

ST PAUL'S CATHEDRAL SCHOOL

A Guide to Year 7

2025 - 2026

Miss. K. Jones – 7KJ Form Teacher

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Introduction

St Paul's Cathedral School is a Christian, co-educational community where the values of love, justice, tolerance, respect, honesty, service and trust are encouraged and practised to promote positive relationships throughout the school community and where the safety and welfare of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community and encourages a close working relationship with parents and guardians.

Welcome to Year 7

Year 7 is an exciting and challenging year. We warmly welcome new children to our school community, who quickly settle in and enjoy the same care and support from a caring community of teachers, pupils and families. The approach of adolescence can be a worrying and confusing time for children; an environment where children are known, feel cared for and accepted allows them to thrive, making all the difference to their ability to learn and achieve. Year 7 marks the beginning of the senior school and children work towards Common Entrance 13+ examinations following the Common Entrance syllabus. New challenges also bring new opportunities. As they face new academic challenges, they also have the opportunity to prepare to take on leadership responsibilities, acting as role models for younger pupils and demonstrating the school values through their behaviour, good manners and achievements.

Parents continue to have an important part to play. Encouraging children to take responsibility for their own learning is key. Children may need gentle encouragement and guidance to establish good habits, but it is important that the children take responsibility for checking prep is completed and handed in, that musical instruments and games kit are in school at the correct times. We are always on hand at the beginning and end of the day to support and help any member of the form as the need arises.

Katie Jones and Daniel Hall

SPCS: Welcome from the Head

A warm welcome to this new academic year. This guide provides an outline of the year ahead for your child and we hope you will find the information useful. No guide can cover everything, so do please get in touch if you have any questions.

We rely on close communication with you and encourage you to share any joys, successes, worries or concerns so that we have the best possible picture of your child's needs and progress.

Your child's form teacher acts as your first contact for communication but do remember they are not in front of a screen during the day but working with your child: call the School Office if you have any urgent messages, questions or concerns.

Throughout the busy year ahead, you can expect to see developments in every aspect of learning and character development: here's to a great year!

Judith Fremont-Barnes

Head

Our Philosophy

We grow lifelong learners: young people who have the curiosity to ask the questions that need asking, the drive to make a difference, the tenacity to solve problems. We develop initiative and teach teamwork. Joy in learning also really matters to us: our teachers make learning irresistible. We teach our pupils to: understand and respect themselves, understand and respect others, understand and respect the world in which they live (locally, nationally, globally).

We feel strongly that all achievement must be rooted in wellbeing. Teaching healthy habits and attitudes to learning, ambition, success and failure is central.

Children are not just brains in a jar! We care about, notice and nurture the whole child. Character, creativity, academic performance, manners, musicianship: we focus on the little things that make a big difference and instil habits to underpin success.

Nothing matters more to us than the wellbeing of our pupils. We work in partnership with parents to support the wellbeing of every individual. Our amazing team of teachers and support staff are dedicated to bringing out the best in every child. We're proud to have been described as 'pastorally superb' by the Good Schools Guide.

This is a community where everybody belongs. Kindness is our cornerstone. We value and encourage ambition, enthusiasm, compassion, resilience and active participation. SPCS pupils know how to step forward, take a risk, try hard, roll up their sleeves and get the job done.

Aims and Principles

PREP PASTORAL CARE

At SPCS, pastoral care is at the very heart of all we do. The Good Schools Guide describes SPCS as 'pastorally superb'. Your child will be known, noticed and nurtured right through the Prep years.

Pastoral care is always our priority: we understand that all achievement needs to be rooted in wellbeing. During the Prep years, children learn to be increasingly independent: while this is exciting for them, it can also bring anxieties. We work hard to understand each child's needs and equip them with the tools they need to overcome any challenges.

Secure relationships are at the heart of your child's wellbeing. Our approach places great emphasis on the skills needed for self-management, developing and nurturing friendships and working together in teams. Learning how to communicate with others, clearly and effectively, is a key focus in the Prep School. Relationships Education is actively taught through Personal Social Health Education lessons.

We support our pupils in developing respect for themselves, others and the world around them. We make our expectations of behaviour clear and reinforce them through awarding house points and through celebration at assemblies, for example, with our weekly Respect Award.

