

YEAR 7

CURRICULUM EVENING 2025/26



THE HAMBLE SCHOOL

ACHIEVING EXCELLENCE TOGETHER

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INTRODUCTION

WELCOME to The Hamble School's Curriculum Evenings for 2025-2026.

We are sure you will agree that Year 7 is a crucially important year for your child. With this in mind, we want to empower you with the knowledge of what to expect this year with the intention of raising your child's attainment at the end of Year 7.

Within this booklet you will find a detailed overview for each subject. In particular, you will see the topics studied at each stage throughout the year, support available to your child and guidance towards resources for how you can support your child with their learning. This is provided to enable you to have learning conversations with your child.

Should you have further questions, or require further detail on each course, please contact your child's tutor or class teacher in the first instance. Alternatively, contact the Head of Department for the subject who can re-direct your queries on to the relevant teacher. Please send all enquiries to general@thehambleschool.co.uk

ENGLISH

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Journeys Exploration of fiction and non-fictional texts, and creative writing.	What Makes a hero? Exploration of fiction and non-fictional texts, and creative writing
Spring	Conflict Whole class reader. Study of fiction.	Resolution of Conflict Whole class reader. Study of fiction
Summer	Why Rebel? Introduction to Shakespeare	Why Rebel? 'Twelfth Night'- Shakespeare Study

SKILLS DEVELOPED

To read widely, developing fluency and comprehension skills. To acquire a knowledge of more ambitious vocabulary that allows students to express their ideas and opinions about the texts they read. Students work towards the development of creative writing skills, including the planning and writing of texts for different purposes and audiences. Students have opportunities to develop their oracy skills, working in pairs and small groups, presenting and debating their ideas and opinions.

RESOURCES AVAILABLE TO SUPPORT

Homework	Homework focuses on a variety of skills needed in English and is designed to support students with independence. Homework will include vocabulary, historical context, writing for purpose, critical reading and explaining an opinion. Tasks are designed to support with learning in the classroom, either by researching before a topic or practicing skills learned.
Websites	www.spellzone.co.uk https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units

Homework Support	Class Charts, Homework Club (T2)
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HOW PARENTS CAN HELP

Homework	<ul style="list-style-type: none"> • Establish a suitable time and place for completing homework. • Discuss homework. • Monitoring the completion of weekly homework tasks. • Ensure that students are reading for pleasure at home regularly. • Listen to students reading out loud at home to help improve fluency.
Resources	<p>Students need access to class charts via a device that has internet. This is the only resource required.</p> <p>Use of the above websites to support understanding and practise.</p> <p>Access The Hamble School website Parents section.</p>

MATHEMATICS

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Curriculum Overview
Topics Covered	Unit 1: Number 1 - 4 Operations Unit 2: Shape 1 - Area and Volume Unit 3: Number 2 - Special Numbers and Rounding Unit 4: Algebra 1 - Simplifying Unit 5: Handling Data - Representing Data Unit 6: Number 3 - Fractions, Decimals, Percentages Unit 7: Algebra 2 - Equations and Sequences Unit 8: Shape 2 - Angles and Construction Unit 9: Ratio and Proportion Unit 10: Algebra 3 - Coordinates and Linear Graphs Unit 11: Shape 3 - Measurement and Transformations Unit 12: Probability

SKILLS DEVELOPED

Through the mathematics curriculum, students are taught to: 1. Develop fluency 2. Reason mathematically 3. Solve problems
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RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	www.mathswatch.co.uk www.corbettmaths.co.uk www.oaknationalacademy.co.uk
Homework Support	All MathsWatch questions have paired videos that link with the questions, and MathsWatch marks student answers “live” as they answer. Teachers are available to help with homework at students request in advance of the due date.

HOW PARENTS CAN HELP

Homework	Monitoring the completion of weekly homework tasks. Ensuring students watch the videos on the above websites if unsure.
Resources	Use of the above websites to support understanding and practise.

