



YEAR 7

HESSLE HIGH SCHOOL CURRICULUM BOOKLET

2025-2026

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How to use our Interactive Booklet

This booklet has been designed to be interactive, allowing you to directly open external pages and information.

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Introduction

The Key Stage 3 curriculum in Year 7 is designed to build on the learning experiences that students had in their primary schools. In addition to learning the specialised subject knowledge required to progress through secondary education, students have the chance to develop learning and thinking skills and subject specific skills. We ensure our curriculum allows time for creativity both in individual subjects and across the curriculum while providing a broad and balanced education.

After a recent review of our curriculum in Key Stage 3 which runs in Years 7 to 9, we aim to ensure that the students have every opportunity to build on progress made in their primary school. We are keen to lay strong foundations for the challenges presented as our students progress to GCSE.

This guide outlines the Big Questions and the content covered over the academic year. The Big Questions are questions which are enquiry led and are referred to throughout the unit of work; Students gain the knowledge and skills through the topic to then provide their own answers to these questions. The guide also sets out the syllabus for each Year 7 subject area and it is intended to be a general guide, because the specific level of work and topics covered may vary between students and classes in order to ensure all

the students can get the most from their lessons.

We hope you find this guide useful to aid your child in their studies during this academic year and that it is informative and useful. The purpose of this guide is to promote discussion with your child about their learning acting as a useful starting point in discussing your child’s learning and the work they have covered during the term. It also provides information on the subject content that will have been assessed in their reports.

If you have any questions about any element of this guide, or our assessment and reporting system, please visit our school website where you will find further information.

We wish all our Year 7 students a happy and successful time as they are guided and supported through their learning in Year 7 at Hessle High School and Sixth Form.

English



TERM 1

Students study Oliver Twist, investigating all aspects of the novel including life in Victorian London and how and what crime was like in Victorian England. Students will look at the characters of Oliver, the Artful Dodger, Fagin and Bill Sikes in detail and will investigate morality.

In their Mastery Writing lessons they will focus on topic sentences; subject/verb agreement; past simple tense; pronouns; capital letters and full stops.

In their Reading for Pleasure lessons The Daydreamer and Danny the Champion of the World will be read.

The Big Questions:

What was crime like in Victorian England? What is a villain?

TERM 2

Students will study A Midsummer Night's Dream. Their focus is on Life in Elizabethan England; life in Ancient Athens; Shakespeare's life; the form of a play; the four lovers; the love potion.

In their Mastery Writing lessons they will focus on creative writing: structure; character; place; time; action; resolution; drafting; editing.

In their Reading for Pleasure lessons The Daydreamer and Danny the Champion of the World will be read.

The Big Questions:

What was life like in Ancient Athens? Is the Love potion good or bad?

TERM 3

Students will study Poetry Anthology: Metaphor Structure and use of metaphor; tenor/vehicle/ground; poetic forms; The Tyger.

In their Reading and Writing for Pleasure lessons the students will study: The Extinction Trials (ab band); The Explorer (cd band) The Ship of Shadows (ef band) The Land of Roar (gi band) and The Day the Screens Went Blank (x).

In their Reading for Pleasure lessons the focus is on a group read of A Series of Unfortunate Events and Short Stories.

The Big Questions:

What are metaphors? What are the effects of metaphors?

Maths

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TERM 1

Students will focus on applications of the four main mathematical operations of addition, subtraction, multiplication & division as well as studying units on place value and negative numbers. They will be able to work fluently with decimals and powers of ten, including understanding the effect of multiplying or dividing by numbers less than 1. All the time students will work on applying these skills to mathematical concepts such as area & perimeter problems, volume, basic angle facts, sequences, finding the mean and median of a set of data and looking at money problems involving the notion of "debits" to deepen their understanding.

The Big Questions:

Why is $a+b$ the same as $b+a$? What do we mean by a significant figure? What is the commutative law for multiplication? Which quantities in real life use negative numbers?

Links:

to arithmetical operations at KS2. Students will revisit and deepen their understanding of written methods of arithmetic by making connections to other areas of maths, leading on to solving more complex problems in KS3 and KS4.

