



ST MARY'S  
CE HIGH SCHOOL

# St Mary's CE High School

*'Aspire - Challenge - Succeed'*

## Curriculum Book Year 7

### Academic Year 2020-21

Dear Parents/Carers

The Curriculum Booklets are written to support you in supporting your child. The triangle partnership between home, student and school is essential, and never more so that this year following school closure. I commend this publication to you as a source of comprehensive information on the curriculum your child will follow this year, and urge you to take time to study it and discuss the contents with your child.

Yours faithfully



Nicholas Simms  
Headteacher

*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where*

***"Through God's love, we are the rich soil where seeds flourish and roots grow",***  
*Mark 4: 3-9*

*This underpins our motto, **Aspire Challenge Succeed**, and is key to what we do. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher

## Curriculum Vision and Values

The school vision and values underpin the curriculum and this ethos permeates to the classroom and whole school experience of our stakeholders. We aspire to work together to create a safe, happy and exciting community where individual skills, talents and cultural heritage are respected and valued. Working in partnership with parents/carers and the wider community ensures that our students experience a broad and balanced education that prepares them to be successful and confident citizens in the twenty first century.

The school is committed to providing an excellent standard of education for all students allowing each individual to achieve their full potential regardless of ability.

Our Christian vision **“Through God’s love, we are the rich soil where seeds flourish and roots grow”** is taken from the Parable of The Sower (Mark 4: 3-9) and is the principle that underpins our work with our students, to support them to grow and develop in to young people who can lead lives of value.

Therefore, the key Christian values of friendship, trust, forgiveness, thankfulness, love and compassion are explicit not only in the curriculum but in all aspects of our work and serve to make our learning community welcoming and successful. All members of our community are expected to strive for excellence to ensure that all students are valued and can achieve.

## Curriculum Intent

At St Mary’s CE High School, we have created a curriculum that is broad, balanced and is designed to foster the intellectual, physical, moral and spiritual development of our students. We believe that the curriculum must be inclusive so that every student has the opportunity to be successful and fulfil their academic potential as well as personal excellence. Therefore, every student at St Mary’s is encouraged to be aspirational in their outlook and to have high expectations of themselves within the classroom and school environment.

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversary
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

## The Curriculum Booklet

The curriculum booklet is organised to explain what topics and skills students will be learning on a half termly basis so that parents/carers can support their child(ren) throughout the school year. There is information regarding the expectations that each subject area has for students, and strategies to support students to maximise their learning outcomes.

## The recovery curriculum

This year is unique following school closure and many students being out of formal school learning for over six months. In response to this, we have developed a recovery curriculum for all students. This recovery curriculum is founded on the principles of well-being and compassion but will also focus on revisiting past learning to provide students opportunities to revisit past content and knowledge that

may not have been consolidated during the lockdown period. Staff will employ strategies such as metacognition and retrieval practice in order to support students to bridge any gaps in skills and knowledge. Metacognition is the explicit teaching of how to learn, and is a research based strategy that can enhance progress by over 8 months; retrieval practice is the art of revising past knowledge regularly so that what may not have been learnt or has been forgotten can be revisited, thus becoming embedded in the longer term memory.

### **Extended Learning**

Extended learning is a vital extension of the curriculum offered at school, and allows students to consolidate or extend their learning in school. It also offers students opportunities to learn in different ways such as conducting projects where students have to manage their time over a half term or presenting their work in a different medium. Extended learning can be completed at home or in study clubs at school\*. Students in Year 7 would be expected to be studying (as a minimum) between 30 minutes to 45 minutes in the core subjects per subject each week and in the foundation subjects each fortnight. Please provide your child(ren) with a quiet space for their work at home and encourage them to get into regular study habits from the very beginning of term. Details of work and activities set can be found on the website [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk).

### **Examinations**

Students will sit assessments across the school year to assess the skills and knowledge they have learnt and to address where gaps in learning exist so that teachers can actively plan to close these. However, to support students examinations experience, there will be a set of annual formal examinations. The dates of these examinations for Year 7 are in May 2020-21.

An examination booklet will be published six weeks to a month before the examinations in order to give students time to revise. We ask that parents/carers encourage students to use every possible opportunity to such as staff expertise and study opportunities that are provided for them so that they can stay on track with their studies and gain confidence in their ability to perform well.

We will be pleased to hear any feedback that you may have about teaching, learning and life throughout the academic year. We look forward to continuing our partnership work to ensure that all our students optimise their progress and are able to perform to the very best of their abilities.

*E Watts*

Mrs Emma Watts  
Deputy Head Teacher

# ENGLISH AND MODERN FOREIGN LANGUAGES

<b>Director of English and Modern Foreign Languages</b>	Ms Caroline Grounds
<b>Lead Teacher of English</b>	Appointment yet to be made
<b>Lead Practitioner in English</b>	Mrs Sara Attard
<b>Lead Teacher French</b>	Mr Chris Rammell
<b>Lead Teacher of Spanish</b>	Ms Esperanza Iniesta

## ENGLISH

A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables students both to acquire knowledge and to build on what they already know.

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Half Term 1</b>	<b>School Days Contemporary Texts</b> <ul style="list-style-type: none"> <li>Poetry: <i>The School Boy</i> (Blake), <i>Mrs Tilscher's Class</i> (Duffy), <i>Last Lesson of the Afternoon</i> (Lawrence), <i>The Kid</i> (Armitage), <i>First Day at School</i> (McGough), <i>A School in August</i> (Larkin)</li> <li>Descriptive and narrative writing</li> <li>A selection of non-fiction extracts to support contextual understanding of the text including some 19<sup>th</sup> Century extracts.</li> </ul>	Analytical essay comparing the presentation of teachers.
<b>Autumn Half Term 2</b>	<b>School Days Contemporary Texts</b> <ul style="list-style-type: none"> <li>Drama text: <i>Our Day Out</i> (Russell)</li> <li>Descriptive and narrative writing</li> <li>A selection of non-fiction extracts to support contextual understanding of the text</li> </ul>	Analytical essay exploring the presentation of teachers.
<b>Spring Half Term 3</b>	<b>Shakespeare</b> <ul style="list-style-type: none"> <li><i>Macbeth</i></li> <li>Descriptive and narrative writing</li> <li>A selection of extracts to support contextual understanding of the text</li> </ul>	Analytical essay exploring the text focusing on the character Lady Macbeth.
<b>4</b>	<b>Non-fiction Writing</b> <ul style="list-style-type: none"> <li>Persuasive writing</li> <li>A selection of persuasive non-fiction texts ( speeches and letters)</li> </ul>	An example of persuasive non-fiction. Either a letter or a written speech
<b>Summer Half Term 5 &amp; 6</b>	<b>Contemporary fiction</b> <ul style="list-style-type: none"> <li><i>Refugee Boy</i> – Benjamin Zephaniah</li> <li>Close textual analysis</li> <li>A selection of non-fiction extracts to support contextual understanding of the text</li> <li>Empathetic narrative writing. Structure/ character/</li> </ul>	Writing Assessment based on author's intent (term 5). Narrative writing (term 6)

<b>Skills:</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ Respond to key ideas and concepts in set texts.</li> <li>▪ Use evidence to support interpretations and ideas.</li> <li>▪ Consider writer’s intentions by including appropriate methods.</li> <li>▪ Make wider links and consider the bigger picture.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>▪ To write in a style that is well-structured, articulate and carefully planned.</li> <li>▪ To include appropriate and imaginative vocabulary according to task, purpose and audience.</li> <li>▪ To write with technical accuracy - SPAG</li> </ul>
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	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	<ul style="list-style-type: none"> <li>• Bedrock Vocabulary (3 times a week – marked online)</li> <li>• Non-Fiction texts to support in class understanding of topic</li> </ul>
<b>Assessment Tasks</b>	<p>One formal assessment at the end of each unit, which will be graded by the class teacher.</p> <p>Regular extended writing in green progress books – students will self-assess and/or receive collective feedback with exemplar responses from the class teacher.</p>
<b>Formal Examination</b>	<p>Assessment Week: May 2021</p> <p><b>Writing Assessment</b></p> <p>Students will be assessed on their ability to write according to purpose and audience in a forty-five minute exam.</p> <p>Students should use their books to revise and will be provided with a Year 7 revision booklet six weeks prior to the exam week.</p>