SCIENCE

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

Autumn	<ul style="list-style-type: none">• Introduction to Science• Cells• Particles• Energy• Atoms Elements and Compounds
Spring	<ul style="list-style-type: none">• Forces• Reproduction• Separating Mixtures• Space
Summer	<ul style="list-style-type: none">• Digestion and Nutrition• Light and Sound• Ecology• Chemical Reactions

SKILLS DEVELOPED

Working Scientifically. Skills are practised and developed year on year. These include thinking scientifically, planning investigations, lab safety, drawing graphs, evaluating results, writing conclusions.

RESOURCES AVAILABLE TO SUPPORT

Websites	BBC Bitesize KS3 Science - BBC Bitesize Focus eLearning Focus eLearning by Focus Educational Software Ltd. Seneca Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
Homework Support	Speak to teacher in class or via Class Charts. QR codes in Homework Booklets

HOW PARENTS CAN HELP

Homework	<p>Homework will focus on knowledge retention and key scientific vocabulary.</p> <p>Students will receive a homework booklet for each term with a specific page set once a week. This will consist of 3 tasks to complete.</p> <ol style="list-style-type: none">1. Questions to talk about at home. This is to promote students to talk at home about what they have been learning and includes a go further questions to extend knowledge.2. A Summary of the weeks learning. Teachers will tell students which lessons to summarise, and students should use their exercise books to write 3-5 bullet points summarising learning.3. A task to complete. This will often be a task based around a specific key word and they will need to complete a Frayer Model for this word. They will be taught how to do this in school. Other tasks might involve learning key information, labelling diagrams or looks at practical work. <p>At the end of each topic in the booklet, there will be a list of revision questions which can be used to prepare for the review assessment weeks.</p>
Resources	<p>Use of the above websites to support understanding and practise. Also encouraging your child to read Science books that interest them, or watch science documentaries.</p>

GEOGRAPHY

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	How hazardous is our earth? Exploring tectonic hazards	Where and why do people live? Exploring the earth's population
Spring	What are the different ecosystems of the world? Exploring the earth's ecosystems	Why do people migrate across the world? Exploring why/where people move
Summer	Where in the world are we? Developing our geographic skills	How do we use resources, and ensure we have energy for the future? Exploring our management of energy

SKILLS DEVELOPED

To be confident to interpret and use information from different types of graphs and charts.

To be able to answer geographical questions in detail using data and geographical language (and a range of key terms).

To be able to use a range of sources confidently.

To have a good understanding of how to complete a fieldwork enquiry and collect data using a range of techniques.

RESOURCES AVAILABLE TO SUPPORT

Homework	<p>Year 7 will be set homework on Class Charts.</p> <p>Homework focuses on knowledge retention. Students will be expected to complete homework to improve their recall of the core skills needed for Geography. Homework will include spelling and reading tasks, as well as creative tasks. Class teachers will give feedback in class and use the information to inform future teaching in order to fill gaps in students' knowledge.</p>
Websites	<p>https://www.bbc.co.uk/bitesize/subjects/zrw76sg</p> <p>https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</p> <p>https://www.ordnancesurvey.co.uk/mapzone/</p> <p>https://www.bbc.co.uk/newsround</p>
Homework Support	<p>Class Charts</p> <p>Homework Club</p>

HOW PARENTS CAN HELP

Homework	<ul style="list-style-type: none"> • Establish a suitable time and place for completing homework. • Discuss homework. • Monitoring the completion of weekly homework tasks. • Ensure that students are keeping up to date with world news – and discussing the geography of this news. (Consider the impacts to people, the economy and the environment) • Encourage your child to explore – and practice their map skills. (What direction are they going? Could they plan the route you will take?)
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Resources	<p>Students need access to class charts via a device that has internet. This is the only resource required.</p> <p>Our school library has a wonderful selection of geographical literature that will help broaden students understanding.</p>
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HISTORY

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	How did early Britain develop?	Was the Medieval period all 'muck and misery'?
Spring	How did the Tudors change England?	Why were there political changes and challenges under the Stuarts?
Summer	Why did the Trans-Atlantic Slave Trade exist for 400 years?	How did the British Empire impact the world?

