

2022/2023 CURRICULUM OVERVIEW MAP YEAR 7

Year 7 Autumn Term

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 adversity
- 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

Christian themes and values	The St Mary's Way, Friendship, Peace, Service, Harvest, Black History Month, Wisdom, Creation, Remembrance, Endurance, Self-control, Reverence, Advent, Christmas		SMSC across the curriculum
Tutorial programme	Form reading: Face by Benjamin Zephaniah Students study the growth of resilience and importance of practice through Mathew Syed You Are Awesome project		Good mental health Looking after one's health
PSHE / RSE citizenship British values	The theme for PSHE this term is Mental well-being and Looking after our health Key questions that will be explored are: What is happiness linked to? How can we look after our own well-being? Why can I be my own worst enemy? What does it mean to eat healthily?		
Core Subjects	English Students explore the theme of 'School days' through studying a number of different poems and short stories about school and from differing perspectives. Students use the theme of School days to revisit and build their knowledge on poetry techniques, such as the use of imagery, personification, speaker's voice and metaphors and similes. Students also study a range of short stories on this theme exploring character and location, genre, character types and symbolism. Tier 2 vocabulary Within the poetry itself students consider how relationships between teachers and students are presented through	Maths Students follow a KS3 Curriculum that incorporates resources from the White Rose syllabus in order to create a seamless transition from KS2. In term 1, students are introduced to Algebra which requires students to practice and learn the mathematics and skills to: <ul style="list-style-type: none"> • Apply the order of operations • Write, evaluate substitute and simplify expressions • Use inverse operations • Solve basic equations In the latter part of the Autumn term students explore the topic of Numbers and Numerals. Students will practice and learn the mathematics to:	Empathy Respect Being part of a religion

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	<p>primary and secondary settings, the extend in which students can celebrate their identify in school as well as how writer present complex characters. Students complete a reading and writing assessments that involved comparing poems an creating their own story.</p>	<ul style="list-style-type: none"> • Know the place values including decimals • Use the 4 operations • Find the factors and multiples of numbers • Evaluate powers and roots of numbers 	<p>Spiritual – contemplating life and beginnings</p>	
	<p>Science At the start of Year 7, students are introduced to Science; the laboratory and the health and safety requirements. However, the main concepts that students are taught are:</p> <ul style="list-style-type: none"> • Cells, tissues, organs and body systems • The particle model • Mixtures and Separation • Atoms, elements and molecules <p>Students are taught these concepts to ensure that they have a strong foundation of knowledge as they develop throughout their Science courses.</p> <p>As a result, students will apply their knowledge to a range of scientific questions and to be able to explain what is meant by the term ‘repeatability’ and its significance as well use of models to develop scientific understanding and calculate the mean of a data set. Students will also develop a skill set and over the term they will correctly prepare a specimen slide and view under a microscope, formulate and test a scientific hypothesis and make and record observations and measurements</p>	<p>Religious Studies In the first term students will study the practicalities of the religions we see in society today. They will explore what it means and “looks like” to belong to a certain religion. They will analyse the 7 dimensions of faith, religious teachers and consider what makes a place sacred</p> <p>In term two, students will explore philosophical questions concerning the ultimate nature of reality. They will ask questions such as: why are we here? Is there a purpose to life? What happens when we die? In addition, they will analyse arguments for the existence of God.</p>	<p>Working together</p> <p>Creation</p> <p>Beauty and appreciation of art</p> <p>The role of the Church in society</p> <p>Creating / designing</p> <p>Understanding how ideas change about our world</p>	
<p>Foundation Subjects</p>	<p>Art The focus of the art curriculum in the Autumn term is to learn about and practice the following skills and concepts in Art:</p> <ul style="list-style-type: none"> • Formal Elements • Colour Theory • Matisse <p>2D Skills and Processes In term two these skills are developed further:</p> <ul style="list-style-type: none"> • Portraiture Observational 	<p>Drama Some of the functional skills in Drama that are showcased in the Autumn term are:</p> <ul style="list-style-type: none"> • Tableau • Proxemics • Role Play • Plot • Split scene • Narration 	<p>Engineering In Year 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. The knowledge and practice skills developed include:</p> <ul style="list-style-type: none"> • Develop workshop skills using the following hand tools; Tenon Saw, Coping saw, hand drill, file and sandpaper. 	<p>Appreciating amazing places</p> <p>Music rhythm</p>