<b>Student Independent Learning Tasks</b>	Use the Collins Content revision books via SMHW - Aiming for Progress in Reading, Writing and Grammar Book.
<b>Parent/Carers can help by:</b>	<ul style="list-style-type: none"> <li>• Taking an active interest in the development of literacy (for example: reading the same book as your child, asking questions about what your child is reading, listening to audiobooks together).</li> <li>• Support your child’s completion of extended learning.</li> <li>• Attend performances / film screenings that will support knowledge, understanding and appreciation of literature (such as: film screenings of Shakespeare plays and performances, going to the Globe Theatre, programmes shown on TV linked to literary texts).</li> </ul>

<b>Curriculum Links to GCSE skills and content</b>	The GCSE literature course will include a Shakespeare text, a 19 <sup>th</sup> Century text, poetry and drama text. The GCSE language course requires students to read a 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> century fiction and non-fiction unseen text, write either a narrative or descriptive response as well as write to present a viewpoint.
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# ENGLISH AND MODERN FOREIGN LANGUAGES

Director of English and Modern Foreign Languages	Mrs Caroline Grounds
Lead Teacher of English	
Lead Teacher of French	Mr Chris Rammell
Lead Teacher of Spanish	Ms Esperanza Iniesta

## MODERN FOREIGN LANGUAGES

Learning a foreign language should enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purpose and learn new ways of thinking.

	Curriculum Content - French	Curriculum Content - Spanish
<b>Autumn Half Term 1</b>	<ul style="list-style-type: none"> <li>• Describing a thing or person</li> <li>• Saying what people have</li> <li>• Describing things</li> <li>• Distinguishing between having and being</li> <li>• Talking about a thing or person</li> <li>• Talking about doing and making things</li> </ul>	<ul style="list-style-type: none"> <li>• Describing places and location</li> <li>• Saying what someone is like</li> <li>• Saying what someone is like in general</li> <li>• Saying what people have</li> <li>• Saying what people do</li> </ul>
<b>Autumn Half Term 2</b>	<ul style="list-style-type: none"> <li>• Saying what people do</li> <li>• Saying what we do</li> <li>• Saying what others do (they)</li> <li>• Saying 'you' (singular and plural)</li> </ul>	<ul style="list-style-type: none"> <li>• Saying what people do</li> <li>• Numbers (1 to 12) and talking about more than one thing</li> <li>• Saying what there is around you and describing it</li> <li>• Talking about the location of things</li> <li>• Describing a place</li> <li>• Giving and wanting (festive season and family)</li> </ul>
<b>Spring Half Term 3</b>	<ul style="list-style-type: none"> <li>• Saying how many there are, numbers</li> <li>• Describing people (family)</li> <li>• Saying what people have</li> <li>• Saying what people do (sports)</li> </ul>	<ul style="list-style-type: none"> <li>• Describing family</li> <li>• Describing some natural wonders of the Spanish-speaking world</li> <li>• Asking and answering questions</li> </ul>
<b>Spring Half Term 4</b>	<ul style="list-style-type: none"> <li>• Saying where people go (places)</li> <li>• Saying where people go (countries)</li> <li>• Asking questions</li> <li>• Using question words</li> <li>• Talking about yourself, to and about someone else</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about what you do with others (rural life)</li> <li>• Talking about what people <i>can</i> do</li> <li>• Contrasting what people <i>must</i>, <i>can</i> and <i>want</i> to do</li> <li>• Places and locations</li> <li>• Saying what people are like today vs in general</li> </ul>
<b>Summer Half Term 5</b>	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Using question words</li> <li>• Saying people do not do something</li> <li>• Expressing future intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Describing activities (travel)</li> <li>• Describing what people do</li> <li>• Describing what people do (technology)</li> </ul>

<b>Summer Half Term 6</b>	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Saying what you <i>want to, can</i> and <i>must</i> do</li> <li>• Saying what you <i>don't want to, can't</i> and <i>don't have</i> to do</li> <li>• Describing things and people</li> <li>• Saying what you <i>know how</i> to do</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing what people do and don't do</li> <li>• Describing people and possessions</li> <li>• Describing when and where people go</li> <li>• Describing future plans</li> </ul>
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<b>Skills</b>	<ul style="list-style-type: none"> <li>• Develop secured knowledge of phonics in the target language.</li> <li>• Understand a number of basic grammatical concepts including nouns, adjectives and verb tenses.</li> <li>• Acquire approx. 360 words in the target language.</li> <li>• Be able to read and understand key information written in the present tense and future tense to respond to questions in the target language.</li> <li>• Write a short paragraph and translate a text from English to the target language.</li> </ul>
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	<b>Frequency and Length</b>	<b>Example of learning and assessment</b>
<b>Extended Learning</b>	<ul style="list-style-type: none"> <li>• Weekly vocabulary lists</li> <li>• Fortnightly grammar exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary test in class.</li> <li>• Quizlet vocabulary learning online. <a href="https://quizlet.com/">https://quizlet.com/</a></li> <li>• Task sheet to complete on a recently taught grammar concept that is assessed in the subsequent lesson.</li> </ul>
<b>Exemplar Assessment Opportunities</b>	<p>An interim assessed piece of writing once per half term.</p> <p>Two assessments per half term in either receptive skills (listening and reading), or productive skills (speaking and writing).</p>	<p>Students receive feedback and are required to improve their work.</p> <p>Students receive targeted feedback and are required to improve their work based on this.</p>
<b>Formal Examination</b>	Students take a reading and writing examination during their scheduled assessment week.	Complete a 40 – 90 word piece of writing about a recently covered topic.

<b>Student Independent Learning Tasks</b>	Students are required to learn 20 vocabulary items per fortnight for homework and receive a test on any 10 items. Students also complete grammar practice once per fortnight and are assessed on this in class.
<b>Independent Active learning</b>	Students can access the necessary grammar resources on SMHW, which reinforce understanding of the grammar concepts covered in lessons.
<b>Parent/Carers can help by:</b>	Testing your child on their set vocabulary. Ensuring that your child completes their grammar homework.

<b>Links to GCSE and wider studies</b>	Each assessed skill is equally weighted at 25% as per the GCSE requirement.
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# MATHS AND COMPUTING

<b>Director of Mathematics</b>	Mrs Angela Johnston
<b>Lead Teacher of Maths</b>	Appointment yet to be made
<b>Lead Teacher of Computing</b>	Ms Aimee Dowd
<b>KS3 Maths Coordinator</b>	Ms Raina Naik

The Maths curriculum is designed to ensure that students appreciate Mathematics as a subject in its own right, and introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum.

Our aim is that students will develop a love and appreciation of Mathematics by:

- Becoming fluent in mathematics through frequent and varied practice, so they are able to recall and apply knowledge rapidly
- Being able to reason mathematically by developing an argument, justification or proof using mathematical language

We recognise that Mathematics is of a cumulative nature and the repeated revisiting of content leads to progressively deeper understanding of the underlying principles and fluency. This allows students to apply these principles across a range of subjects and contexts.

## MATHEMATICS

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Half Term 1</b>	Algebra: Sequences Algebra: Graphs	<p>Students are assessed at the end of each teaching module. This means that they will have 2 assessments in each 6 week half term. (Some adjustments will be necessary for longer/shorter terms)</p> <p>The first assessment will focus on the content of the first three weeks teaching only (interim assessment). The second assessment (final assessment) will be a longer assessment which includes the teaching content for the full half term.</p> <p>These knowledge based assessments are incorporated into each half term to improve students' retention and recall of information.</p> <p>Once assessments have been marked, students will have opportunities within class to review their progress and work on areas of weakness and further extend their knowledge and understanding.</p>
<b>Autumn Half Term 2</b>	Geometry: Properties & Angles Geometry: Measures & Mensuration	
<b>Spring Half Term 3</b>	Number: Structure Number: Calculations	
<b>Spring Half Term 4</b>	Algebra: Manipulation Algebra: Solving	
<b>Summer Half Term 5</b>	Ratio: Ratio & Proportion Geometry: Transformations	
<b>Summer Half Term 6</b>	Data: Probability Data: Statistics	

	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	<p>Extended learning tasks are set weekly and could be a pre-lesson learning task or consolidation of content taught during the week.</p> <p>These tasks may be written or set on an online resource website.</p>