SKILLS DEVELOPED

- Chronological understanding
- Disciplinary Skills – Change & Continuity, Cause & Consequence, Source analysis, Interpretations, Significance
- Key historical themes and knowledge

RESOURCES AVAILABLE AND HOW PARENTS CAN HELP

Websites	https://spartacus-educational.com/ https://www.historylearningsite.co.uk/ https://www.bbc.co.uk/bitesize/subjects/zk26n39
Homework	Year 7 will be set homework on Class Charts which will involve a range of different activities to enrich and deepen students' knowledge.

Reading	Parents/ carers can help by encouraging students to regularly read. The websites have short and long sections enabling variation for the students.
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FRENCH

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<ul style="list-style-type: none">Introducing yourself.	<ul style="list-style-type: none">Say what hobbies you and other people have with opinions and comparisons.
Spring	<ul style="list-style-type: none">Describe your family including personality and physical descriptions.	<ul style="list-style-type: none">My life in school.
Summer	<ul style="list-style-type: none">My house.	<ul style="list-style-type: none">Talk about future holidays using the near future.

SKILLS DEVELOPED

Reading, Listening, Writing and Speaking.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	www.quizlet.com www.duolingo.com https://www.bbc.co.uk/bitesize/subjects/zgdqxb
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HOW PARENTS CAN HELP

Homework	"Total Recall" vocabulary on Class Charts. Grammar and 'Go Further' activities.
Resources	Use of the above websites to support understanding and practise.

SPANISH

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<ul style="list-style-type: none">Introducing yourself.	<ul style="list-style-type: none">Say what hobbies you and other people have with opinions and comparisons.
Spring	<ul style="list-style-type: none">Describe your family including personality and physical descriptions.	<ul style="list-style-type: none">My life in school.
Summer	<ul style="list-style-type: none">My house.	<ul style="list-style-type: none">Talk about future holidays using the near future.

SKILLS DEVELOPED

Reading, listening, writing and speaking.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	www.quizlet.com www.duolingo.com https://www.bbc.co.uk/bitesize/subjects/zfckjxs
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HOW PARENTS CAN HELP

Homework	“Total Recall” vocabulary on Class Charts. Grammar and ‘Go Further’ activities.
Resources	Use of the above websites to support understanding and practise.

ART

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Theme - Insects <ul style="list-style-type: none"> • Colour Theory and paint mixing • Tonal pencil drawing skills • Oil Pastel Monoprinting • Researching artist Lucy Arnold 	Theme- Colours in Nature <ul style="list-style-type: none"> • Oil pastel blending • Watercolour skills • Coloured pencil application • Outcomes in the style of Lucy Arnold
Spring	Theme- Pop Art/Still Life <ul style="list-style-type: none"> • Still life composition • Roy Lichtenstein • Poly printing • Contour drawing • Recording 3D forms accurately (ellipses and cylinders) 	Theme- Pop Art/Still Life <ul style="list-style-type: none"> • Op Art • Bridget Riley • Still Life photography • Lenticulars
Summer	Theme- Under the Sea <ul style="list-style-type: none"> • Oil pastel Monoprinting • Mark making with paint • Painting without a paintbrush in the style of J Vincent Scarpace • Jennifer Wilkin Penick 	Theme – Under the Sea <ul style="list-style-type: none"> • Coloured pencil skill recall • Collages in the style of Elise Gravel • Minimalist collages with a link to composition