Confidence is developed through growing competence. Regular opportunities to perform (at assemblies and concerts and events such as Sports Day) build self-belief.

OUR PASTORAL TEAM

Prep class teachers oversee your child's pastoral care under the oversight of Caroline Heylen, our Deputy Head and Designated Safeguarding Lead. Our pastoral team also includes a team of Deputy Designated Safeguarding Leads, the School Chaplain, a Counsellor, a Mental Health Lead and ELSAs (Emotional Literacy Support Assistants). Boarders are additionally supported by access to an Independent Listener, separate from the management of the school, whom they can contact at any time.

The Chaplain is available to all children for an informal chat on a drop-in basis on Wednesday afternoons. Children may also benefit from working with an ELSA or our Counsellor; this is managed through the Learning Support team.

PARTNERSHIP WITH PARENTS

We work in partnership with you to understand how your child learns best. We depend on great communication with you to ensure all aspects of your child's wellbeing are considered and that learning in every area is optimised.

Parenting through the Prep years certainly can have its challenges, as children learn to manage aspects of their lives independently. We aim to provide parents with a forum for discussion and advice, both through access to the Wellbeing Hub and our own seminars and workshops on issues such as balancing the risks and opportunities of online life,

Our partnership with parents is forged through our curriculum evenings, parent meetings, learning showcases and concerts. Our weekly Circular newsletter keeps you up to date with activities and achievements across the Prep School. In addition to regular parent meetings and reports, you will always find an open door for discussion and for sharing joys and concerns.

THE PATHWAY TO SENIOR SCHOOL

St Paul's Cathedral School has an excellent track record of working in partnership with parents to find just the right next school and ensuring that our pupils are well prepared to gain and take up their places at their chosen destination.

While there is no such thing as 'the perfect school', it is possible and important to find a really good 'fit' for your child's senior education.

Finding the right school starts with parent consultations with our future schools team, headed by Alison Wright, Deputy Head Academic, usually towards the end of Year 4 or beginning of Year 5, which look at the emerging personality and the cognitive profile of your child, your priorities and their own views, and help you narrow down to a shortlist from the many excellent schools you may wish to consider, with a focus on choices being both ambitious and achievable. This conversation is usefully repeated early in Year 6, when more cognitive data is available to inform decisions, and you have had the chance to attend open days at your chosen shortlist.

Preparation for a senior school should be rigorous but enjoyable and should form part of a holistic education. We want our children to experience appropriate challenge rather than unhealthy pressure and to ensure that their achievements are rooted in wellbeing. Home-school partnership is essential. Parents play a vital

role in ensuring that the admissions processes are positive for children. SPCS staff are on hand to help you every step of the way.

HOW DO WE PREPARE PUPILS FOR EXAMS?

We prepare pupils for the entrance requirements of their senior schools, including the examinations they will be taking at either 11+ or 13+ (including pre-testing or scholarship where appropriate). Our SENCO supports with admission processes for pupils identified with additional learning needs.

Familiarisation with the format of exams, and work on exam technique are essential so that pupils can achieve to the best of their ability under exam conditions. We provide plenty of such practice at school from Year 5 onwards.

TUTORING

SPCS provides a broad and balanced curriculum and there is very rarely a need for external support. Exceptions might be where a child misses significant school as a result of illness or joins in later years with no foundation in a subject such as Latin or French. Occasionally, additional familiarisation with exam practice is useful to build confidence, though this should not be seen as a standard requirement beyond what is provided in school. The Deputy Head Academic, Alison Wright, will be happy to advise on any specific preparation that might be helpful: please let us know if you are intending to provide additional tutoring for your child so that we can work together to ensure this is a supportive process. While additional focus can be supportive and boost a child's confidence, the wrong focus or approach can be counterproductive and even damaging to self-esteem and performance. We do ask parents to be alert to the risk of over-preparation, and the associated pressure that it can inadvertently bring for children.

INTERVIEWS

Senior schools are not just looking for scores. Interviews play a vital part in many admissions processes and children need to be well prepared to talk about their interests, in and beyond the classroom, in an interesting way. The goal is not just to get a child into a school but to ensure that the child can make the most of the experience once they get there, and beyond, as a curious, questioning, interested and interesting lifelong learner.

