



UNIVERSITY ACADEMY HOLBEACH

Curriculum Map 2024-2025

INTENT: Our curriculum is designed to provide an education that is enriching, ambitious and engaging and one that ensures all pupils have the opportunity to encounter a breadth of experiences.

Year 7	Autumn Term		Spring Term		Summer Term	
	TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	Year 7 – Novel Study - Harry Potter The novel is used as a transition from KS2 and ALL pupils study Harry Potter.	Year 7 – Novel Study - Harry Potter The novel is used as a transition from KS2 and pupils study Harry Potter.	Year 7 – Poetry - Origin Stories In Year 7, pupils study a range of post and Pre-1914 Poetry exploring Origin Stories and how poets create meaning and effect	Year 7 – Play Text - Dracula In Year 7, pupils explore dramatic voice, dialogue, use of stage directions for characterisation and setting and they are taught to use and analyse dramatic vocabulary such as acts, scenes, audience, lighting, costume, props and set.	Year 7 – Shakespeare - A Midsummer Night's Dream In Year 7 pupils are introduced to the context of Shakespearean writing encompassing Elizabethan England, witchcraft, The Globe Theatre, Life and Times of William Shakespeare, patriarchy and religion	Year 7 – Themed Unit - Myths / Legends / Fantasy Pupils explore extracts from the genre consisting of fiction and non-fiction literature, including newspaper articles, persuasive texts and adverts.
	Literacy – Punctuation	Literacy – Grammatical terms and word classes	Literacy – Sentences, phrases and clauses	Literacy - Vocabulary	Literacy – Reading Comprehension	Literacy – Verb forms and tenses

Maths

	<p>Number 1</p> <p>Calculating with integers and rounding to different degrees of accuracy. Negative numbers To be able to calculate with fractions and Decimals.</p> <p>Algebra 1</p> <p>An introduction to simplifying Algebraic expressions. Sequences: To be able to recognise patterns in sequences.</p>	<p>Data Handling 1</p> <p>An introduction to the different types of averages used in Maths.</p> <p>Number 2</p> <p>Bidmas Rounding to decimal places and significant figures</p> <p>Shape, Space and Measure 1</p> <p>An introduction to Area and Perimeter.</p> <p>Christmas Lunch Project</p> <p>Students investigate the Maths and costing need to produce a Christmas Lunch.</p>	<p>Shape space and measure 2</p> <p>To be able to draw angles and apply various angle facts.</p> <p>Number 3</p> <p>A look at Percentages with and without a calculator.</p> <p>Data Handling 2</p> <p>An introduction to probability.</p>	<p>Number 4</p> <p>To explore Ratio and Compound measures such as (SDT).</p> <p>Algebra 3</p> <p>Plotting Linear and Quadratic (Higher groups) graphs.</p> <p>Revision and Progress Test</p> <p>This assessment will be a review of the whole year so far.</p>	<p>Shape, Space and Measure 3</p> <p>Explore the use of Transformations in Mathematics.</p> <p>Algebra 4</p> <p>Solving linear equations in various forms.</p> <p>Shape, Space and Measure 4</p> <p>To be able to find the Volume and Surface Area of various shapes.</p>	<p>Data Handling 3</p> <p>To be able to read and draw accurate Pie Charts and Scatter graphs.</p> <p>Enrichment Week</p> <p>Various activities around the school.</p> <p>End of Term Project</p> <p>To design and run a Theme park with decisions made around costing and area.</p>
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Science	Introduction to Science Students learn how to be safe in the lab, how and when to perform CPR. At the end of the unit students learn how to light a Bunsen Burner and receive a certificate if they have lit it correctly. Alive and Kicking Microscopes, Cells, Human Reproduction and Healthy Diets	A rotation between: Fairground Attraction Different types of energy, in depth look at sound and hearing And Earth Rocks States of matter, heating and cooling, mixtures, separation techniques, recycling.	A rotation between: Fairground Attraction Different types of energy, in depth look at sound and hearing And Earth Rocks States of matter, heating and cooling, mixtures, separation techniques, recycling.	A rotation between: Ecosystems Plant Cells, Plant Reproduction, Photosynthesis, Food Chains Fizz, Whizz, Bang Atoms, Periodic Table, reactions and Compounds Rocket Science Speed, Forces, Stretch and compression	A rotation between: Ecosystems Plant Cells, Plant Reproduction, Photosynthesis, Food Chains Fizz, Whizz, Bang Atoms, Periodic Table, reactions and Compounds Rocket Science Speed, Forces, Stretch and compression	A rotation between: Ecosystems Plant Cells, Plant Reproduction, Photosynthesis, Food Chains Fizz, Whizz, Bang Atoms, Periodic Table, reactions and Compounds Rocket Science Speed, Forces, Stretch and compression
	Who are the British? Why did people migrate to Britain? What was the impact of migration on Britain?	What were the consequences of the Norman Invasion? What was England like before 1066? How did England change under the Normans?	Who had the most power in Medieval England- Church or king? Why was the Church so powerful? Who won in clashes between the Church and the King?	Tudors Why was the Tudor period a religious rollercoaster?	Elizabeth I Was the reign of Elizabeth I a “golden age”?	Renaissance How did the world change during the Renaissance?