SKILLS DEVELOPED

Colour theory, watercolour, colouring pencil, oil pastel, Monoprinting, lenticulars, putting together successful still life compositions, mark making with paint, oil pastel monoprints, continuous line drawing, contour drawing, tonal pencil drawing, recording 3D forms, analysing artists/art movements (Pop Art, Op Art, Corrinne Welch, Roy Lichtenstein, Bridget Riley, J Vincent Scarpace), polyprinting, wax resist

RESOURCES AVAILABLE TO SUPPORT

Websites	Tate Kids - www.tate.org.uk/kids BBC Bitesize - www.bbc.co.uk/bitesize/subjects/z6hs34j YouTube drawing tutorials (various topics) Student Art Guide - www.studentartguide.com/
Homework Support	Access to art rooms at break, lunch and after school (by prior arrangement) if specialist equipment is needed to complete tasks.

HOW PARENTS CAN HELP

Homework	Monitoring the completion of weekly homework tasks. Monitoring the completion of larger project homeworks to ensure students are on track for the deadline.
Resources	Supply students with specialist art equipment where possible. Advice available from art staff as to where this can be bought.

DESIGN TECHNOLOGY

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

Design Technology Materials Robot project	Types of timbers and where they come from. Tools used with Timber and how to finish timber products How to work safely in a workshop environment Design ideas Mechanisms
Design Technology Fabrics Jellyfish project	Types of fabrics and where they come from. The process of felting to create a workable piece of material The sustainability of fabrics and the impact they have on the environment How to create patterns on fabrics by the print making process Lino cutting
Design Technology Electronics Steady hand game	Electronical components and their functions in a circuit Electrical symbols and why we use symbols How to solder safely The difference between Thermoplastics and Thermoset plastics The Vacuum forming process
Food Technology	How to ensure you are eating a Healthy balanced diet and use the Eatwell plate What nutrients you find in food and how they help our bodies to stay healthy How to perform a sensory analysis on food How to pack food safely and what labels are needed on the packaging How to cook safely in a kitchen and to prepare food

SKILLS DEVELOPED

Design skills, analysing skills, practical skills, evaluating skills and technical knowledge is built throughout each area.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	https://www.bbc.co.uk/bitesize/subjects/z23vkhv https://www.foodafactoflife.org.uk/11-14-years/
Homework Support	The websites above and speaking with or messaging your teacher on Class Charts.

HOW PARENTS CAN HELP

Homework	Monitoring the completion of the material area homework which will be given out at the start of each new topic and will be completed in their homework books.
Resources	Use of the above websites to support understanding and practise.

DRAMA

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Topic: Movement and Mime <ul style="list-style-type: none"> • Use mime with precision and accuracy • Create a clear character using physical skills • Use the 7 states of physical tension • I can create a silent comedy 	Topic documentary: 'Refugee Boy' <ul style="list-style-type: none"> • Explain what dialogue, stage directions and ensemble are and their importance in scripts. • Know the 9 areas of the stage. • Understand how to use the stage space to communicate relationships (proxemics) • Communicate characters using my movement and voice. • Plan and develop blocking ideas for scenes and rehearse ready for performance. • Mark key moments using slow motion, choral speech, choral movement and stage areas.
Spring	Topic: 'A Dangerous Mission' <ul style="list-style-type: none"> • Create and sustain a character using physical and vocal skills • Use space and levels to communicate status and relationships • Plan and create a climatic ending following a 'Narrative Arc' • Use narration, split-stage and slow motion in my performance. • Use rehearsal time appropriately to shape and polish my performance • Assess my peer's work by describing and evaluating what I see 	

Summer	Topic: Ancient Egypt <ul style="list-style-type: none"> Effectively work and perform as an ensemble member in a stylised performance piece. Define and explain what physical theatre is Plan and develop exciting transitions to create a fluid performance Evaluate my own performance by judging the impact of new skills and techniques. 	Topic: Slamming Shakespeare <ul style="list-style-type: none"> Perform extracts from a variety of Shakespeare's work with confidence Use a range of drama devices to communicate ideas and themes Convey a range of characters using a variety of physical and vocal skills Define and use soundscape to create mood Use vocal tricks to create atmosphere

SKILLS DEVELOPED

Vocal and Physical Characterisation Skills, Storytelling Techniques, Structuring Performances, Creating Atmosphere.