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<ul style="list-style-type: none"> • Cultural Studies • Critical Writing and Analysis • Max Ernst • 2D Skills and Processes 3D Skills and Processes 	<p>Students use this knowledge to create monologues and apply narration to tell a story and to present a role play as well as respond to other students' presentations.</p>	<ul style="list-style-type: none"> • Quality control – enabling students to show high standards of outcome 	<p>Immersion in a culture</p>
<p>French</p> <p>In term one, students start to learn the essential verbs (ÊTRE, AVOIR, FAIRE) and be able to communicate in the first, second and third person.</p> <p>In phonics, students will practice silent final consonant 'a', 'i', 'eu', 'e', 'au' and 'u' to name a few.</p> <p>Students will learn key vocabulary so that are proficient in being able to describe a thing or person, being able to say what people have and distinguish between having and being.</p> <p>In the second term, students will learn: Grammar – Students will learn the verb FAIRE, ER verbs with simple present and present continuous Phonics: Students will practice the silent final consonants 'ai', 'oi', 'ch', 'c//', 'qu', 'g', 'tion', '-ien'</p> <p>Students will learn key vocabulary so that they can say what people do and can distinguish between singular and plural forms of 'you'.</p>	<p>Geography</p> <p>Students in Geography explore the wider question: How can we find amazing places?</p> <p>This is the first unit studied in geography as we build on the content from the KS2 curriculum and introduce geography as a subject. We cover many of the foundational map skills along with the key geographical ideas of human and physical geography, social, economic and environmental geography as sustainability.</p> <p>Link to the Geography Website: https://smhsgeographydept.weebly.com/</p>	<p>History</p> <p>Students explore the themes of the Church and the state and the relationship these institutions had with the people and each other. The course analyses the impact of the Norman conquest on England and then investigates the impact of key medieval monarchs such as Henry II and John I. Students also explore the culture and values of the Medieval period by analysing Mappa Mundi's, psalters and contemporary sources.</p>	<p>Physical health</p> <p>Caring for one another</p> <p>Diversity</p> <p>Community</p> <p>Understanding different faiths</p> <p>Creation</p> <p>Stewardship</p> <p>Kindness</p>
<p>Hospitality and Catering</p> <p>Students investigate a series of nutritional dishes and explore the 'eat well' plate. They will develop skills in a range of cooking techniques. The knowledge and practical skills include:</p> <ul style="list-style-type: none"> • Chopping and knife skills • Safe cooking temperatures • Redesigning recipes 	<p>ICT</p> <p>Students start the course with an introduction to the school network and user area and examine topics such as:</p> <ul style="list-style-type: none"> • The process of accessing the cloud and safe storage of data • Key principles of internet safety 	<p>Music</p> <p>Students study Rhythm by focusing and experiencing:</p> <ul style="list-style-type: none"> • Note Values • Pitch • Clefs • Traditional notation • Graphic and numeric notation 	<p>Self love</p> <p>Refugees</p> <p>Global responsibility</p>