TERM 2

Students will begin Term 2 focusing on developing their number sense to include extending mental calculations to involve squares, cubes and associated roots. They will be able to identify multiplies, factors and prime numbers and calculate a number as a product of its prime factors. They will be introduced to basic index laws as well as the fundamental concept of the order of mathematical operations and using these effectively to perform complex calculations building on the work done in Term 1 using the four operations.

The Big Questions:

What are factors and how do we find them? How many ways can you convince me that $\frac{8}{9}$ is larger than $\frac{7}{8}$? What is a ratio, where might I see it in use in real-life? What do we mean by the word "percent"?

Links:

work on types of numbers builds on listing factors, multiples and primes at KS2. Work on FDP is essential to consolidate from KS2 and deepen understanding as students will need to be able to work with them fluently throughout KS3 and KS4.

Maths

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TERM 3

Students will be introduced to algebraic notation, manipulation and equality through a variety of different mediums. They will learn how to use basic algebraic notation, work on the skills of collecting like terms as well as beginning to understand the notion of equality to solve one & two step equations. Students will also study a unit of work all about data. They will interpret frequency tables and find a range of averages – mean, median & mode – from both lists and frequency tables. They will be able to accurately construct bar graphs, pictograms and stem & leaf diagrams.

The Big Questions:

How many ways can you represent the same data? What do the different measures of average tell us about a set of data? How is algebra linked to prior knowledge of adding & multiplying numbers?

Links:

interpreting and presenting data using bar charts and time graphs at KS2. Work on algebra builds on the laws of arithmetic taught in KS1 & 2 and allows students to begin to generalise and think more mathematically. Writing and manipulating algebraic expressions are fundamental skills which underpin a large proportion of secondary mathematics.

Science



TERM 1

Students begin their scientific journey focusing on an introduction to science and ensuring health and safety in the laboratory is adhered to. The next topic focuses on particles, substances and mixtures. Students will investigate diffusion, gas pressure and concepts such as saturation and solubility. Students will find out what chromatography is and how to create chromatograms. The second topic covered is the fundamentals of physics. Here students will investigate friction, energy stress and energy pathways. There will be plenty of opportunity for students to participate in practical activities and investigations to ensure that theory is brought to life. The term concludes with students studying cells and organisms.

The Big Questions:

How do particles, substances and mixtures shape our everyday lives? What are the fundamentals of physics?

TERM 2

In term 2, students will learn about organ systems. This includes the digestive, circulatory and skeletal systems. Students will also complete the topic on chemical changes. Students will investigate chemical reactions and the types of reactions which take place. There will also be time spent focusing on oxidation, thermal decomposition, combustion and exothermic and endothermic reactions. The final topic in this term is Materials. Focusing on polymers and composite materials, students will then spend time investigating these in more detail, through practical activities..

The Big Questions:

How do organ systems work? What are the chemical changes we can see and what causes them?

TERM 3

Students learn about sound and light in the final term of the academic year. They will investigate the transmission of it and learn how to observe and lead scientific investigations into it. Students will also focus on reflection and refraction, what causes it and what can be learned from it. Additionally, students will learn how light is focused and how humans see it. The final topic covered is Life Cycles. Here students learn about reproduction, including human reproduction. Students learn the science behind menstrual cycles and foetal development, and birth. They will then look at plant life cycles including flowers and pollination.

The Big Questions:

How do scientists learn about sound and light? What are the life cycles in science and what is the science behind them?

Art



TERM 1

The first topic is water and the sea. This allows for an introduction to formal elements. Students will use the tonal ladder and create a shell study from secondary sources using the traditional media of pencil, biro and ink. Students will then learn about the colour theory and will research the artist Jason Scarpace and an oil pastel study. Students will experiment with paint such as using PVA and paint, washing up liquid, bubbles, dripping, splatting, blowing paint and establishing their own techniques to develop their artwork.

The Big Questions:
What makes art, art? Who is art for? Can anyone produce art?

TERM 2

Students will continue refining their skills through the topic of water and the sea. They will research and focus on a watercolour study of Hokusai's 'The Great Wave'. Students will move on to develop collage shell studies with detailed annotations. Students will then move onto their second major topic of the year, Arthropods/Insects. Students will research artist Levon Biss and will gain a greater understanding and knowledge of colour, using colour pencil crayons. They will also produce a large-scale study, created in charcoal/collage and crayon.