RESOURCES AVAILABLE TO SUPPORT

Websites	https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt https://www.youtube.com/@NationalTheatre
Homework Support	Class Charts, Homework Club (T2)

HOW PARENTS CAN HELP

Homework	Homework focuses on either the development of descriptive, language or will be project based, culminating in a specific theatre designer task. Students are expected to use the videos and links provided within the homework task to support if they need help. Class teachers will check homework, issue rewards for excellent homework and ensure any areas of concern are incorporated into future teaching.
Resources	https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt

ICT AND COMPUTING

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Digital Literacy Skills – Combining the digital tools and online collaboration to produce media.	Bebras Challenge – a series of interactive tasks designed to encourage logical thinking and problem solving. Networks: From Semaphores to the Internet – Recognising networking hardware and explaining how networking components are used for communication
Spring	Programming essentials in Scratch Pt.1. – Applying programming constructs of sequence, selection, and iteration in Scratch	Modelling data using spreadsheets – Sorting and filtering data and using formulas and functions in spreadsheet software.
Summer	Programming essentials in Scratch Pt 2. – Using subroutines to decompose a problem that incorporates lists in Scratch	Using Media: Gaining support for a cause – Creating a digital product for a real-world cause.

SKILLS DEVELOPED

- Throughout KS3 the ICT and Computing program of study covers each of the 10 areas below in years 7, 8, and 9.
 - **Algorithms** – Be able to comprehend, design, create, and evaluate algorithms
 - **Computer networks** – Understand how networks can be used to retrieve and share information, and how they come with associated risks.
 - **Computer systems** – understand what a computer is, and how its constituent parts function together as a whole

- **Creating media** – select and create a range of media including text, images, sounds, and video
- **Data and information** – understand how data is stored, organised, and used to represent real-world artefacts and scenarios
- **Design and development** – understand the activities involved in planning, creating, and evaluating computing artefacts
- **Effective use of tools** – use software tools to support computing work
- **Impact of technology** – understand how individual systems, and society as a whole interact with computer systems
- **Programming** – create software to allow computers to solve problems
- **Safety and security** – understand risks when using technology, and how to protect individuals and systems.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	<ul style="list-style-type: none"> • https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/computing • https://www.bbc.co.uk/bitesize/subjects/zvc9q6f
Homework Support	Staff can be messaged through Class Charts or email for support.

HOW PARENTS CAN HELP

Homework	Homework will range from a continuation of lesson content, flipped learning and knowledge retrieval quizzes. Pupils will see the details of homework on Class Charts. If they are required to access Teams, they should do this through www.office.com , and signing in using their school email address (username@thehambleschool.co.uk) and their normal school password.
Resources	Use of the above websites to support understanding and practise.

MUSIC

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Music for Animation To understand how music supports the experience of watching moving imagery, and how it can significantly change the outcome of that experience. Also, to create a soundtrack of sampled sounds to support a film.	
Spring	Theme and Variations To understand the elements of music and how they can be used to alter melodies and harmonies in theme and variations form. Specifically focusing on tempo, dynamics, instrumentation, melody, harmony, articulation and pitch. To use musical devices to create a piece in theme and variation form.	
Summer	Rock Riffs To understand the key features of rock music. To sequence guitar, piano, drum and bass parts of well-known rock riffs into Mixcraft. To understand and use the key musical features of rock music, including riffs, instrumentation, tempo, dynamics, and will also explore the various sub-genres.	African Music To understand how traditional music is used in African culture on various occasions. To perform in groups, playing in time with a sense of pulse. To understand and use the key musical features of African music, including pulse, polyrhythms, call and response, master drummer, texture, timbre, vocalisation, ostinato, unison, timbre.