PE	Geography	Map Skills In this module we shall investigate the difference between physical, human and environmental geography. We shall understand how we locate places in the world including latitude and longitude, compass directions and grid references. We shall also develop our map skills.	Great Britain In this unit we look at the difference between the British Isles, Great Britain and the UK. We look at the physical geography of Great Britain and can locate key features on a map.	Landscape & Rivers We begin by studying the water cycle and how rivers are formed. We explore how erosion transportation and deposition create different landforms along the river. We learn how to recognise these landforms from O/S maps. We conclude by discussing how floods occur.	Weather & Climate In this module we shall learn the difference between weather and climate, and the elements that make up the two. We shall learn how to record and present weather data. We shall also consider the different climate zones of the world.	Africa This unit introduces the challenges and opportunities facing Africa. It starts with the danger of the single story, encouraging pupils to challenge stereotypical views of this diverse continent. Pupils will explore the physical geography and colonial history of Africa to give them a grounding upon which to build when studying the development of African countries.	Settlement In the final unit we look at where people live and why they choose to live there. We look to see if there are any settlement patterns. Manchester is a case study and we look at how and why the city grew.
		Baseline testing through Games/Fitness Outwitting opponents Football/Badminton/ Netball/Basketball/ Multi- Skill Fitness Games	Outwitting opponents Health Based Physical Education Badminton/ Touch Rugby/ Hockey/ Fitness	Problem Solving Aesthetic Performance Problem Solving/Haka/ Gymnastics	Outwitting opponents and competitive games Athletics- Introduction Football/Badminton/ Netball/ Athletics Introduction	Athletics- Skills, Technique and Competition Athletics	Striking and field games Athletics/Softball/ Rounders