The Big Questions:
Is nature art? What makes art, art? Who is art for? Can anyone produce art?

TERM 3

In this final term, students continue investigating Arthropods/Insects, refining the skills they have been developing. Students will research Wanda Shum and investigate 'what is pattern?' Students will learn techniques used with clay and design ideas referring to formal elements used in Shum's work. Students will then have the opportunity to produce a piece of art in clay and will then look at painting and surface decoration of a clay tile using water-based paint. Students will end the topic by evaluating their work.

The Big Questions:
Is nature art?

Computing



TERM 1

Students will begin their computing curriculum by investigating the impact of technology and will learn how to use online collaboration tools respectfully. They will also have an introduction to the computing lab and will learn how to create a presentation to a given audience. This unit will also include online communication and the risks of cyberbullying. The second unit of work students will cover is using media: gaining support for a cause. Students will create a digital product for a real-world cause using a range of software. This will include word processing, creating a blog, the use of images, licensing, copyright and creative commons.

The Big Questions:
To what extent is the online world more dangerous than the offline world? How can you respectfully use online digital content?

TERM 2

Students will move on to learn about networks: from semaphores to the Internet. Here they will recognise networking hardware and will be able to explain how networking components are used for communication. They will also investigate network hardware, protocols, bandwidth and explain how data travels across the internet. Students will then move onto another unit of work called programming essentials in Scratch part 1. Students will be applying the programming constructs of sequence, selection and iteration in Scratch. They will be taught how to write simple programs using Scratch and how to test these programs.

The Big Questions:
How can you guarantee that a data packet will reach its destination? Can a computer be more intelligent than the human who programmed it?

TERM 3

The third term will focus on Programming essentials in Scratch part 2. Students will use subroutines to decompose a problem that incorporates a list in Scratch. They will continue to develop programming skills, identifying how to break down and solve programming problems. Students will then move onto modelling data. Here students will use spreadsheets and become proficient in sorting and filtering data, using formulas and functions in spreadsheet software.

The Big Questions:
Can a computer be more intelligent than the human who programmed it? Can we accurately model the world using computer software?

Drama



TERM 1

Students will begin their year with an introduction to drama. They will be provided with health and safety guidance and advice on how to work well with others. The first unit of work enables students to gain trust with their peers and develop their confidence through group exercises. Students will learn how to use physical skills and how these can be utilised to communicate a character and narrative to an audience. Students will also learn how to use vocal skills effectively and how to apply some drama conventions to enhance their work.

The Big Questions:

How can you express a character through vocal and physical skills?

TERM 2

During the second term of study, students will explore the style of Pantomime including the history of style, audience participation, stock characters, cross gender roles and exaggerated acting skills. Students will also learn how to creatively adapt a well-known fairytale into an abridged version for performance.

The Big Questions:

What effect does exaggerated movement have on our audience?

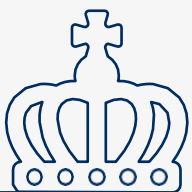
TERM 3

In their final term, students will explore some of Shakespeare's famous works. They will gain knowledge and understanding of his upbringing, background and what factors influenced him to become a playwright. Plays studied are *Macbeth*, *Romeo and Juliet* and *The Tempest*, incorporating creative writing skills, physical and vocal skills and staging for the appropriate portrayal of a witch, and learn 'page to stage' techniques for each extract of text, demonstrating understanding of the narrative and characters.

The Big Questions:

How have plays from our history influenced modern story telling?

History



TERM 1

Students will explore powerful empires around AD 1000, focusing on rulers such as emperors, empresses, and caliphs. They will study trade routes like the Silk Roads and their role in spreading goods, ideas, and disease. Students will then learn about migration to England before 1066, Anglo-Saxon life, and the Norman Conquest. They will analyse how the Normans gained control through the Battle of Hastings and maintained it using peaceful and violent methods. Local history is included through the study of Norman architecture. Students will investigate the medieval Church, its influence on politics, education, healthcare, and law, and how many modern disciplines were once rooted in religion.

The Big Questions:

What was life like in the Empires along the Silk Road? Why were the Normans able to conquer and control Anglo-Saxon England? Why was the Church Significant in Medieval England?