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<ul style="list-style-type: none"> • Planning a well-balanced dish • Students will also understand ingredient sources and seasonality 	<ul style="list-style-type: none"> • The qualities of vector and bitmap images <p>Students then learn about Internet Safety, Cyber Security and Encryption by studying a:</p> <ul style="list-style-type: none"> • A range of malware and the effects of they have • The precautions to take to maintain safety online • The role of encryption in maintaining safety online • Know about a range of ciphers <p>This knowledge and skill ensures' that students can navigate the internet and other media safely.</p>	<p>They then move onto looking at pitch by exploring:</p> <ul style="list-style-type: none"> • The Stave (recap) • CDE Melodies (shape and form) • Ode to Joy (keyboard skills) <p>Students will have an opportunity to compose by writing rhythms down using traditional notation and identify pitches on the stave. Students will also discuss various music across different genres as part of 'do now' weekly activities – using key terminology and tier 2 language where appropriate</p> <p>Student then have the opportunity to perform their work.</p>	<p>Responsibility</p> <p>Resilience</p> <p>Healthy eating</p> <p>Team</p> <p>Supporting one another</p> <p>Appreciation of different cultures</p>
<p>Spanish:</p> <p>In term one, students start to learn the essential verbs (“ESTAR SER TENER”) and be able to communicate in the first, second and third person. Students will use their newly learnt vocabulary and grammar to be able to describe places and locations. They will also be able to describe what someone is like in general and how they are feeling using a range of adjectives. Students start to learn Spanish phonics to support their pronunciation and listening skills. In the second half term, students start to use the word 'no' to make a negative verb, they also look at the differences between singular and plural in nouns and adjectives. Students use their knowledge from across the term to be able to answer questions and build up confidence in speaking and writing.</p>	<p>Sport</p> <p>Students have the opportunity to partake in a range of sporting activities such as:</p> <p>Dance to include styles and basic principles</p> <p>Gymnastics to include basic skills and sequences of movement</p> <p>Invasion Games to include skills, tactics and strategies</p> <p>OAA to include collaboration, problem solving, performance observation, communication</p> <p>The skills that students develop are numerous such as leaning how to communicate effectively with team members and built teamwork and trust. Students will learn to communicate effectively and become confident to observe and analysis each other's performance as well as becoming leaders but also learning how to be lead.</p>	<p>Textiles</p> <p>Students will study decorative techniques Inspired by Artist Jim Dine. Students will design and make a decorative tapestry which will include the knowledge of the origins and construction of fabric and Decorative Techniques. Students will also develop practical skills such as the:</p> <p>Development of sewing machine skills</p> <p>Learning a range of decorative textiles techniques and how fabric is made.</p> <p>Basic hand sewing skills</p>	<p>Awe and wonder</p> <p>Cooperation</p>

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CEIAG	Aspirations and Goal Setting – Short and Long term. Introduction to UNIFROG including Parent Logins given Using UNIFROG for Labour Market Information – Parents/carers will be able to access this unit			

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Year 7 Spring Term

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
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- 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

Christian themes and values	Compassion, Forgiveness, Holocaust, Following rules, Hope, Faithfulness, Thankfulness, Dignity, Lent	SMSC across the curriculum
Tutorial programme	Form reading: Face by Benjamin Zephaniah Students will start a second book: Tulip Touch by Anne Fine which focuses on relationships between peers that can become toxic Students study the growth of resilience and importance of practice through Mathew Syed You Are Awesome project	Good mental health
PSHE / RSE citizenship British values	This term focuses on Relationships and the key question explored over the first term is: What changes will my body go through and what choices might I face? In order to address this huge question, students consider: the changes to the body and mind during puberty inclusive of the menstrual cycle and the emotional impacts of puberty. In the second term students assess what constitutes a respectful relationship and through this theme they question the characteristics of respectful relationships, how stereotyping can damage relationships, the importance of respecting each other and consider the deeper topic of bullying	Looking after one's health Empathy