	Additional extended learning may be set for revision purposes in preparation for an assessment
<b>Assessment Tasks</b>	Students are assessed at the end of each module. Class assessments are at present written tests.
<b>Formal Examination</b>	<p>A baseline assessment usually takes place at the start of the academic year. The results from this assessment along with other data collated from primary schools is used to set students into maths groups. Due to the period of school closure, this assessment <b>will not</b> take place at this time, and will be moved to a later and more appropriate time in the Autumn Term.</p> <p>Assessment week will take place in <b>May 2021</b>. Students will be assessed on any content taught over the year. The format will be similar to GCSE style exam papers and each paper will be approximately 45 minutes in length. Students should use their books to revise and will be provided with a Year 7 revision booklet six weeks prior to the exam week in order to prepare for the assessment.</p>

<b>Student Independent Learning Tasks</b>	<p>Students can access the school text books through the following link <a href="https://connect.collins.co.uk/school/defaultlogin.aspx">https://connect.collins.co.uk/school/defaultlogin.aspx</a></p> <p>Additional useful websites include:  <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a>  <a href="http://m4ths.com/gcse-page.html">http://m4ths.com/gcse-page.html</a>  <a href="https://corbettmaths.com/">https://corbettmaths.com/</a></p>
<b>Parent/Carers Can help by:</b>	<ol style="list-style-type: none"> <li>1. Please help support your child to be organised. It is important that they have the following equipment for all maths lessons: pen, pencil, rubber, maths set and calculator</li> <li>2. Supporting your child with revision is appreciated. Encourage them to go through their class notes and practice the examples given. Further videos, explanations and practice questions can be found on a variety of websites, including those listed above.</li> <li>3. Help your child by being positive about maths. Discuss problem solving and encourage them to be involved in real life situations involving maths (calculate best buys, cheapest tariffs etc)</li> <li>4. Review extended learning and discuss assessment results with your child</li> </ol>

<b>Curriculum Links to GCSE skills and content</b>	All topics covered in year 7 are linked to the knowledge required for the GCSE maths examinations at the end of year 11
<b>Extra-Curricular or enrichment Activities</b>	A number of enrichment activities take place across the academic year, including participation in the UK Mathematics Challenge. Details will be shared with students and published nearer the time of the events.

# COMPUTING

The Computing Curriculum has been designed to cover aspects of Computer Science, Digital Literacy and Information Technology. Students will be introduced to the IT skills they will need to support other subjects across the curriculum and will be introduced to programming, algorithms, some more complex elements of software packages and an understanding of computer hardware and how it works.

It is the aim of the department to enable students to develop skills and knowledge in computer science and digital technologies to prepare them for a future in a world where the use of this technology is fully embodied.

We aim to enable students to develop a love of learning for the subject and an understanding that there are no limits to their own development in programming and IT. An important life skill for anyone is to problem-solve. Using the strands of computational thinking will aid learners with their Computer Science studies and, as it is embedded within everyday life activities. Students will be given guidance on how to work safely on-line so that it will be second nature to carry out all the necessary steps for their own safety as well as those around them.

At KS3 students will be given the opportunity to develop their computer coding and digital technology skills. Learning the language of code is an important added bonus as students who develop their coding skills will be able to grasp the magic behind the computers. This will allow them to take their studies on to KS4 and to Further and Higher Education if they desire and ultimately secure a career within a large range of industries.

- Our core purpose at KS3 is to deliver an engaging and challenging computing curriculum through outstanding teaching and learning.
- To provide high quality computing education that equips students with computational thinking skills and creativity
- To create digitally literate students, that can use and express themselves and develop their ideas through ICT at a level suitable for the future workplace and as active participants in a digital world.

	<b>Curriculum Content</b>	<b>Skills developed</b>
<b>Autumn Half Term 1</b>	<b>E-Safety and Using the Network</b>	Students will be learning about E-Safety and how to use the schools network safely and responsibly. This will include how to use social media safely and how to create and store files in a logical manner on the school network
<b>Autumn Half Term 2</b>	<b>Office Skills</b>	Students will learn how to use Word and PowerPoint and create a number of documents in both programmes
<b>Spring Half Term 3</b>	<b>Scratch Project</b>	During the course of this term students will be given a project to create a mini game on scratch, they will need to design, create, test and evaluate the game to ensure it meets the needs of clients
<b>Spring Half Term 4</b>	<b>Spreadsheets</b>	Students will learn how to use a spreadsheet efficiently, this will include how to use formulas and insert charts
<b>Summer Half Term 5</b>	<b>Input &amp; Output and Hardware &amp; Software</b>	Students will learn about input and output devices and how they help a computer to work. They will also learn about different pieces of hardware and software and the importance of these. Finally they will learn how binary plays a part in Computing and the importance of it
<b>Summer Half Term 6</b>	<b>Photoshop Project</b>	During the course of this term students will be tasked with creating an album cover for an artist that is in the current top 10. They will be required to design, create, test and

		evaluate their final product to make sure that it meets the client requirements
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	<b>Frequency and Length</b>
<b>Extended Learning</b>	Students will be given homework every 2 weeks, this will available for students on SMHW and set by the class teacher.
<b>Exemplar Assessment Opportunities</b>	Students will be given the opportunity for assessment through the following methods: Yacapaca End of topic assessments completed in class
<b>Formal Examination</b>	Assessment week: May 2021 Students will be assessed on all content taught over the year through an online 60 minute assessment. Students will be provided with a Year 7 revision booklet prior to the exam week

<b>Student Independent Learning Tasks</b>	Students interested in ICT can conduct a research project (in any format they like) on any of the key articles below: <a href="http://www.teach-ict.com/news/news_stories/news_privacy.htm">http://www.teach-ict.com/news/news_stories/news_privacy.htm</a> <a href="http://www.teach-ict.com/news/news_stories/news_online_safety.htm">http://www.teach-ict.com/news/news_stories/news_online_safety.htm</a> <a href="http://www.teach-ict.com/news/news_stories/news_programming_coding.htm">http://www.teach-ict.com/news/news_stories/news_programming_coding.htm</a> <a href="http://www.teach-ict.com/news/news_stories/news_programming_coding.htm">http://www.teach-ict.com/news/news_stories/news_programming_coding.htm</a> <a href="http://www.teach-ict.com/news/news_stories/news_models.htm">http://www.teach-ict.com/news/news_stories/news_models.htm</a> <a href="http://www.teach-ict.com/news/news_stories/news_hardware.htm">http://www.teach-ict.com/news/news_stories/news_hardware.htm</a> <a href="http://www.teach-ict.com/news/news_stories/news_software.htm">http://www.teach-ict.com/news/news_stories/news_software.htm</a>
<b>Independent Active learning</b>	<a href="https://www.bbc.com/bitesize/subjects/zqmtsbk">https://www.bbc.com/bitesize/subjects/zqmtsbk</a> <a href="https://www.teach-ict.com/xml/submainlogin.php">https://www.teach-ict.com/xml/submainlogin.php</a> Username: <b>EN75FB</b> Password: <b>python2</b>
<b>Parent/Carers Can help by:</b>	Discussing the responsible use of the internet and social media with your child Supporting with specific extended learning tasks Providing guidance with independent learning projects

<b>Links to GCSE and wider studies</b>	Students will learn a range of skills in KS3 that will prepare them for a choice of study in Level 2 Digital Information Technology or GCSE Computer Science
<b>Extra-Curricular and Enrichment Activities</b>	Students will have an opportunity to join the Digital Leaders. Students who are selected as digital leaders can help to embed the use of technology across the school. They will attend regular meetings, support other students, and teach members of staff, run assemblies and other whole-school events.

# SCIENCE AND TECHNOLOGY

<b>Director of Science and Technology</b>	Mr Michael McDougall
<b>Lead Teacher of Science</b>	Ms Emily Sloan
<b>Lead Practitioner of Science</b>	Yet to be appointed
<b>Lead Teacher of Technology</b>	Mrs Elizabeth McKinney

## SCIENCE

At Key Stage 3 students develop scientific knowledge and conceptual understanding by studying a broad range of topics covering Biology, Chemistry and Physics.

At St Mary's students, follow the Exploring Science scheme of learning by Pearson Publishing which develops an understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. The course is designed to lead students seamlessly into their GCSE Science studies and ensures students are equipped with the scientific knowledge and skills required to understand the uses and implications of science, today and for the future.