TERM 2

Students will learn how monarchs came to power and how their authority was exercised and challenged. They will explore institutional conflicts with the Church, dynastic struggles within royal families, political challenges like the Magna Carta, and popular uprisings following the plague. The unit highlights the fragility of medieval authority and the varied forms of resistance that monarchs faced. Students will also examine England's complex relationships with Wales, Scotland, Ireland, and France through themes of diplomacy, resistance, invasion, and warfare. They will encounter key individuals, including Joan of Arc, and explore the diverse roles of women during this period. The unit encourages links to local contexts where relevant, offering a broader understanding of power, resistance, and identity in medieval Britain and beyond.

The Big Questions:

Who challenged medieval monarchs? How far did England's relations with her neighbours change in the Middle Ages?

TERM 3

Students will study the significance of Mansa Musa, focusing on his famous Hajj to Makkah and its impact on the Mali Empire, including the rise of Timbuktu as a centre of learning. This unit shifts away from a British Isles narrative to explore an African kingdom in the same period, encouraging students to compare themes across different cultures. It is taught in Year 7 before examining European interference and the Transatlantic slave trade in Year 8.

Students will also revisit Constantinople, exploring the decline of the Byzantine Empire and the rise of the Ottomans, as well as the influence of fleeing scholars on the Italian States. The Renaissance is introduced through key developments in philosophy, science, technology, and medicine, highlighting their effects on society. Finally, voyages of exploration open up the New World, allowing students to consider Indigenous experiences, laying foundations for Tudor exploration and empire in Year 8.

The Big Questions:

What does the life of Mansa Musa reveal about the Mali Empire? How significant was the Renaissance?

Geography



TERM 1

Students begin with Map Skills in Geography, looking at these through the lens of the continents of the world. Here students learn of the vast range of map skills including scale and distance, 4 and 6 figure grid references, measuring height and contour lines and the importance of map symbols.

The second topic students will investigate is Hazards. Here students will categorise hazards and explore risk analysis. They will look at the structure of the Earth and investigate plate margins, earthquakes and earthquake distribution, before then investigating volcanoes. Then, students investigate tropical storms and Tsunamis. Students will focus on case studies to support the theory, including Eyjafjallajökull in Iceland, the Nepal earthquake, Hurricane Irma, Sulawesi tsunami and the Yellowstone super volcano..

The Big Questions:

Why are map skills useful to Geographers? What are the causes, effects and responses to major Geographical hazards?

TERM 2

The next major topic covered is the Geography of the UK. This will build on the skills developed in term one, focusing on locational knowledge, before investigating climate, population, migration and the economy. Students will get the chance to then focus in on the natural environment and temperate deciduous woodland, which is native to the UK. The second topic of the half term is Extreme Environments. Students will return to Antarctica which they located in term one and investigate in greater depth the physical geography of this unique landscape. There will be time to focus on animal adaptation and the importance of the Antarctic Treaty

The Big Questions:

What is the Geography of the UK? What are the characteristics and importance of extreme environments?

TERM 3

Students will learn about Asia, the largest continent in the world. They will have the opportunity to investigate the physical and human features of this amazing continent and establish why some locations prosper, whilst others suffer from hazards and contrast the environment of North and South Korea. Students then move onto their final topic of the year, Weather and Climate. They will establish what causes the weather and the effects on human activities. They will investigate how the weather is forecasted, microclimates and weather phenomena across the world. Extreme weather, including tornadoes will be a key focus, looking at the impacts, monitoring and preparing that needs to take place.

The Big Questions:

What are the opportunities and challenges Asia faces? How can weather and climate impact peoples lived experience?

Modern Foreign Language (MFL) - French



TERM 1

Students will begin the year learning about their place in the world. This introductory topic encourages students to consider where language comes from. It also investigates accents and how languages shape culture. Students will then focus on sports and hobbies, using Canada as the country to investigate this further. Students will develop their phonics and will become competent in talking about sports and leisure activities. They will also be introduced to numbers and names. Students will also learn how to converse about the weather, arranging to go out, greetings and time.

The Big Questions:

Why does language matter to me anyway? What leisure activities are popular in Canada?