We provide specific interview practice for children from Year 6 upwards, but it is important to understand that all your child's school experience is in a sense interview preparation: whether it is the experience of leadership in a sport, a subject presentation or a contribution to a year group assembly, there is a constant focus on your child's ability to perform and to do so with confidence and enjoyment.

How best can you support? In addition to the varied and stimulating projects your child will be exposed to at school, parents can support children to be ready for the interview process - and more to the point, to be an interesting, interested young person - by trips to the museum or gallery, a family volunteering project, board games, walks together and above all by regular conversation at the family meal table. No tutor can substitute for this vital everyday interaction. The good news is that the rich experience of stimulating family life is the best support you can possibly provide - and is likely to be great fun into the bargain.

Parents' Consultation / Reports

Y7 Parents/pupils receive the following report feedback during the year:

Autumn Term: Curriculum Meeting and Grade Card.
Spring Term: Parents Meeting and Grade Card.
Summer Term: Full written report including grades

In addition to scheduled communication, there may be times when parents, or staff, may feel a face-to-face discussion may be beneficial to discuss academic or pastoral issues. It is suggested that parents, in the first instance, email the staff concerned and then arrange a meeting at a mutually agreeable time. 08:10 – 08:30 is often a good time for most staff.

Prep

Y7 pupils have one or two (see below), 30-minute, written preps per day to complete. Prep is set in all subjects once per week. Prep will be recorded in the prep diaries. Prep may need to be handed in the following day, completed for the next lesson or may be part of an ongoing project spanning several sessions. In addition to this there will be ongoing vocabulary learning preps.

	Monday	Tuesday	Wednesday	Thursday	Friday
7KJ	Latin History	French	Geography	English (*) Maths	TPR Science
7DH	Latin Geography	French	History	English (*) Maths	TPR Science
Learning Preps	Ongoing French/Latin Vocab				

We ask parents to support us with prep by:

- Making it clear that they value prep and support the school in explaining how it can help their child's learning.
- Praising and encouraging their children to take pride in their prep and by taking an interest in their work.
- If prep is done at home, by providing a peaceful place, free from distractions, where their children can concentrate on their work.
- Ensuring that their child spends an appropriate amount of time on prep and notifying their subject teacher as soon as possible if there are any concerns.
- Check the prep diaries and sign weekly.

All pupils are also expected to **read** for at least 20 minutes every night.

Exams

Exams will take place in:

- Summer term – June for all CE subjects

St Paul's Cathedral School (Inclusive) 07/09/2025

	08:40	09:20	09:30	09:40	09:50	10:00	10:10	10:20	10:30	10:40	10:50	11:00	11:10	11:20	11:30	11:40	11:50	12:00	12:10	12:20	12:30	12:40	12:50	13:00	13:10	13:20	13:30	13:40	13:50	14:00	14:10	14:20	14:30	14:40	14:50	15:00	15:10	15:20	15:30	15:40
Mon	Req KLJ 8	ICT CKD ICT				Lat IJC 2				Hist AHW 14						Maths DSH 4 Maths RMW 5			French JFF 21 French IJC 2									Maths DSH 4 Maths RMW 5			Eng JLS 9 Eng KLJ 8									
Tues	Req KLJ 8	Games MSL Out3				Games MSL Out3					Games MSL Out3					Music MAK Music			French JFF 21 French IJC 2								Sci RJD 3				Eng JLS 9 Eng KLJ 8									
Wed	Req KLJ 8	Hist AHW 14				Geog JHB 1				Lat IJC 2						TPR JHB 1			French JFF 21 French IJC 2								Maths DSH 4 Maths RMW 5			Maths DSH 4 Maths RMW 5			Tut IJC 8							
Thur	Req KLJ 8	Maths DSH 4 Maths RMW 5				PSHE KLJ 8				Dra GDB 10							Eng JLS 9 Eng KLJ 8								P.E. ASK Vari P.E. AIH Out1			Car CKD ICT			PREP DSH 3									
Frida	Req KLJ 8	Maths DSH 4 Maths RMW 5				Sci RJD 3										Art LLE 13										Eng JLS 9 Eng KLJ 8			TPR JHB 1			Geog JHB 1								