	Skulltastic	Skulltastic	Mythical creatures	Mythical creatures	Sweets go Pop	Sweets go Pop
	<p>Line, Texture and Shape</p> <p>2B Graphite Fine line Pen and or Indian Ink and a dip pen.</p> <p>Different mark making (continuous, loops, dots / stippled, hatching and cross-hatching, etc)</p> <p>Select which Secondary image of skulls, they want to use from the teacher pack.</p>	<p>Introduce the students to scale, proportion whilst visually perceiving height, length, width and comparative size.</p> <p>Oil Pastel mono printing</p> <p>Produce an artist study on either: Mark Powell Rene Campbell Olivia Blasingame</p>	<p>Tone, Texture and Form</p> <p>Biro Pencil Crayon Felt Tip Pen</p> <p>Different mark making (continuous, loops, dots / stippled, hatching and cross- hatching, etc)</p> <p>Opportunities to explore ceramics If students get to explore ceramics the focus in year 7 is on the Pinch Pot Method.</p>	<p>Select which Secondary image of mythical creatures, they want to use from the teacher pack.</p> <p>Revisit with the students how to use scale, proportion whilst visually perceiving height, length, width and comparative size.</p> <p>Produce an artist study on either: Ian Murphy Alexis Diaz Iman Joy El Shami- Mader.</p>	<p>Colour and Pattern</p> <p>Felt tip pens Oil pastel Tempura Paint</p> <p>Different mark making (continuous, loops, dots / stippled, hatching and cross- hatching, etc)/Layering and blending</p> <p>Collage</p> <p>Collect different tones of the same colour, ripping it up and gluing to build up a tonal range.</p>	<p>Select which Secondary image of sweet wrappers they want to use from the teacher pack. Revisit with the students how to use scale, proportion whilst visually perceiving height, length, width and comparative size. They are also to be introduced to proportion and measuring when they are mixing coloured paints.</p> <p>Produce an artist study on either: Marcello Barenghi, Sarah Graham Ron Magnes Ian Vigger s Pop Art Movement</p>

	<p>Resistant Materials - Wooden Box</p> <p>To enable pupils to understand what the subject of Resistant Materials is.</p> <p>To give pupils experience in working in a practical environment with tools and materials they have not used before.</p>	<p>Food- Year 7 Theory</p> <p>Students are introduced to the food room and the importance of Food Safety and Hygiene. The 4 C's, Avoiding Cross contamination How to use cooker & hob safely Healthy Eating and Seasonality. The Eatwell Guide – Nutrients - The role of Carbohydrates and Protein in the body, Vitamins and minerals.</p>	<p>Textiles- Year 7 - Mobile Phone cover</p> <p>Pupils are introduced to Health and Safety in the Textiles room, an explanation of a</p> <p>Design Brief and how it can be interpreted. A Design Specification, Methods of</p> <p>Embellishment Techniques and</p> <p>Surface Embellishment,</p> <p>Construction of the phone cover,</p> <p>Finishing and quality checks and final evaluation of the product.</p> <p>.</p>	<p>Food Year 7- Practical</p> <p>Weighing & measuring Preparation of fruit Knife safety and skills Use of Equipment Fruit kebabs Omelettes Starch based salad Tomato Soup Seasonal crumble Bread Rolls WW2 Carrot Cookies Seasonal dish</p>	<p>Year 7 - Introduction to Graphics / Corner Bookmark</p> <p>To introduce pupils to the subject of Graphics and what the subject is all about.</p> <p>To give pupils experience in working in a practical environment with specialist equipment and materials.</p> <p>To develop a basic understanding of the various ways materials can be manipulated through experimentation.</p> <p>To develop the fundamental graphic skills required to be a graphics designer.</p> <p>To allow pupils to express themselves creatively.</p> <p>To encourage independent and resilient learners and problem solvers.</p>	<p>Pupils undertaken a term long programme enquiring into an area of Philosophy, Religion, and Ethics as part of their rotational studies at UAH. In year 7 pupils undertake an exploration of Religion, Science, and Ethics. They will be equipped with the appropriate tools of interpretation and evaluation to develop their understanding of how ethical rules came to be formed and well as tackling their own ideas and assumptions about ethical behaviour. This will include learning about religious ethics such as the concept of Karma or the Golden rule, but also secular ethics like Utilitarianism.</p>
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Social Studies	<p>Expectations</p> <p>This scheme of work outfits pupils with the skills needed to achieve in secondary school through covering topics such as:</p> <p>Behaviour to achieve Resilience Emotional literacy Aspirations Peer pressure Self-esteem Target setting Self confidence</p>	<p>Relationships</p> <p>This scheme of works covers mandatory content from the RSE guidance helping pupils to understand healthy relationships by looking at topics such as:</p> <p>Friendships Bullying Safe relationships Communication Family types Identity</p>	Curriculum Changes January 2026	Curriculum Changes January 2026	Curriculum Changes January 2026	Curriculum Changes January 2026
Music	<p>Transition Project</p> <p>Students learn sing and use their voices as instruments. They will sing melodies, harmonies and create beatbox patterns and perform as whole class or small groups.</p> <p>Rhythm and Rudiments.</p> <p>Students will learn the basics of musical timing, note values, time signatures, and how to read and perform rhythms</p>	<p>Keyboards Skills I</p> <p>Students will be introduced to the piano keyboard, developing hand coordination, note recognition, and the ability to play simple melodies. They will begin to start using staff and other relevant notations appropriately. Students will play and perform a range of different genres</p>	<p>Ukulele Skills/Battle of the Bands</p> <p>Students will learn basic ukulele techniques, including simple chords, strumming patterns, and how to play familiar songs. They will build up performance skills and ability on the ukulele. They will also learn different types of music through this project. They will look</p>	<p>Elements of Music</p> <p>Students identify and use the inter-related dimensions of music expressively including use Melody, harmony and other musical devices. They do it through listening and composition using Noteflight or Musecore.</p>	<p>Instruments of the Orchestra:</p> <p>Students learn to Identify instruments of the orchestra through listening to a wide range of repertoire. They will explore the role of the conductor, perform a piece as an orchestra and compose a piece using staff notation software.</p>	<p>Found Sounds</p> <p>Students will build up compositional skills using different sounds. This allows students to look back at prior learning and build up their understanding of how to create interest using different musical elements.</p>