SKILLS DEVELOPED

Composing music via use of Music Technology, keyboard performances skills, sequencing, performing in groups, playing in time with a sense of pulse, composing layered pieces

RESOURCES AVAILABLE TO SUPPORT

Websites	https://www.bbc.co.uk/bitesize/subjects/zmsvr82
Homework Support	Class Charts, Homework Club (T2)

HOW PARENTS CAN HELP

Homework	Monitoring the completion of fortnightly homework tasks.
Resources	Use of the above websites to support understanding and practise.

PE

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<p>Students will rotate across the following 4 topics:</p> <p>Gymnastics – Thinking and Physical ME</p> <ul style="list-style-type: none"> Basic Shapes: Students to understand and use the gymnastic shapes in a sequence using different locomotion's. Students to learn the different types of rotations on the floor and how different shapes can be used to change the rotations. 	
Spring	<p>Water Safety – Mindset and Physical ME</p> <ul style="list-style-type: none"> Students to develop water confidence and water safety skills <p>Dance – Social and Physical ME</p> <ul style="list-style-type: none"> Understand and learn a range of dance styles <p>Invasion Games – Mindset and Physical ME</p> <ul style="list-style-type: none"> Develop ball handling; attacking and defensive principles through netball 	
Summer	<p>Students will rotate across the following 4 topics:</p> <p>Athletics – Thinking and Physical ME</p> <ul style="list-style-type: none"> Develop a basic understanding of the sprint start position, and how to get into the 'on your marks' position. Students to discover the basic sprinting technique and have an opportunity to apply this to races. Students to look at different relay changeover techniques with a focus on ensuring the baton doesn't slow down. In pacing students to look at the basics of pacing and understand the importance of planning the race pace. Students to apply this over a short distance. 	

	<p>In throwing events, students to learn the basic techniques from a stationary position and learn the basic rules of throwing events and the safety procedures surrounding these</p> <p>OAA – Social and Thinking ME</p> <ul style="list-style-type: none"> Students will be provided with different problem-solving techniques that require communication, collaboration and leadership; whilst using their analytical skills to solve the problems <p>Net/Wall (Tennis) – Mindset and Physical ME</p> <ul style="list-style-type: none"> Starting a rally in net and wall games is crucial as it sets the foundation for gameplay, promoting skill development and engagement. By developing serving and returning skills in a progressive manner, students can confidently and competently initiate rallies in net and wall games, leading to engaging and competitive gameplay. Explore basic movement and sport specific skills including court positioning, hand eye coordination, ball/shuttle control, timing, accuracy etc. to more challenging strategic and creative decisions including placement, shot selection and disguise. <p>Striking and Fielding Games – Social and Physical ME</p> <ul style="list-style-type: none"> Develop basic fielding, batting and bowling skills through the striking and fielding game of cricket. Students will develop basic batting techniques and stance, start to develop a cricket bowling action and understand the importance of fielding within these games.
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SKILLS DEVELOPED

<p>Physical ME – Basic Skills</p> <p>Uses fundamental skills such as throwing, catching and running in isolation with some control. Demonstrates simple skills in competitive situations with limited control and accuracy. Combines skills with control and coordination. Able to combine skills and techniques in different situations</p> <p>Social ME – Communication</p>

Mindset ME – Emotional Intelligence
Thinking ME – Reflection

RESOURCES AVAILABLE TO SUPPORT

Websites	https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/physical-education
Extra-Curricular Timetable	https://www.thehambleschool.co.uk/extra-curricular-activities/

HOW PARENTS CAN HELP

Resources	Encourage participation in extra curriculum activities to develop and build key skills.
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RE