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Term 1</b>	<p><b>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</b></p> <ul style="list-style-type: none"> <li>Unit 7A – Cells, tissues, organs and systems</li> <li>Unit 7E – Mixtures and separation</li> <li>Unit 7J – Current and electricity</li> <li>Unit 7G – The particle model</li> </ul>	End of unit tests for each module, 25 – 30 marks each test, taking 30 to 40 minutes to complete.
<b>Spring Term 2</b>	<p><b>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</b></p> <ul style="list-style-type: none"> <li>Unit 7B – Sexual reproduction in animals</li> <li>Unit 7K – Force</li> <li>Unit 7L – Sound</li> <li>7H- Atoms, elements and molecules</li> </ul>	End of unit tests for each module, 25 – 30 marks each test, taking 30 to 40 minutes to complete.
<b>Summer Term 3</b>	<ul style="list-style-type: none"> <li>Unit 7D – Ecosystems</li> <li>7I- Energy</li> <li>Unit 7F- Acids and Alkalis</li> </ul>	End of unit tests for each module, 25 – 30 marks each test, taking 30 to 40 minutes to complete.

	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	Homework tasks based on Exploring Science student activity sheets Homework tasks set weekly, each task should take 45 minutes to complete.
<b>Assessment Tasks</b>	One formal assessment at the end of each unit which will be graded by the class teacher. Mid-topic piece of work based on the skills element within each module. Regular in-lesson exercises based on Exploring Science Series of activity sheets designed to assess understanding and application of scientific ideas. Opportunities for green pen marking and discussion of misconceptions held by students.
<b>Formal Examination</b>	End of year 7 examination consisting of the modules taught up until the date of the exam.

<b>Student Independent Learning Tasks</b>	<p>Use of summary sheets, checklists, and glossaries of terms, to aid revision and homework.</p> <p>Use of recommended internet sources of information: <a href="https://www.bbc.com/bitesize/subjects/zng4d2p">https://www.bbc.com/bitesize/subjects/zng4d2p</a>  <a href="https://www.youtube.com/user/virtualschooluk/videos">https://www.youtube.com/user/virtualschooluk/videos</a></p>
<b>Parent/Carers can help by:</b>	<ul style="list-style-type: none"> <li>• Ensure that your child is completing the Exploring Science extended learning tasks/activity sheets (set as homework).</li> <li>• Ensure your child is revising properly for their end of unit tests and end of year exam.</li> <li>• Encourage your child to view online science animations and videos from suggested sources such as those links provided above.</li> <li>• Encourage your child to read around the subject and attend science fairs and museums.</li> </ul>

<b>Curriculum Links to GCSE skills and content</b>	<ul style="list-style-type: none"> <li>• By the end of KS3, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. These scientific ideas are then revisited in greater depth and detail at KS4, ultimately, following a 5 year programme of study, which is examined at the end of Year 11.</li> <li>• Links to the curriculum for KS3 and KS4 are given below:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_-_Science_220714.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_-_Science_220714.pdf</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381380/Science_KS4_PoS_7_November_2014.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381380/Science_KS4_PoS_7_November_2014.pdf</a></li> </ul>
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<b>Extra-Curricular or enrichment Activities</b>	<p>Weekly STEM Club</p> <p>By the Summer Term attendees will have the opportunity to gain a CREST award. CREST is a nationally recognised scheme for student-led project work in the STEM subjects (Science, Technology, Engineering and Maths).</p> <p>Bronze Awards introduce students to project work empowering them to work like real scientists, technologists, engineers or mathematicians. Students choose their own topic and methodologies, giving them complete freedom over their work. The Bronze level is a perfect introduction to STEM project work for young people aged 11+. Over the course of 10 hours, teams of students design their own investigation and record their findings, giving them a taste of what it is like to be a scientist or engineer in the real-world.</p> <p>Ask your child's Science teacher for more information.</p>
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# TECHNOLOGY

Design and Technology is an inspiring, rigorous and practical subject. Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team. At SMHS, we encourage students to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. Students are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

	Curriculum Content	Skills developed
<b>Autumn Half Term 1</b>	<b>Design Technology</b> <b>Racing Cars</b>	<ul style="list-style-type: none"> <li>• Understanding motion, force and aerodynamics.</li> <li>• Create a design that links to subject knowledge gained</li> <li>• Develop workshop skills using the following hand tools; Tenon Saw, Coping saw, hand drill, file and sandpaper.</li> <li>• Quality control – enabling students to show high standards of outcome</li> </ul>
<b>Autumn Half Term 2</b>	Students will design and make a toy racing car, their challenge is to create the fastest car by applying their knowledge of forces and aerodynamics	
<b>Spring Half Term 3</b>	<b>Textiles</b> <b>Gadget Cases</b>	<ul style="list-style-type: none"> <li>• Basic pattern cutting skills with the ability to use correct symbols</li> <li>• Basic hand stitching skills</li> <li>• Development of sewing machine skill and the use of satin stitch</li> <li>• The basic construction of a textiles product</li> <li>• Construction of plain seam</li> </ul>
<b>Spring Half Term 4</b>	Inspired by a Textiles artist of their choice students design and make a case for their chosen gadget. Student will learn how to use measurements to create their own pattern pieces.	
<b>Summer Half Term 5</b>	Students investigate a series of nutritional dishes and explore the eat well plate. They will develop skills in a range of cooking techniques.	<ul style="list-style-type: none"> <li>• Chopping and knife skills</li> <li>• Safe cooking temperatures</li> <li>• Redesigning recipes</li> <li>• Planning a well balanced dish</li> </ul>
<b>Summer Half Term 6</b>	Students will also understand ingredient sources and seasonality	

	Frequency and Length	Example of learning and assessment
<b>Extended Learning</b>	Students are given a homework menu with a series of differentiated tasks. On occasion where a student fails to complete the classwork set, they will be expected to finish work at home.	<ul style="list-style-type: none"> <li>• Produce an A4 page on what ACCESS FM means. Include questions for each section that could be used when analysing a product.</li> <li>• Complete the orthographic sketch with accurate dimensions and colour. Write a paragraph explaining what an orthographic projection is and why it is used.</li> <li>• Collect images of soft/fabric phone cases (10 minimum) and create a moodboard. You must include keywords and 3 points about decorating techniques used</li> </ul>
<b>Exemplar Assessment Opportunities</b>	Students will be assessed on subject knowledge, designing, manufacturing and evaluating for each rotation. Over across the academic year students will	<ul style="list-style-type: none"> <li>• Product Analysis of an existing toy car</li> <li>• Decoration and construction of Product</li> <li>• Evaluation of Final Product</li> </ul>

	undergo up to 12 assessments which inform their report.
<b>Formal Examination</b>	During the examinations week, students will be tested on the area technology subject they are learning about that term. They will be assessed on either Design, Make, evaluating or their technical subject knowledge

<b>Student Independent Learning Tasks</b>	Students are given a homework menu with a series of differentiated tasks.
<b>Independent Active learning</b>	Students are encouraged to complete recipes at home to practice their cooking skills and especially timings, ensuring that their dish is complete within the allotted hour. Extension tasks will be found on all homework menus, which will stretch and challenge students beyond what they have learnt in the classroom.
<b>Parent/Carers Can help by:</b>	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt.
<b>Extra-Curricular and Enrichment Activities</b>	At various times of year the department will offer extra-curricular clubs for KS3. St Marys regularly enter local and national competitions.

# HUMANITIES

<b>Director of Humanities</b>	Ms Debbie Davies
<b>Lead Teacher of Geography</b>	Ms Louise Douglas
<b>Lead Teacher of Religious Education</b>	Ms Tanitta Sandiford
<b>Lead Teacher of History</b>	Yet to be appointed
<b>Lead Teacher of PSHE</b>	Yet to be appointed

# GEOGRAPHY

Geography helps to provoke and answer questions about the natural and human worlds, encouraging students to develop a greater understanding of their world and their place in it. It helps to develop a range of decision making and enquiry skills that are transferable to other curriculum areas and which can be used to promote students' spiritual, moral, social and cultural development. Geography is by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in students a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote students' interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We seek to prepare students for the world of work and for the future global challenges which they will need to grapple with.

Geography is a facilitating subject which means that students are taught a range of skills and knowledge which opens up a wide variety of further study options and career opportunities. Some of the careers open to geographers are: lawyer, medical professional, architect, journalist, investment banker, surveyor, microbiologist, photographer or even Prime Minister.

Students will cover 5 topics across the year. In addition to these 5 topics they will also learn a wide range of literacy skills, numeracy skills and fieldwork techniques.