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Core Subjects	English	Maths	
	<p>In the Spring term students study the Shakespeare text Macbeth not only being exposed to the literary style of Shakespeare but also the context in which he was living. Students consider the role of witchcraft within Jacobean society under King James reign and the role that gender, and hierarchy played within society. Students explore the features of a Shakespearean tragedy and the methods that Shakespeare uses to portray this; for example, pathetic fallacy, use of imagery and foreshadowing. Students explore some key themes and are challenged to think deeply about the dangers of ambition in the wrong hands, how secrecy can have destructive consequences and how mental isolation can lead to feelings of terror. Macbeth’s dark but thrilling plot is the perfect play to be introduced to Year 7.</p> <p>The second term focuses on persuasive writing; the techniques and devices. Students consider the target reader, the purpose, audience and format. Students will read models of good practice to support them create their own piece of persuasive writing.</p>	<p>In the Spring term, students study the topics of Area, Perimeter and Mensuration (working with units of measure). This introduction topic on shapes will reinforce work from Key stage 2 and will introduce using new shapes like trapeziums. Students will be taught a number of skills and practices such as being able to:</p> <ul style="list-style-type: none"> • Convert metric units of measure • Round to a specific number of decimal places • Find the perimeter of polygons • Find the area of rectangles and shapes made from rectangles/squares <p>In the second term, students' learn about angles. This introduction topic reinforces work from Key stage 2 preparing students to work with additional angle rules. An example of what students need to be taught to:</p> <ul style="list-style-type: none"> • Construct triangles accurately using a protractor and ruler • Use vertically opposite angles are equal • Use the rule that angles in a triangle sum to 180 and base angles in an isosceles triangle are equal • Work with scale diagrams • Use the angle rules at a point and on a line. 	<p>Respect</p> <p>Being part of a religion</p> <p>Spiritual – contemplating life and beginnings</p> <p>Working together</p> <p>Creation</p>
	Science	Religious Studies	
	<p>During the Spring term, students in Year 7 will study the core concepts of:</p> <ul style="list-style-type: none"> • Forces where students will gain an understanding of friction, springs and pressure. • In the study of reproduction, students will learn about hormones and the processes of reproduction • The topic of sound will introduce students to the different types of waves • In the electricity topic students explore currents and circuits <p>Students will use the knowledge that they have been taught, to enquire and answer questions such as explaining what forces can</p>	<p>Religious Studies</p> <p>In the Spring term 1, students explore Jesus’ teachings and they seek to find answers to questions such as Who was Jesus? Students consider this question by studying Jesus’ parables and miracles as well as what can be learnt from the beatitudes and Jesus’ key teaching. Students will also study key events in Jesus life and aim to evaluate the impact of Christianity on the beliefs and practices of individuals and communities.</p> <p>In term 2, students study Sikhism. Students are posed key questions to gain an understanding of different religions and the impact that Sikhism has had on the beliefs and practices of individuals and communities. Students will discover the origins of Sikhism and investigate who Guru Nanak was. Students will seek to understand how the different features of Sikhism are integral to the lives of Sikhs and how beliefs and actions are lived in</p>	<p>Beauty and appreciation of art</p> <p>The role of the Church in society</p> <p>Creating / designing</p> <p>Understanding how ideas</p>

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	do, how springs help to measure forces, how friction can be controlled and explore what happens when forces are balance. Students will further develop the skills to explain the importance of controlling variables to ensure validity; draw, represent and interpret bar graphs and categorical data and gain an understand that whenever a measurement is made there is always an element of uncertainty. Students will also see science across other curriculum subjects such as the use of forces and aerodynamics in Technology or understanding of pressure to improve performance in sport.	practice, for example looking at the role of the 5 K's, the Gurdwara and the role of pilgrimage. Concepts such as equality and community are also explored by studying Sikh practice. .	change about our world Appreciating amazing places Music rhythm Immersion in a culture	
Foundation Subjects	Art Through the artistry of Alberto Giacometti and Edouard Munch, students explore the key questions: <ul style="list-style-type: none"> • What is the difference between a self-portrait and a portrait? • What is proportion? • Why is scale important to the composition? • What can you identify about a person from their portrait? Students will use knowledge and practice skills such proportion, scale, composition and Observational Drawing to name a few in the journey of mastery.	Drama In Drama this term students, will be creating movements for Poseidon & Medea extracts and movement sequence in a group. They will also create a synchronised movement ensemble. Students will them present their work to their peers and perform a Safe City Chorus work based on the opening Within their devising, students will explore key concepts such as what a Protagonist and Antagonist is, Greek Chorus, Parados and Theatron	Engineering Students are encouraged 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. Therefore, in Year 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. The knowledge and practice skills developed include: <ul style="list-style-type: none"> • Develop workshop skills using the following hand tools; Tenon Saw, Coping saw, hand drill, file and sandpaper. • Quality control – enabling students to show high standards of outcome 	Physical health Caring for one another Diversity Community Understanding different faiths Creation
	French In the Spring term students continue to rebuild on their learning and regularly will revisit key verbs, phonics and vocabulary to consolidate their knowledge. Grammar: students will learn the verbs ETRE/AVOIR/FAIRE in the first, second, third	Geography In the Spring term students investigate how we use our planet . This involves looking of big ideas about the planet and introducing some key terminology which will be built on in future units. In this unit we look at how the	History Students continue studying Medieval England with a focus on the relationship between the Church and state. Students also have the opportunity to explore aspects of life in Medieval England such as:	Stewardship Kindness