	accurately. They will develop drumming skills and build confidence in performing.	confidently in Ensemble and Solo aspects.	back at prior learning and combine keyboard, drums and voice to explore playing as a band			
Computing	<p>PC Basics (Inputs, Outputs and Computer Systems)</p> <p>Understanding the basic components of computer systems (input/output, processing, storage). To be able to articulate ways to prevent technology-related injuries (i.e. RSI, back pain, eye strain, etc.).</p>	<p>PC Basics (Data Representation)</p> <p>Gaining a foundational understanding of how computers represent data using binary numbers. Understanding the concept of data encoding and its importance in storing and transmitting information.</p>	<p>Introduction to Scratch</p> <p>Developing computational thinking skills: breaking down complex problems into smaller, manageable tasks (decomposition). Applying basic programming concepts such as sequence, selection, and iteration using Scratch. Debugging and testing code to improve functionality and reliability.</p>	<p>BBC Micro Education</p> <p>Developing skills in algorithmic thinking: formulating step-by-step instructions to solve problems. Exploring patterns, abstraction, and generalisation to apply knowledge to different programming tasks. Engaging in creative problem solving through real-world challenges using technology.</p>	<p>The Impact of Computers on Society</p> <p>Promoting ethical use of technology, including awareness of copyright laws, intellectual property, and plagiarism. Understanding the importance of digital footprints and how personal data can be misused. Encouraging digital etiquette (netiquette) and responsible communication in online spaces.</p>	<p>Create an Interactive Multimedia Product</p> <p>Creating multimedia products through the use of visualisation techniques (Mind Mapping, Storyboarding). Learning the basics of digital design principles (layout, colour theory, and user interface design). Designing interactive solutions that meet client requirements using software tools like Scratch or multimedia design platforms.</p>

French	Qui suis-je ? (My personal world)	Qui suis-je ? (My personal world)	Qui suis-je ? (My personal world)	Mes animaux (My personal world)	Les études (Studying and my future)	Les études (Studying and my future)
	<i>être</i> verb and structures using this verb to introduce oneself, countries, cognates, preferences, character description	Recap of <i>être</i> and <i>avoir</i> verbs, talking about age, family members	<i>Recap of être and avoir verbs, physical descriptions (eyes/hair), extended descriptions of people we know.</i>	<i>avoir</i> verb, pets, colour adjectives, describing pets using colour and character adjectives.	school subjects, opinion phrases, justifications,	-ER verbs in the present tense. Une vie active (Lifestyle and wellbeing) Talking about sports and other physical activities that we do, giving opinions and justifying them.