<b>Key question</b>	<b>Skills and core knowledge developed</b>
What is a geographer?	Photo analysis Map skills Geographical Information Systems (GIS) Global locations including the UK
How do we use our planet?	Geological timescale Sustainability Decision making skills
Why are rivers important?	Key river and erosional processes The impacts of flooding Decision making skills
How does money make the world go around?	UK employment sectors Decision making skills Impacts of globalisation on the people, environment and economy
What is our local place like?	Fieldwork skills GIS Data collection and presentation

<b>Extended Learning</b>	A variety of extended learning tasks will be set throughout the year which will include: <ul style="list-style-type: none"> <li>• Reading comprehension tasks</li> </ul>
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	<ul style="list-style-type: none"> <li>• Case study research</li> <li>• Projects</li> <li>• Revision tasks</li> <li>• Pre-learning activities</li> <li>• Field work activities</li> </ul>
<b>Exemplar Assessment Opportunities</b>	Each unit will have an 'end of unit' assessment task along with others within the unit. These will focus on key GCSE skills as well as the content from the unit covered. Students will be given revision materials and students should use these along with class notes and feedback from previous tasks to prepare.
<b>Formal Examination</b>	<p>The formal assessment for Y7 will happen during Y7 assessment week in May 2021. Students will sit a 45min exam in their classrooms with their teacher as invigilator.</p> <p>Students will be assessed on the content taught over the year through GCSE style questions.</p> <p>Students should use their books and knowledge organisers to revise and will be provided with specific advice in the weeks prior to the exam week. They can also use BBC bitesize which includes the core ideas we cover and <a href="https://timeforgeography.co.uk/">https://timeforgeography.co.uk/</a> is a good source of videos.</p>

<b>Student Independent Learning Tasks</b>	<p>Students should be watching the news and reading topical news stories ensuring they are fully aware of global current affairs. This can be by watching the news, reading a newspaper (online or printed) or by downloading a news app.</p> <p>Following the geography department twitter account will give students a good range of reading and other information sources @SMHSch_Geog</p> <p>There are many documentaries which cover key geographical ideas.</p> <p>Look out for presenters such as Simon Reeve who documents his global travels in a very accessible way or anything by Sir David Attenborough. Every week Geogglebox is published giving students an idea of geographical programmes which are available on TV to be watched that will extend their subject and general knowledge. Visit the United Nations Website and have a look around. Find out what they do and where they work.</p> <p><b>Books that are a good read:</b>  Willard Price Adventures series; The boy who harnessed the wind by William Kamkwamba; Ascent of Rum Doodle by W. E. Bowman; Michael Morpurgo books like Running Wild, Boxing Day, Shadow, Kensuke's kingdom</p>
<b>Independent Active learning</b>	<p>Plot a route on an OS map of the local area and follow it (make sure you do not go out on your own!)</p> <p>Look at the shops on your local high street – consider if they are chain stores or independent (they don't exist anywhere else), do you think the high street is thriving or declining?</p> <p>Take a walk along a local river and try to identify some of the key processes you have learnt about in lessons</p> <p>Look around your home and try to identify where the things you own were made</p>
<b>Parent/Carers can help by:</b>	<p>Reviewing exercise books and reading through targets together</p> <p>Checking on time management for home learning tasks</p> <p>Reviewing assessment feedback</p>

	<p>Asking students to justify any decisions they make for example what mode of transport should be used for a journey with the advantages and disadvantages of each.</p> <p>Looking together at maps of the local area, the UK and the world. Talk to students about where you are travelling to, how long it will take and what you are passing.</p> <p>Making trips to museums or places of geographical interest such as coastal areas, Natural History museum, Thames Flood barrier, Epping Forest or Kew Gardens.</p>
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<b>Links to GCSE and wider studies</b>	<p>Geographical skills are taught throughout KS3 including map skills, numeracy skills, literacy skills, decision making skills and graphical skills. All topics taught throughout Year 7 have content links to the GCSE specification.</p> <p>Assessments use GCSE command words and language to prepare students for GCSE examinations.</p>
<b>Extra-Curricular and Enrichment Activities</b>	<p>Geography film club is available for all students on a Friday lunch time in Hu7. In this, we watch films with a geographical slant such as Lion and Everest.</p>

## HISTORY

Students will explore power relationships namely those between the State and the Church and the State and its' peoples. They will investigate how this has been fragmented and changed from Medieval to Tudor times; grasping the concept of change and continuity as well as explaining how and why these relationships changed and developed.

	<b>Curriculum Content</b>	<b>Potential Assessment Opportunities</b>
<p><b>Autumn Half Term 1 &amp; 2</b></p> <p><b>Spring Term 1</b></p>	<p><b>The Impact of the Norman invasion</b> William I's methods of control inclusive of the:</p> <ul style="list-style-type: none"> <li>• Feudal system</li> <li>• Castle building</li> <li>• Fear and Terror</li> <li>• The Norman Church</li> </ul> <p><b>Power Relationships in the Later Middle Ages</b></p> <ul style="list-style-type: none"> <li>• Henry II and Thomas Becket</li> <li>• The anarchy</li> <li>• King John</li> </ul> <p><b>Impacts</b></p> <ul style="list-style-type: none"> <li>• The Crusades</li> <li>• The Black Death</li> </ul>	<p>'William controlled England through terror' How far do you agree with this statement?</p>
<p><b>Spring Half Term 4 &amp; Summer Term 1</b></p>	<p><b>Power Relationships in the Early Modern Period:</b></p> <ul style="list-style-type: none"> <li>• Henry VII and the barons</li> <li>• Henry VII and the Church</li> <li>• Edward VI and Mary I</li> <li>• Elizabeth I</li> </ul>	<p>Explain the causes of the Henrican reformation</p>

	<b>Impacts</b> <ul style="list-style-type: none"> <li>• The Spanish Armada</li> <li>• The reformation in Europe</li> </ul>	
<b>Summer Term 2</b>	<b>Independent Local Study</b> Significance of London Importance of Hertfordshire throughout History from Saxons to today Key historical events from the borough such as peasants revolt, black death and the impact of war. Key events in Cheshunt's history	What is the history of our locality?  Why has London and our locality changed over time?  What key events shaped our local area?

	<b>Frequency, Length and exemplars</b>
<b>Extended Learning</b>	Reading Comprehension set once a fortnight for 30 minutes that students will mark Historical task set once a fortnight for 30 minutes that the teacher will mark
<b>Assessment Tasks</b>	3 formal assessments over the school year to assess the units taught Knowledge based assessments fortnightly to improve students retention of information – these may be on any topic taught across the term and year <b>Exemplar assessments:</b> <ul style="list-style-type: none"> <li>• Explanation questions to assess students' knowledge and analysis of key historical events</li> <li>• Evaluation questions to assess students ability to use their knowledge to make judgements on the cause or effect of events</li> <li>• Writing a narrative account</li> </ul>
<b>Formal Examination</b>	Assessment week will take place in May 2021 and students will be examined in classrooms with their teacher as moderator Students will be assessed on any content taught over the year through a forty five minute exam Students should use their books to revise and will be provided with a Year 7 revision booklet six weeks prior to the exam week

<b>Student Independent Learning Tasks:</b>	Students interested in history can conduct a research project (in any format they like) on any of the key questions below: <ul style="list-style-type: none"> <li>• William I vs Henry VIII – Who was the greatest megalomaniac?</li> <li>• Pope or King? Would you have supported the Pope in 1535 or the King?</li> <li>• The Tudors were an embarrassment to the establishment of monarchy – worse than a modern reality show – how far do you agree?</li> </ul> All submissions will be marked and rewarded
<b>Parent/Carers Can help by:</b>	Reviewing exercise books and reading through targets Checking on time management for extended learning tasks Reviewing assessment feedback Making trips to museums or places of Historical interest such as the Abbey in Battle, Tower of London, Gunpowder Mills, local churches

<b>Curriculum Links to GCSE skills and content</b>	The GCSE course will focus on the Norman invasion in the Anglo-Saxon and Norman Unit and the Crime and Punishment Unit Assessments replicate the questions in the GCSE paper
<b>Extra-Curricular or enrichment Activities</b>	Students will have an opportunity to attend a trip to London to visit the Tower of London and Hampton Court

# PSHE

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. The PSHE programme has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our **programme of study** aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