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	<p>persons plural building on their knowledge and practice of singular.</p> <p>With regards vocabulary, they will revisit essential verbs in new contexts such as A+ETRE, AVOIR, FAIRE. Students will be able to say how many of something there is and describe members of the family.</p> <p>In the latter term, students will learn: Grammar – the essential verbs in the first, second and third person for ALLER.</p> <p>They will continue to revisit their phonic and in vocabulary, they will revisit the essential verbs to consolidate their knowledge.</p> <p>Students will be able to say what places people go to, what countries people go to, and be able to talk about themselves.</p>	<p>planet work and human and physical interactions.</p> <p>In the latter term, Student's question: Why are rivers important? This unit builds on the hydrosphere looked at in the previous unit. Students are introduced to key physical processes which will be returned to in the Y8 unit such as what happens when the land meets the sea and then in the GCSE unit on Distinctive Landscapes. This unit looks at how physical processes and human lives interact.</p> <p>Link to the Geography Website: https://smhsgeographydept.weebly.com/</p>	<ul style="list-style-type: none"> • Warfare in Medieval society through the study of the Crusades & King John • Medicine in Medieval Europe by investigating the Black Death <p>The course then progresses into the Early Modern period with a continued exploration of the relationships between Church and State. Student's student the introduction of the Tudors and how the monarchs impacted religious society as well as how the power of the state changed. Students in this term study these themes through the reign of: Henry VII, Henry VIII, Edward VI and Mary I</p>	<p>Self love</p> <p>Refugees</p> <p>Global responsibility</p> <p>Responsibility</p> <p>Resilience</p> <p>Healthy eating</p>
	<p>Hospitality and Catering</p> <p>Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team. Students are encouraged 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.</p> <p>Students investigate a series of nutritional dishes and explore the 'eat well' plate. They will develop skills in a range of cooking techniques. The knowledge and practical skills include:</p> <ul style="list-style-type: none"> • Chopping and knife skills • Safe cooking temperatures • Redesigning recipes 	<p>ICT</p> <p>In the Spring term, students will be introduced to Networks. Students will study topics from semaphores to the internet and will be able to recognise networking hardware and explain how networking components are used for communication.</p> <p>Students will define what a computer network is and define a protocol and provide some examples List network hardware. They will explain how data is transmitted between computers across networks and the difference between bandwidth and latency. Students will define what the internet is and compare the differences of wired and wireless connections; explaining how data travels between computers across the internet and the</p>	<p>Music</p> <p>In Music students will seek to answer the key questions using stimuli including works such as the programmatic compositions of Saint Saens and examples of the film score repertoire of John Williams.</p> <ul style="list-style-type: none"> • How do composers create atmosphere? • How does Film music/underscore support the action on film/camera? • What is the importance and relevance of no music/silence? <p>Students will be introduced to texture and compositional techniques to support creating an atmospheric composition. They will also practice their composition skills specific to Programme Music including ostinato, pedal notes and drone</p>	<p>Team</p> <p>Supporting one another</p> <p>Appreciation of different cultures</p> <p>Awe and wonder</p> <p>Cooperation</p>