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	What is Religion? Exploring the nature of religious and non-religious worldviews	Christian Beliefs Developing existing knowledge of Christianity
Spring	Christian Beliefs Developing existing knowledge of Christianity	Religion in Modern Britain Evaluating the role of religion in modern Britain
Summer	Religion in Modern Britain Evaluating the role of religion in modern Britain	Buddhism Exploring the Buddhist religion

SKILLS DEVELOPED

The ability to:

- explain the variety of religious and non-religious traditions that make up our local, national and global community
- develop a deeper understanding of the impact of beliefs on individuals and communities
- exercise an enquiring mind and ask relevant questions

RESOURCES AVAILABLE TO SUPPORT

Homework	<p>There will be no homework for Year 7 in Autumn 1.</p> <p>From Autumn 2, Year 7 will be set homework on Class Charts.</p> <p>Homework focuses on knowledge retention. Students will be expected to complete homework to improve their recall of the core information needed for Religious Education. Homework will include reading tasks, as well as creative tasks. Class teachers will give feedback in class and use the information to inform future teaching in order to fill gaps in students' knowledge.</p>
Websites	<p>https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</p> <p>https://www.educationquizzes.com/ks3/religious-education/</p> <p>https://senecalearning.com/en-GB/revision-notes/ks3/religious-studies/national-curriculum</p>
Homework Support	<p>Class Charts</p> <p>Homework Club</p>

HOW PARENTS CAN HELP

Homework	<ul style="list-style-type: none">• Establish a suitable time and place for completing homework.• Discuss homework.• Monitoring the completion of weekly homework tasks.• Encourage your child to explore and debate ethical topics appropriate for their age range.
Resources	<p>Students need access to Class Charts via a device that has internet. This is the only resource required.</p>

DANCE

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1
Autumn	Topic: The Nutcracker <ul style="list-style-type: none">• Learn the 5 basic body actions in dance: Jump, Turn, Stillness, Gesture and Travel.• Learn and perform a taught technical study using movements with accuracy and timing.• Add basic choreographic devices such as unison and canon that show the theme of the dance using different formations and levels.• Demonstrate co-operation and team work with peers.• Observe and appreciate my own and others work.
Spring	Topic: The Car Man <ul style="list-style-type: none">• Learn and perform a taught technical study, demonstrating precision and control, accuracy, clarity of spatial awareness, and appropriate use of dynamics and musicality.• Add a range of choreographic devices such as contrast, and repetition, to enhance meaning and structure.• Choreograph movement phrases that clearly communicate the dance theme• Demonstrate effective collaboration, leadership, and responsiveness within group work.• Observe and evaluate dance performances.
Summer	Topic: Dance Around The World <ul style="list-style-type: none">• Learn and perform a taught technical study, demonstrating precision, control, stylistic awareness, accuracy, clarity of spatial awareness, and appropriate use of dynamics and musicality.• Appreciate and reflect on different cultures/ styles of dance• Use motif development to enhance meaning and structure.• Choreograph movement phrases that clearly communicate the dance theme• Demonstrate effective collaboration and leadership• Observe and evaluate dance performances, using appropriate terminology to reflect on strengths and areas for development in my own and others' work.

SKILLS DEVELOPED

Knowledge of Action, Space and Dynamics Technical, Expressive and Appreciation Skills.

RESOURCES AVAILABLE TO SUPPORT

Homework Support	Class Charts, Homework Club (T2)
Resources	https://www.bbc.co.uk/bitesize/topics/zw2h34j

HOW PARENTS CAN HELP

Homework	Homework focuses on vocabulary and literacy through online quizzes and knowledge organisers. Students may wish to practice at home.
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NOTES

[illegible]



T: 023 8045 2105 • general@thehambleschool.co.uk
www.thehambleschool.co.uk
www.facebook.com/thehambleschool • x.com/TheHambleSchool

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Reception is open during the school term from 8am until 4pm from Monday to Thursday and 8am until 3:30pm on Friday.