TERM 2

Students will begin the term learning about the topic: all about me. Their focus country will be Switzerland. They will learn pets and colours with conditional tense and families, including age and birthday. Mastery of name and numbers is taught alongside countries and nationalities. Students attention then turns to the grammar focus of asking questions. Students learn how to give physical descriptions and personality descriptions

The Big Questions:

What are families like in Switzerland?

TERM 3

Students will move onto the topic of house and home and will learn about life in North Africa. As well as mastering personal information from the previous topic, students will learn the vocabulary for the different types of housing, rooms in a house (consolidation of numbers) and be able to describe their bedroom, including furniture and positions. They will complete the year learning how to communicate about their daily routine and chores at home, before using the conditional tense to talk about their dream home

The Big Questions:

Is living in France the same as living in England?

Music



TERM 1

Students begin with the exploration of the Inter-related dimensions of music. These were first taught at KS2. Through ensemble-based performance activities, students will continue their understanding of the different dimensions that build a piece of music. They will explore the meaning of the different inter-related dimensions of music (pulse, rhythm, pitch, tempo, timbre, dynamics, texture). Students will then move onto their second unit of Rhythms of the World - African Drumming. Here students explore the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Students explore the different African drum performance techniques and the effect this has on the timbre and sonority of the sounds produced.

The Big Questions:

Which interrelated dimension of music is the most important? Is traditional music as important as popular music?

TERM 2

In the second term students develop their keyboard skills. They are introduced to the treble clef notes and they will develop their skill of reading notation. Students will be composing, and performing, pieces of music on the keyboard.

The Big Questions:

Is there a right or wrong way to play an instrument if it still creates sound?

TERM 3

The final term focuses on ukulele skills. Students learn the different parts of a ukulele and learn to understand the ukulele chord diagrams. Students are introduced to chords and learn how to perform and sing popular songs alongside their playing.

The Big Questions:

What makes the Ukulele so popular to learn and play?

Physical Education (PE)



By the end of year 7, students will understand a variety of skills, techniques and rules in a number of sports. They will have been physically active during all Physical Education lessons and be able to demonstrate how to apply skills and techniques during closed skill practices and small sided competitive situations. Students will be able to lead some stages of a warm-up to small groups and explain its purpose. They will be able to analyse their own performance and know how to improve their future performance.

TERM 1

Students will develop their skills and techniques in the following sports: football, netball, cross country, badminton, trampolining and handball.

Boys: football x 4 weeks, cross country x 1 week, handball x 4 weeks, badminton x 4 weeks.
Girls: netball x 4 weeks, cross country x 1 week, football x 4 weeks, trampolining x 4 weeks

The Big Questions:

Why do we warm up?

TERM 2

Students will develop their skills of badminton, trampolining, rugby, Dance/Gym, Outdoor Adventurous Activities (OAA) and basketball

Boys: trampolining x 3 weeks, rugby x 4 weeks, OAA x 4 weeks
Girls: badminton x 3 weeks, dance/gym x 4 weeks, basketball x 4 weeks

The Big Questions:

Which way can heart rate be raised?

TERM 3

Students will develop their skills of basketball, Outdoor Adventurous Activities (OAA), striking and fielding and athletics

Boys: basketball x 3 weeks, striking & fielding x 4 weeks, athletics x 4 weeks, invasion & tactics x 2 weeks
Girls: OAA x 3 weeks, striking & fielding x 4 weeks, athletics x 4 weeks, invasion & tactics x 2 weeks

The Big Questions:

What does taking part in physical education teach us?

Personal, Social, Health and Economic Education (PSHE)



TERM 1

Our PSHE programme will equip our students with the knowledge and skills they require to enable them to be responsible and healthy citizens, supported by the knowledge and understanding they receive in their tutor programme and our ‘Drop Down Days.’ Their first topic explores healthy lifestyles, looking at health in general and healthy eating in particular. Students then investigate the importance of exercises, health organisations and poor health. Students then move onto investigate our second topic of healthy lifestyles. This topic includes: exercise, health organisations and when health goes wrong.

The Big Questions:
What makes you healthy? Why isn't health just left to the individual?

TERM 2

Students will study emotional wellbeing and mental health. Students will investigate what these words mean and what is meant by resilience. They will then move on to discuss feelings and how different people manage them. This topic delves deeper into this important area of health and investigates the impacts on emotional wellbeing and how people cope with loss and bereavement and how to recognise the signs of poor mental health. This topic is concluded by looking at the ways people can look after emotional wellbeing and where they can get help.