St Paul's Cathedral School (Inclusive) 07/09/2025

	08:40	09:20	09:40	09:50	10:00	10:10	10:20	10:30	10:40	10:50	11:00	11:10	11:20	11:30	11:40	11:50	12:00	12:10	12:20	12:30	12:40	12:50	13:00	13:10	13:20	13:30	13:40	13:50	14:00	14:10	14:20	14:30	14:40	14:50	15:00	15:10	15:20	15:30	15:40
Monday	Req DSH 4	Lat IJC 2			TPR JHB 1			Geog JHB 1							Maths DSH 4 Maths RMW 5				French JFF 21 French IJC 2									Maths DSH 4 Maths RMW 5		Eng JLS 9 Eng KJL 8									
Tuesday	Req DSH 4	Games MSL Out3			Games MSL Out3					Games MSL Out3				Hist AHW 5				French JFF 21 French IJC 2				Music MAK Music						ICT CKD ICT				Eng JLS 9 Eng KJL 8							
Wednesday	Req DSH 4	PSHE KJL 8		Dra GDB 10			Geog JHB 1						Hist AHW 14				French JFF 21 French IJC 2				Maths DSH 4 Maths RMW 5						Maths DSH 4 Maths RMW 5		Tut DSH 4										
Thursday	Req DSH 4	Maths DSH 4 Maths RMW 5		Sol RJD 3											Eng JLS 9 Eng KJL 8						P.E. ASK Yard P.E. AIH Out1						PREP RMW 5				Car CKD ICT								
Friday	Req DSH 4	Maths DSH 4 Maths RMW 5		Art LLE 13									Lat IJC 2		TPR JHB 1						Eng JLS 9 Eng KJL 8						Sol RJD 3												

Year 7 - Curriculum Overview

Please note that the information given is only a general guide to the material covered in the year. The pace and order of delivery of the curriculum is constantly monitored by the teaching staff in every subject and will be adjusted to match the requirements of the pupils.

Subject	Autumn Term	Spring Term	Summer Term
English: Reading	Contemporary literature and related poetry Viewpoint of different narrators and effect on the story Authorial intent Use of precise vocabulary A variety of Poetry, some related to the class texts and some stand alone Poetic terms and their effect	Poetry and prose comprehension: Poetic terms continued Crime fiction and/or contemporary authors A range of extracts from well-known novels	CE papers to begin familiarisation Language and how it can affect tone and mood Authorial intent continued Gothic horror and play scripts Characterisation How settings create atmosphere/tone
English: Writing	Analysing and writing poems, exploring a range of poetic devices Evoking emotions through careful consideration of setting and landscape in our narrative writing Writing for a practical purpose, considering tone, genre, style and audience Crafting fluent sentences using a variety of punctuation marks (focus on colon, semi colon, dash)	Writing in a particular genre/narrative voice Diary writing Character analysis Extended writing task Creating effective paragraphs by using a range of sentence structures and sentence lengths (relative clauses, subordinate clauses, varied openers) Writing based on a poem	Creative and descriptive writing using language features to create mood and atmosphere Writing for practical purpose continued Diary writing – using emotive language – without retelling the story Journalistic writing
Computing	Advanced Databases: The pupils will create a database using Microsoft Access. They will acquire skills in entering data into tables, formulating queries and generating professional looking reports. E-Safety: The pupils will learn various ways to use technology safely, respectfully, and responsibly. They will understand how to protect their online identity and privacy, recognise unreliable content, and know how to report any issues.	Programming Robotics: Learning to program the BBC MicroBit to transmit commands to the McQueen robot. This utilizes programming principles akin to artificial intelligence. Scratch: Develop applications on Scratch that incorporate the use of variables. Employ logical reasoning to elucidate the functioning of progressively intricate algorithms.	App Development: The web application known as Figma will be used to assist the pupils in creating their own online applications. These applications will be designed for a particular audience and will serve a defined purpose. The skills to be acquired will encompass designing navigation blueprints, interlinking pages, adjusting industry-standard styles, and embedding various types of content.