	<b>Curriculum Content</b>
<b>Autumn Half Term 1</b>	<p><b>A NEW SCHOOL:</b></p> <ul style="list-style-type: none"> <li>• Introduction to PSHE</li> <li>• Welcome to St Marys High School</li> <li>• Expectations + Behaviour</li> <li>• Making friends</li> </ul> <p><b>Start Penn Resilience programme</b></p>
<b>Autumn Half Term 2</b>	<p><b>PENN RESILIENCE PROGRAMME</b></p> <ul style="list-style-type: none"> <li>• Aspirations</li> <li>• The importance of self-esteem</li> <li>• Wants and Needs</li> </ul> <p>Breathe: learning how our mind works and how we can train our brains to understand our situations better.</p>
<b>Spring Half Term 3</b>	<p><b>PUBERTY, EMOTIONAL HEALTH AND WELLBEING</b></p> <ul style="list-style-type: none"> <li>• How can we keep good mental health and recognise depression?</li> <li>• How can I control my anger?</li> <li>• FGM – what is it, why is it so serious and what can we do to help?</li> <li>• Puberty – what can I expect, what is ‘normal’ and why does it happen?</li> <li>• Periods – the menstrual cycle and PMS</li> </ul> <p><b>RELATIONSHIPS. IDENTITY + SAFETY</b></p> <ul style="list-style-type: none"> <li>• Maintaining genuine friendships and avoiding toxic ones</li> </ul>
<b>Spring Half Term 4</b>	<p><b>FAMILIES</b></p> <ul style="list-style-type: none"> <li>• Romance, love, new feelings and teen relationships</li> <li>• Bullying or banter</li> <li>• How can we prevent bullying online?</li> <li>• Introduction to keeping safe online</li> </ul>
<b>Summer Half Term 5</b>	<p><b>POSITIVE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• How can we keep safe and positive relationships?</li> <li>• What does it mean to be a British citizen?</li> <li>• Our multiple personal identities</li> <li>• What is online radicalisation and why is it a problem?</li> <li>• Introduction to prejudice + discrimination: Racism + Stereotypes</li> </ul> <p><b>HEALTHY LIVING AND RESPONSIBLE HEALTH CHOICES</b></p> <ul style="list-style-type: none"> <li>• What do we mean by a healthy lifestyle?</li> </ul>
<b>Summer Half Term 6</b>	<ul style="list-style-type: none"> <li>• How can I keep a balanced diet?</li> <li>• How do I know if I’m eating healthily? Recognising food labels</li> <li>• Consequences of not living healthily</li> <li>• What is the big deal about energy drinks?</li> <li>• How can I commit to a healthy lifestyle?</li> </ul>

	<b>Frequency, Length and exemplars</b>
<b>Extended Learning</b>	There is opportunity throughout all of the PSHE lessons for extended learning in the challenge, more challenge and mega challenge activities.
<b>Assessment Tasks</b>	Assessment will take place at the end of each half term / topic – students will mind map what they know before the lessons and what they know after. These will be kept in an individual student folder. They will then receive a stamp in a ‘passport’ to say they have completed that part of the PSHCE learning journey.
<b>Parent/Carers Can help by:</b>	Talking through the course with students Encouraging students to put into practice what they have learnt

## RELIGIOUS STUDIES

	<b>Curriculum Content</b>	<b>Potential Assessment Opportunities</b>
<b>Autumn Half Term 1</b>	<b>What is religion</b> <ul style="list-style-type: none"> <li>To understand the beliefs, traditions and practicalities of the Big Six.</li> <li>To explore the phenomenology of the Big Six.</li> <li>Analyse the Seven Dimensions of Faith, religious teachers and consider what makes a place sacred.</li> </ul>	<p>Explain how rites of passage help build a community.</p> <p>Explain two uses of symbolism with religious traditions.</p> <p>‘Religion no longer serves a purpose.’ Discuss this statement.</p>
<b>Autumn Half Term 2</b>	<b>Questions of Life: An Introduction to Philosophy</b> <ul style="list-style-type: none"> <li>To understand how people have explained heaven and hell.</li> <li>To develop ideas on and about the reasons and cause of suffering.</li> <li>To explore arguments for and against the existence of God.</li> </ul>	<p>Describe what <i>a religion</i> would say about Heaven and Hell.</p> <p>Can humans ever know the meaning of life?</p> <p>‘There is no afterlife.’ Discuss this statement.</p> <p>‘An all-loving God could not let his people suffer.’ Discuss this statement.</p>
<b>Spring Half Term 3</b>	<b>Jesus’ teachings</b> <ul style="list-style-type: none"> <li>Analyse and reflect on Jesus as a Miracle Worker, exploring the validity of his miracles.</li> <li>To understand the reasons why Jesus performed miracles.</li> <li>Evaluate the plausibility of Jesus’ actions.</li> </ul>	<p>‘The Sermon on the Mount is the most central teaching to Christians’ Discuss this claim.</p> <p>Explain two of Jesus parables.</p> <p>Explain the symbolism behind two of Jesus’ miracles.</p> <p>‘Jesus had to teach using parables.’ Discuss this claim.</p>
<b>Spring Half Term 4</b>	<b>Sikhism</b> <ul style="list-style-type: none"> <li>To understand the significance of the lives of the Gurus.</li> <li>To identify how Sikh beliefs are put into action.</li> <li>To evaluate the role and importance of a Gurdwara to the Sikh community.</li> </ul>	<p>Explain <b>two</b> ways in which Sikhs respect the Guru Granth Sahib.</p> <p>‘Sikhism’s main teaching is equality.’ Discuss this statement.</p> <p>‘The Guru Granth Sahib is more important than the previous gurus.’ Discuss this statement.</p>

<b>Summer Half Term 5</b>	<b>Should Christians be greener than anyone else?</b> <ul style="list-style-type: none"> <li>• Explore the concept of Stewardship and Dominion.</li> <li>• Analyse biblical text to understand the value of the world.</li> <li>• Explore practical solutions on how we can make an impact locally and globally</li> </ul>	<p>Explain two teaches from Genesis 1 and 2.</p> <p>Explain the actions of an eco-church.</p> <p>‘Humans are breaking the most important rule God gave them.’</p> <p>‘Stewardship is the most fundamental Christian teaching.’</p>
<b>Summer Half Term 6</b>	<b>Are Christian values more than basic values?</b> <ul style="list-style-type: none"> <li>• To explore the importance and relevance of the Golden Rule</li> <li>• To develop an understanding of the meaning of <i>agape</i>.</li> <li>• To identify how Christianity demonstrates love.</li> </ul>	<p>Describe how Christians implement <i>agape</i>.</p> <p>Explain the meaning and purpose of the Golden Rule.</p> <p>Explain <b>two</b> reasons why Christians believe in <i>agape</i>.</p> <p>‘The Christian concept of love goes beyond everyday actions.’ Discuss this statement.</p>

<b>Extended Learning</b>	<p>Frequency, Length and exemplars</p> <p>Reading Comprehension / research / quiz / extended writing etc. set once a fortnight for 30 minutes.</p> <p>Revision homework set before every assessment.</p>
<b>Assessment Tasks</b>	<p>3 formal assessments over the school year to assess units taught. However, students will be assessed (through newspaper articles, quizzes, fact-files) at the end and throughout each topic.</p> <p>GCSE exam style questions set for end of unit -test. Peer marked plenaries based on exam style questions. Snap quiz to check the retention of subject content.</p> <p><b>Exemplar assessments:</b></p> <ul style="list-style-type: none"> <li>• Multiple choice questions to monitor student knowledge of key terms.</li> <li>• Descriptive and explanation questions to demonstrate an understanding of key ideas and concepts.</li> <li>• Essay questions to develop argument and discussion of issues studied.</li> </ul>
<b>Formal Examination</b>	<p>Assessment week will take place in May 2021.</p> <p>Students will be assessed on any content taught over the year through one GCSE style paper (with five questions) in a sixty minute exam</p> <p>Students should use their books to revise and will be provided with revision materials on <i>Show my homework</i> six weeks prior to the exam week</p>

<b>Student Independent Learning Tasks:</b>	<p>Students interested in Religious Studies can conduct a research project (in any format they like) on any of the key questions below:</p> <p>To what extent would you agree the concept of heaven and hell is solely to control a population?</p> <p>How did the lives of the 10 Guru’s shape the development of Sikhism?</p> <p>‘The teachings of Jesus provide the best code of conduct for all people’. Discuss.</p> <p>All submissions will be marked and rewarded</p>
<b>Parent/Carers Can help by:</b>	<p>Reviewing exercise books and reading through targets together</p> <p>Checking on time management for home learning projects-</p> <p>Reviewing assessment feedback</p>

	Discussing news items and showing the relevance of them to the student's studies. Discussing family traditions and experiences. Provide experiences of visiting other places of worship to experience another belief.
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<b>Curriculum Links to GCSE skills and content</b>	The GCSE course will focus on Christian Beliefs and Practises (Paper 1), ethical concepts of <i>right</i> and <i>wrong</i> (Paper 2). All assessments replicate the questions in the GCSE paper.
<b>Extra-Curricular or enrichment Activities</b>	Students may have the opportunity to visit a Gurdwara.

