. Students develop skills in mime, gestures, staging, and voice, while exploring mood, atmosphere, and storytelling through expressive performance, set, and costume design.	**Slapstick** This unit explores the physical comedy of slapstick, focusing on exaggerated movement, comic timing, and stage combat. Students develop ensemble skills, create scenes using mime and classic slapstick tropes, and learn to rehearse safely. They are introduced to silent film legends like Buster Keaton, reflecting on what makes physical comedy effective and how to enhance humour through movement, collaboration, and creativity.	**Harry Potter & the Cursed Child** Students explore character, status, and storytelling through *Harry Potter and the Cursed Child*, comparing text and theatrical interpretation. Using drama techniques, they develop vocal and physical expression, scene work, and ensemble movement. The unit emphasises character interpretation, atmosphere, and status dynamics, building towards a scripted performance that encourages creativity, collaboration, and reflective rehearsal practice.	**Lost & Found** This unit introduces devising drama from a stimulus, focusing on narrative, character journey, and inference. Students use improvisation, monologue, and thought-tracking to create original scenes collaboratively. Key techniques include Brechtian conventions, vocal skills, body language, and stagecraft. The unit concludes with performances of a monologue and a devised ensemble piece, showcasing creativity, interpretation, and performance discipline.
Computing	**Understanding Computer Systems** This introductory unit equips students with essential skills to use key digital systems like Class Charts, Google Classroom, and		**Programming Essentials** In this unit, students learn fundamental programming concepts using Scratch, including sequences, variables, logic operators, and iteration. They explore how humans and computers interpret instructions, develop problem-solving skills, and practice			

	Microsoft applications. Pupils learn to manage resources effectively while following ICT policies. They explore password security and online safety, developing good digital habits. The unit culminates in a project on cyberbullying, where students create presentations demonstrating digital responsibility, audience awareness, and online safety.	debugging. The unit concludes with students designing, testing, and evaluating a fully functioning interactive game, applying their programming knowledge creatively and confidently.	
PE	**Cognitive** - Basic tactics and strategy across a range of sports. A wide range of basic technical models for skills across a range of sports and activities. How to improve in different activities. **Creative** - Simple 'building blocks' (component parts/skills) that can be combined to form routines. Contrast, unison, canon, 'good form'. **Personal** - Accepting that failure is a natural part of competition. That teams are effective through trust and support. That success needs effort and practice. **Physical** - Build on and embed the physical development, skills & techniques learned in KS1/2. Use combinations of skills confidently Perform a variety of basic skills consistently and effectively in competitive situations. **Social** - What makes a good leader – knowledge; empathy; communication; confidence etc. What constitutes effective communication skills What responsibilities a leader has.		
PSHE	**Mental and physical Health**	**Healthy Relationships**	**Living in the Wider World**
RS	**Are all Abrahamic Religions the Same?**	**Who was Jesus?**	