			SketchUp: Design an ideal residence, an educational institution, and a place of worship. Acquire proficiency in utilising the push/pull tool, the move tool, the scale tool, the rotate tool, as well as inserting textures from the components library and employing the freehand tool.
Maths	<u>Number</u> Properties of numbers: Square, triangular numbers, recognising sequences Fractions, Decimal, Percentages: Conversions, and calculating change Decimal multiplication and division <u>Algebra</u> Substitution using directed numbers Simplifying algebraic expressions Solving equations, including using linear graphs Expanding brackets & Factorisation	<u>Number</u> Fractions: Four operations, problem solving BIDMAS <u>Statistics</u> MMMR: Describe, interpret and compare data Probability Analyse frequency and calculate outcomes <u>Geometry & Measures</u> Transformations: Translation, rotation, reflection, enlargement 2D Shapes: Properties, angles, area and perimeter 3D Shapes: Volume of prisms, nets, surface area Metric and Imperial conversions Angles in Parallel Lines	<u>Number</u> Rounding for estimations and degrees of accuracy Integer Powers <u>Geometry & Measure</u> Circle Geometry: Area and Circumference Angles in Polygons <u>Ratio, Proportion & Rates of Change</u> Scale factors using maps and diagrams Ratio application for problem solving <u>Algebra</u> Forming and solving equations, Sequences: arithmetic and geometric Linear Functions
Science	Chemistry Atoms, Elements & the Periodic Table Forming compounds, Oxides & Rusting, Separating Mixtures -	Physics Forces Energy Biology Structure and function of the gas exchange system	Biology Photosynthesis Adaptation of leaves and roots Interactions and interdependence

	Filters, Evaporation, Chromatography, Distillation Salt formation More reactions Biology Cells and Organisation Flower structure Pollination and fertilisation Seed and fruit formation Dispersal Nutrition	Mechanism of breathing using a pressure model Impact of exercise, asthma and smoking Cellular respiration Reproduction Genetics and variation	Physics Energy Density Energy, sound, light, PE, KE
Art	<u>Still life of sweets project</u> Pupils will revise and extend their drawing skills. They will learn about proportion, perspective and tone value. They will practice both with coloured pencil and pastel pencils. They will learn about the tradition of still life painting across the ages. They will be given a fixed still life of sweets to draw using pastels.	<u>African pattern</u> Pupils will explore pattern making, looking at a range of African textiles and artefacts from Sub-Sahara, East and West Africa. Pupils will learn how to use their own handmade stamp to embellish a clay vessel.	<u>Weaving</u> Pupils will learn how to produce a woven circle involving a wide range of threads ribbons etc. Pupils will glaze their stamped clay vessels now they have been fired.
French	<u>Vive les vacances</u> School holidays, using the perfect tense, saying where you went and how. <u>J'adore les fêtes</u> Talking about festivals and celebrations, buy food at the market, using the future tense	<u>A loisir</u> Celebrities and TV programmes, digital technology, arranging to go out, leisure activities. <u>Le monde est petit</u> Talking about where you live, the weather, daily routine	<u>Le sport en direct</u> Sports, asking and giving directions, injuries and illness.
Geography	Industry and Transport Classifying industry Supply Chains Comparing low middle high-income countries. Development and globalisation.	Weather Climate Measuring Weather Climate regions Key climate factors in the UK Microclimates Storm systems Artic Case study Environmental Issues Pollution – Air, Water, Land Scale : Local, National, International Climate Change	Population & Settlement Reasons for population density Birth & Death rates Push and Pull factors. Immigration, Global population challenges. Settlement patterns. Settlement Hierarchy
History	Tudors Henry VII Henry VIII	Edward VI Mary I	Elizabeth