# PERFORMING ARTS TEACHING & LEARNING AREA

<b>Director of Performing Arts</b>	Mr Tony Crosby
<b>Lead Teacher of Art</b>	Ms Tina Papadopoullos
<b>Lead Teacher of Physical Education</b>	Mr Rosco Hunt
<b>Phoenix Academy Lead</b>	Ms Deborah King

## ART & DESIGN

The Art department aims to promote an awareness of the visual language as a means of communication. With this students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Term 1</b>	Formal Elements Drawing Colour Theory Matisse 2D Skills and Processes	<ul style="list-style-type: none"> <li>• Extra-Curricular Art Activities</li> <li>• Non-fiction reading</li> <li>• Art research and investigation</li> <li>• Art Specific keywords</li> </ul>
<b>Spring Term 2</b>	Portraiture Observational Drawing Cultural Studies Critical Writing and Analysis Max Ernst 2D Skills and Processes 3D Skills and Processes	<ul style="list-style-type: none"> <li>• Extra-Curricular Art activities</li> <li>• Non-fiction reading</li> <li>• Observational Drawing</li> <li>• Art research and investigation</li> <li>• Wire construction</li> </ul>
<b>Summer Term 3</b>	Cubism Abstraction Fragmentation Observational Drawing Mixed Media Picasso 2D Skills and Processes Digital Skills and Processes	<ul style="list-style-type: none"> <li>• Extra-Curricular Art activities</li> <li>• Non-fiction reading</li> <li>• Digital Art</li> <li>• Creative Drawing</li> <li>• Collage</li> </ul>

	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	Digital Art project More in depth pieces of work on a larger scale
<b>Assessment Tasks</b>	A final piece of work to end the topic An artist research transcription and development
<b>Formal Examination</b>	Baseline: September 2020 Practical Assessments: November 2020
<b>Student Independent Learning Tasks</b>	Gallery Visits In depth artist research and analysis
<b>Parent/Carers Can help by:</b>	Support students with their homework tasks Independent learning tasks such as researching an artist and creating art work in a similar style

# DRAMA

The drama curriculum aims to inspire an interest and passion for live theatre. This is where students can then create and develop skills in drama as a way of exploring the world, building on their confidence, communication skills and ability to convey characters using meaningful dialogue in rehearsal and performance.

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
<b>Autumn Half Term 1</b>	<b>INTRODUCTION TO DRAMA</b> <ul style="list-style-type: none"> <li>Working together/team building</li> <li>Tableaux</li> <li>Thought Aloud</li> <li>Role play</li> </ul>	(Devising – Component 1 AO1/AO2/AO4) Baseline testing: <b>September 2020</b> Tableau and thoughts aloud assessment <b>October 2020</b>	<ul style="list-style-type: none"> <li>Definition of key drama vocabulary and spellings</li> <li>Extended writing based on their own work</li> <li>Introduction to Stanislavski – key theatre practitioner – research non-fiction reading</li> </ul>
<b>Autumn Half Term 2</b>	<b>BASIC CHARACTER CREATION</b> <ul style="list-style-type: none"> <li>Physical and vocal skills</li> <li>Sustaining a role</li> <li>Hot seating</li> <li>Choral/ ensemble</li> </ul>	(Devising – Component 1 AO1/AO2/AO4) Data cycle 1: November 2019 Assessment on creation of scenes, dialogue and characterisation <b>November 2020</b>	<ul style="list-style-type: none"> <li>Collecting items of costume to use in lesson</li> <li>To observe other people’s walks and use in the lesson</li> </ul>
<b>Spring Half Term 3</b>	<b>SCENE OPENINGS</b> <ul style="list-style-type: none"> <li>Establishing context and character for audience</li> <li>Creating own scene openings</li> <li>Performance of scripted scene openings</li> </ul>	(Devising and scripted – Component 1, 2 and 3 AO1/AO2/AO3/AO4) Assessment on devising and performance of opening scene Assessment <b>February 2021</b>	<ul style="list-style-type: none"> <li>Extended writing evaluating your own and someone else’s work</li> <li>Role on the wall creation</li> <li>Explaining how a playwright has created the opening of a play. Using key drama vocabulary</li> </ul>
<b>Spring Half Term 4</b>	<b>SCENE ENDINGS</b> <ul style="list-style-type: none"> <li>Devising from different stimuli</li> <li>Creating more than one scene</li> <li>plot</li> </ul>	(Devising - Component 1 AO1/AO4/AO2) Data cycle 2: <b>March 2021</b> Assessment <b>March 2021</b> : devising and performance of more than one scene, plot/character	<ul style="list-style-type: none"> <li>Keeping a record of how their scene is developing</li> <li>Researching the stimuli and producing a</li> <li>Looking at actors portrayal of characters from BBC/National Theatre – and applying this to their own character work</li> </ul>
<b>Summer Half Term 5</b>	<b>PERFORMANCE SKILLS</b> <ul style="list-style-type: none"> <li>Interpreting scripts for live performance</li> <li>Duologues and small group performances</li> </ul>	(Component 2 – AO2/AO4) Assessment on the performance of a duologue and a small group piece <b>May 2021</b>	<ul style="list-style-type: none"> <li>Theatre design and staging ideas</li> <li>Script writing</li> <li>Script reading</li> </ul>
<b>Summer Half Term 6</b>	<b>PLAYWRIGHT’S STUDY</b> <ul style="list-style-type: none"> <li>Study of a play</li> <li>The playwright’s craft</li> </ul>	(Component 3 – AO3) Exams <b>May 2021</b> Report window June 2020 Data cycle 3: <b>June 2021</b> Assessment on written test Component 3 style questions. <b>July 2021</b>	<ul style="list-style-type: none"> <li>Key question to answer</li> <li>Exam preparation</li> </ul>

	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	Students will have fortnightly Drama tasks (SMHW) – these will focus on Literacy/non-fiction reading/ and/or revision tasks and preparation for an assessment. (20-30mins) NB: Some tasks may require ‘online submission’ via SMHW
<b>Assessment Tasks</b>	Students will receive a number of summative and formative assessments (see Assessment Opportunities above) Each assessment will be related to the half termly unit/topic and will closely be related to one of the key components of either devising, working on interpreting scripts for performance and exploring plays and the playwright’s craft
<b>Formal Examination</b>	Assessment week will take place in <b>May 2021</b> and students will be examined in classrooms with their teacher as moderator. The Assessment will focus on students answering questions from an actors/directors/stage designer based on the play studied.. Students will be provided with a detailed revision leaflet during the lessons prior to the examinations week.

<b>Student Independent Learning Tasks</b>	It is expected that students interested in practical drama are completing additional rehearsal/practice at home and/or in pre-booked drama studios at the school. A wide variety of extra-curricular groups are available each day to further support excellence in performance.
<b>Parent/Carers Can help by:</b>	Checking on time management for home learning projects Reviewing assessment feedback Supporting with learning lines Watching and encouraging drama rehearsals and attending performances/showcases Making trips to the theatre to widen knowledge and understanding of performance and production elements
<b>Curriculum Links to GCSE skills and content</b>	All Activities and assessments replicate format and questioning on the GCSE examination materials including Devising, Performance from Text and Theatre Makers in Practice
<b>Extra-Curricular or enrichment Activities</b>	Opportunities for Extra-curricular involvement. Tuesday lunchtime is LAMDA Public Speaking group for students interested in extending their experience of public speaking, exam entry. Friday lunchtime is year 7 & 8 Drama Club where students can broaden their experience of performance. (See also Phoenix Performing Arts Academy provisions)

# MUSIC

The Performing Arts provide students an opportunity to engage the mind, body and spirit in creative pursuits. Students will explore and learn individually & collaboratively to ensure that they develop; the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The curriculum aims to provide appropriate experience and qualifications to support further study and/or career opportunities within the music industry.