The Big Questions:
How can I help control my wellbeing and that of others?

TERM 3

Our final topic of the year is all about Growing Up. Students reflect on their year and how Year 7 is different before moving on to find out what happens at puberty and menstrual wellbeing. Students will also learn about personal hygiene of themselves and others and how their feelings may change as they move through puberty. We conclude the year by looking at friendships and their importance.

The Big Questions:
What does growing up mean to me?

Technology (Textiles)



TERM 1

Students begin their term with an understanding of health and safety policies and practice. They will then be introduced to fibres and fabrics, exploring their properties. This will lead to secondary research. Students will then be taught how to analyse a brief and be introduced to constructing a specification, and initial designing. Basic practical hand sewing skills will be developed. In this term students will also be introduced to components, the textiles industry and the working drawing.

The Big Questions:
"Which is the priority...function or aesthetics?"

TERM 2

Students continue with detailed secondary research before developing basic practical hand sewing skills. They will be introduced to components which they will evaluate and test. They will also investigate manufacturing specifications. The practical sessions will continue with the introduction to machinery, basic machine sewing skills will be refined and the students will be introduced and will use a wider range of equipment, materials and components. Students will also be introduced to and will research biomimicry.

The Big Questions:
"Which is the priority...function or aesthetics?"

TERM 3

Students will continue their investigation of biomimicry and sustainability from the previous term. There will be further in-depth analysis and construction of a specification and product analysis. Students at this point will develop their design ideas, finalising them before constructing bunting, using all the skills they have developed. Students will be introduced to past and present designers and will be taught how to evaluate and test products which have been designed and moved through the production phase.

The Big Questions:
Are the solutions to the World's biggest problems already around us?

Technology (Food Preparation and Nutrition)



TERM 1

Students begin the academic year with an understanding of the importance of health and safety and food hygiene. They will have a practical preparation lesson before being introduced to the Eatwell Guide. Their first practical cook will be a fruit salad, followed by a Croque-Monsieur. Students will be introduced to macro-nutrients before their third practical cook of flapjack.

The Big Questions:

Are recipes essential?

TERM 2

After an introduction to micro-nutrients, students will have their fourth practical cook of chicken fajitas. They will continue to investigate micro-nutrients and will be introduced to the manufacturing specification. Their fifth practical cook will also take place this term of a pasta salad. This will be followed by baking methods.

The Big Questions:

Are recipes essential?

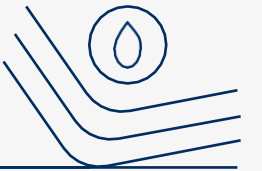
TERM 3

This final term starts with the practical cook of a fruit crumble. Students will then study the food industry in more detail looking at the industry and processes, linking to the manufacturing specification. The final two practical cooks are puff pastry pinwheels and fairy buns. The theory lesson which follows continues to investigate the manufacturing specification and meeting the requirements of a food specification.

The Big Questions:

Do food choices determine our health?

Technology (Resistant Materials)



TERM 1

Students begin the year with a recap on the essential health and safety requirements. The project students will develop over the course of the year is to build/construct a desk tidy. In this first term they will be introduced to the design and manufacturing process. They will investigate initial ideas and design developments, before being introduced to tools and equipment. This will be their first stages of the practical project.

The Big Questions:

"Which is the priority...function or aesthetics?"

TERM 2

Students will explore drawing techniques and look at design using geometric shapes. They will also have an introduction into the manufacturing processes/industry. Here they will analyse a design brief and identify and solve design problems.

Students will be introduction to the design and manufacturing process, which will include: task analysis and design specification. Students will then further develop design ideas, first and second stage of desk tidy construction/practical project.

The Big Questions:

"Which is the priority...function or aesthetics?"

TERM 3

In this final term, students will produce a manufactured product using a range of different processes. They will have an exploration and introduction to different manufacturing processes and finishing techniques. In the final stages of their practical desk tidy project, testing and evaluating will take place. They will also investigate electronics and assembly and mini schematic diagrams, this will be delivered as a mini light project, where exploration and understanding of basic electronics will be delivered.

The Big Questions:

"Do skills or process determine the quality?"

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