TPR	<u>Philosophers</u> 1. Plato 2. David Hume 3. John Stuart Mill	4. Martin Luther King <u>Ethics:</u> 1. Life and Death 2. Punishment	3. Prejudice and Freedom 4. The Environment
Latin	Topic: Roman politics The eruption of Vesuvius Grammar: Infinitives, imperatives Question words Irregular perfect tenses	Topic: Alexander the Great The Iliad Grammar: Using three tenses together Adjectives and their forms Third declension nouns	Topic: The Iliad Perseus and Medusa Grammar: The future tense The verb <i>to go</i> Compound verbs
Music	The origins of Music: Ancient Civilisation to Renaissance Plainsong Medieval Rhythms Renaissance (sacred and secular): <i>Why Fun'th in fight</i> – Tallis <i>Greensleeves</i> <i>Pastime with Good company</i> - Henry VIII <i>Fantasias on Tallis and Greensleeves</i> - Vaughan Williams <i>Eleanor Rigby</i> – the Beatles Medieval carols	Music and Ancient Mythology (1) Dido and Aeneas (Purcell) Orpheus and Eurydice (Monteverdi, Gluck, Offenbach) Music and Ancient Mythology (2) Holst – the Planets (Listening and analysing scores)	Music Composition using ICT: Based on ideas from Holst – the Planets (composing with ICT) Theory: Triplets, ostinato, tritones, minor 6ths Aural and sight-reading exercises
Drama	Improvisation, Story Structure, and Devising Theatre Students revisit improvisation and story structures, learning how to devise original theatre using a variety of stimuli and drama techniques. Warm-up games build focus, teamwork, and confidence, while creative tasks encourage students to generate and dramatise their own stories. The process fosters identity, ownership, and individual expression, giving students the freedom to explore their ideas. Through collaboration, they develop character, story, and staging skills, creating	Shakespeare and Voice Students revisit vocal technique through short Shakespeare extracts, focusing on breath, projection, articulation, and expressive delivery. Status (2 weeks) Students explore how status shapes relationships and power dynamics in scenes, using improvisation and short scripts. Atmosphere (2 weeks) Students learn how atmosphere is created and sustained through voice, movement, and staging choices. Animal Study Students develop observation and movement analysis by studying animals,	Love and Information Taking selected scenes from contemporary play texts — Caryl Churchill's <i>Love and Information</i> and Adam Barnard's <i>Buckets</i> — students create their own original play, combining scripted scenes, devised material, and moments of live improvisation. This project consolidates the skills developed throughout the year and culminates in a live performance for parents. The work embraces themes of regrets, bucket-list

	short drama pieces that balance imagination with clear dramatic choices. Political Theatre Building on the expressive voice developed in Autumn, students are introduced to Augusto Boal's <i>Theatre of the Oppressed</i>, exploring how theatre can be used as a tool for political and social change. They engage in theatre games around power, conflict, and transformation, while devising short pieces inspired by political themes. Students also explore examples of political plays, experimenting with conventions, improvisation, and script extracts to see how theatre can raise questions, challenge perspectives, and provoke change.	applying physical qualities to character creation and relationship dynamics. Character Four stand-alone lessons, each exploring a different approach to character creation, for example: Character through Physicality – exploring posture, gesture, and movement Character through Voice - experimenting with tone, pace, and rhythm Character through Objectives – what a character wants, and the obstacles they face Character through Relationships – how characters are defined by others around them	opportunities, love, loss, and all the emotions in between.
PSHE	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid Developing skills and aspiration Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries. Financial decision making Saving, borrowing, budgeting and making financial choices, including how to stay safe online and avoid scams, fraud and other financial harms.
PE/Games	Invasion Games Engaging in competitive situations. Analyse their performance to identify areas of strength and weakness.	Tag Games Develop more advanced tactics for attacking and defending. Handball Improve knowledge and understanding of key rules and tactics associated with Handball.	Athletics Focus on technique in different track and field events. Perform at maximum levels in relation to speed strength and power.

	Football / Netball Development of sports specific skills in different positions on the pitch.	Hockey Development of sports specific skills. Improve knowledge and understand of rules and tactics. Fitness Testing Carrying out testing procedures to measure different components of fitness and comparing data to previous years.	Tennis Development of core skills, and hand-eye co-ordination. Kwik Cricket Improve timing, hand-eye co-ordination and reaction time. Cricket Development of sports specific skills in the role of batter, bowler and fielder.
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TRUST

RESPECT

H O N E S T Y

L O V E

T O L E R A N C E

F A I R N E S S

EXCELLENCE

C O M M U N I T Y