**Music in Year 7** enables students to explore the fundamental elements that underpin performing, composing and listening to music.

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
<b>Autumn Half Term 1</b>	<b>RHYTHM</b> MAT Testing Rhythm Grid Note Values	MAT Testing <b>September 2020</b> 'Rhythm' Assessment <b>October 2020</b>	<ul style="list-style-type: none"> <li>• Non Fiction Reading Tasks</li> <li>• Composer research</li> <li>• The Stave (treble and bass clef recognition)</li> <li>• Rhythm Maths (numeracy through rhythm notation)</li> <li>• Regular Literacy/Spelling and definition tests English and Italian key phrases for musical notation and articulation</li> <li>• Revision activities (support Mars Listening examination May)</li> <li>• Pentatonic – 5 part score writing techniques (traditional treble clef stave notation)</li> <li>• Carnival research and presentation</li> </ul>
<b>Autumn Half Term 2</b>	<b>PITCH</b> The Stave CDE Melodies Boom Whackers Ode to Joy	Data Cycle : <b>November 2020</b> 'Pitch' Assessment <b>November 2020</b>	
<b>Spring Half Term 3</b>	<b>COMPOSING ATMOSPHERES</b> The Elements/Haunted House Programme Music Ostinato	'Atmospheres' Assessment <b>February 2021</b>	
<b>Spring Half Term 4</b>	<b>PENTATONIC</b> Stave Part Writing Gamelan Composition	Data Cycle 2: <b>March 2021</b> 'Pentatonic' Assessment <b>March 2021</b>	
<b>Summer Half Term 5</b>	<b>INSTRUMENT SPECIFIC TECHNIQUES</b> LH Strengthening/RH Triads Stand By Me Forget You Shape of You Guitar TAB	'Stand By Me' Assessment <b>May 2021</b>	
<b>Summer Half Term 6</b>	<b>FESTIVAL</b> Samba Stomp Ensemble Performance Leading an Ensemble	Exams: <b>May 2021</b> Year 7 Assessment – 'Mars' <b>May 2021</b> Data Cycle 3: <b>June 2021</b> 'Carnival' Assessment <b>July 2021</b>	

	<b>Frequency and Length:</b>
<b>Extended Learning</b>	Students will have fortnightly Music tasks (SMHW) – these will focus on Literacy/non-fiction reading/ and/or revision tasks for an assessment. (20-30mins) NB: Some tasks may require ‘online submission’ via SMHW.
<b>Assessment Tasks</b>	Students will receive a number of summative and formative assessments (see Assessment Opportunities above) Each assessment will be related to the half termly unit/topic and will closely mirror the format of L2 Music examination exemplars.
<b>Formal Examination</b>	Assessment week will take place in <b>May 2021</b> and students will be examined in classrooms with their teacher as moderator. The Assessment will focus on listening and appraising skills. Students will be provided with a detailed revision leaflet during the lessons prior to the examinations week.

<b>Student Independent Learning Tasks</b>	Students interested in music and the performing arts can complete additional study into traditional theory of music. Additional learning opportunities are provided every Monday evening and support entry to ABRSM theory of music examinations grades 1-8.  It is expected that students interested in practical performance are completing additional rehearsal/practice at home and/or in pre-booked rehearsal studios at the school. A wide variety of extra-curricular groups are available each day to further support excellence in performance and theoretical skills. Instrumental and vocal tuition is also provided weekly with support from the Hertfordshire Music Service. For further information contact Ms D King.
<b>Parent/Carers Can help by:</b>	Checking on time management for home learning projects Reviewing assessment feedback Listening to and encouraging rehearsals and attending performances/showcases Making trips to theatre/concerts/proms to widen viewing/listening skills

<b>Curriculum Links to GCSE skills and content</b>	All Activities and assessments replicate format and questioning on the L2 examination materials including ‘composing and performing to a brief’, researching into industry roles and analytical self-assessment and critique.
<b>Extra-Curricular or enrichment Activities</b>	A broad range of opportunities for Extra-curricular involvement daily ranging from bands and choir groups, recording and composition/production skills to theory of music (ABRSM). (See also Phoenix Performing Arts Academy provisions)

# PHYSICAL EDUCATION

Physical Education aims to create rounded students who find a passion in leading a well-balanced and healthy lifestyle through life long participation in sport and physical activity. We aim to give students the appropriate experiences and skills to be successful in further study and career opportunities in the sport industry.

**In Year 7:** Students explore the fundamentals of healthy lifestyles and are introduced to the skills necessary to participate and excel in a variety of competitive sports.

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
<b>Autumn Half Term 1</b>	<b>Dance</b> (Styles and basic principles) <b>Gymnastics</b> (Basic Skills and sequences of movement)	<b>Baseline:</b> - <b>September 2020</b> <b>Practical Assessments:</b> - <b>October 2020</b>	Extra-Curricular PE activities St Mary's sports teams
<b>Autumn Half Term 2</b>	<b>Invasion Games</b> (Skills, tactics and strategies) <b>OAA</b> (Collaboration, problem solving, performance observation, communication)	<b>Practical Assessments:</b> - <b>November 2020</b> (Data cycle 1) - <b>December 2020</b>	St Mary's linked sports clubs Coaching and officiating opportunities
<b>Spring Half Term 3</b>	<b>HRF</b> (Characteristics and importance of performing a warm up/ cool down) <b>Invasion Games</b> (Skills, tactics and strategies)	<b>Practical Assessments:</b> - <b>January 2021</b> - <b>March 2021</b> Data cycle 2: <b>March 2021</b>	Non-fiction reading
<b>Spring Half Term 4</b>	<b>Net/Wall Games</b> (Skills, tactics and strategies)	<b>Practical Assessments:</b> <b>April 2021</b>	
<b>Summer Half Term 5</b>	<b>Athletics</b> (Running, jumping and throwing techniques/ Using strategies in competitive situations)	<b>Practical Assessments:</b> - <b>May 2020</b>	
<b>Summer Half Term 6</b>	<b>Striking and Fielding</b> (Skills, tactics and strategies) <b>Invasion Games</b> (Skills, tactics and strategies)	Data cycle 3: <b>June 2021</b> <b>Practical Assessments:</b> <b>July 2021</b>	

	Frequency, Length and exemplars
<b>Extended Learning</b>	Students have the opportunity to participate in extra-curricular activities in a variety of sports. Giving them the opportunity to develop content covered during lessons, in a competitive environment. Students are also set a variety of tasks to complete via SMHW. These include: non-fiction reading, spelling tests and tasks that support and re-inforce student learning.
<b>Assessment Tasks</b>	Students are assessed at the end of each unit of work. Conditioned practices and full context games are used to assess students using the department's assessment criteria. Students are assessed using their performance pathway and their development in: leadership, knowledge, coaching and practical performance.
<b>Formal Examination</b>	Assessment week will take place during <b>May 2021</b> .

<b>Student Independent Learning Tasks</b>	<p>It is expected that students interested in physical education are consistently engaging with the world of sport and developments within the field. This can include: large sporting events, media coverage of athletes, sport science developments and the leisure industry.</p> <p>It is also expected that students are participating in regular physical activities outside of lessons. Using the knowledge gained through our enriching curriculum it is expected that students strive to lead a well-balanced and active lifestyle.</p>
<b>Parent/Carers Can help by:</b>	<p>Supporting students by ensuring they arrive to lessons with the correct equipment  Promoting the fulfilment of an active lifestyle  Encouraging students to review assessment feedback and improve work  Supporting with the engagement of developments in the world of sport  Encouraging students to attend extra-curricular clubs and activities</p>

<b>Curriculum Links to GCSE skills and content</b>	<p>All activities and assessments replicate the format and criteria on the L2 examination materials including: anatomy and physiology, practical sports performance, sports leadership, diet and nutrition and the effects of exercise.</p>
<b>Extra-Curricular or enrichment Activities</b>	<p>An extensive range of opportunities for extra-curricular involvement are offered daily. Activities available to students are seasonal and lead to the possibility of representing St Mary's through one of our sports teams. A full extra-curricular schedule can be found on display in the PE department or by contacting Mr Hunt.</p> <p>The department has a number of links with sports clubs in the local community and are able to support parents/carers with students participating in sporting teams outside of school.</p>