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<ul style="list-style-type: none"> • Planning a well-balanced dish" <p>Students will also understand ingredient sources and seasonality Hospitality and catering</p>	<p>difference between the internet and the World Wide Web.</p> <p>Students will then identify the key features of spreadsheet software and use basic formulas with cell references for calculations. They will learn how to use the autofill tool to replicate data and use formatting techniques in a spreadsheet being able to use the functions SUM, COUNTA, MAZ, and AVERAGE. Students will develop their skills by creating appropriate charts and use a spreadsheet to sort and filter data as well as use the functions COUNTIF and IF.</p>		
<p>Spanish</p> <p>In the Spring Term students continue to solidify their knowledge and confidence from term 1 by practising and applying what they have learnt. However, they are introduced to the verb SER and HAY. They will develop their phonics learning to pronounce 'cu' and ce/ci, que and qui. Students will deepen their knowledge by working with challenging texts. They will consolidate this work by creating a poem.</p> <p>In the second term, students learn AR verbs in the first person and the verb PODER and DEBER. Students will use this knowledge to answer questions about what they do with others (rural life), talking to people about what they can do, and they contrast what people must, can and want to do. Students use their knowledge to describe their family and the natural wonders of the Spanish-speaking world. They will also write</p>	<p>Sport</p> <p>During this term students will be engaged in learning and participating in invasion Games. Students will develop techniques of key skills such passing receiving, control, shooting, tackling/defending and marking. Students will also learn how to apply basic tactics and strategies to competition and students will make observations and analysis of performance</p> <p>Students will also partake in net/wall Games. Students will develop techniques of key skills such as throwing, catching, batting, retrieving and fielding. They will learn how to apply basic tactics and strategies to competition and make observations and analysis of performance</p>	<p>Textiles</p> <p>Students will study decorative techniques Inspired by Artist Jim Dine. Students will design and make a decorative tapestry which will include the knowledge of the origins and construction of fabric and Decorative Techniques.</p> <p>Students will also develop practical skills such as the:</p> <p>Development of sewing machine skills Learning a range of decorative textiles techniques and how fabric is made. Basic hand sewing skill</p>	

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	about an ideal school and describe the school and the rules in Spanish.			
CEIAG	Students will be take part in a number of talks by employers They will be introduced to the Education Roadmap Students also partake in a university talk focused on why students should consider University			

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Year 7 Summer Term

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- 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

Christian themes and values	Keeping promises, Acceptance, Empathy, Justice, Leadership, Confidence, Well-being, Loyalty, Courage, Love, Forgiveness		SMSC across the Curriculum
Tutorial programme	Form reading: Face by Benjamin Zephaniah Students will start a second book: Tulip Touch by Anne Fine which focuses on relationships between peers that can become toxic Students study the growth of resilience and importance of practice through Mathew Syed You Are Awesome project		Good mental health
PSHE / RSE Citizenship/ British Values	<p>In the final term, students question what it means to be living in the wider world and the curriculum takes a deep look into internet safety. This theme compliments and compounds the ICT curriculum in term one but with a greater focus on the emotional impacts of cyber safety. Some of the key questions that are considered are: How can I ensure personal safety online? What is the link between social media and body image? What is cyberbullying?</p> <p>In the last half term, students learn about the British political system with the objective of looking at the choices this system provides citizens and the responsibility this entails. Students will study the British constitution and the roles that the monarch, Government, parliament and the people play in modern democracy.</p>		Looking after one's health Empathy Respect
Core Subjects	English In the Summer term, students read and analyse the book Refugee Boy by Benjamin Zephaniah. Students explore themes and techniques such as how language is used to create empathy, the representation of refugees, family & responsibility, and the impacts of war. This is a topic that resonates today, and the book helps	Maths In the final term of year 7, students start the term by being introduced to and practicing Fractions, Decimals and Percentages . Students will gain a strong understanding of fractions, decimals and percentages are important for using ratio and proportion later in the curriculum. An example of the skills that students will practice, and master are:	Being part of a religion

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	<p>students to explore the human costs of refugeeism as well as the social and political context. The book is also written by a Black author which students have also been introduced to in their form reading.</p> <p>The final term of Year is focused on descriptive and narrative writing. Students will explore the techniques of sensory writing, using imagery, different sentence types and they will extend their tier 2 vocabulary as well as identify and practice mood and tone and narrator types. Students study a range of texts to examine how writers use structural devices to create imagery and how sensory imagery can paint a picture in a reader's mind. Students will be assessed on writing their own description through the inspiration of a Peter Monomy painting.</p> <p>Link to the English Website:</p>	<ul style="list-style-type: none"> • Finding equivalent fractions • Simplifying fractions to their simplest form • Converting improper fractions to mixed numbers and vice versa. • Converting fractions, decimals and percentages <p>In the latter term, students will study Directed Number and Statistics. Negative numbers are mastery is essential for all future topics in mathematics. A number of topics involving reading scale, drawing scales and interpreting scales have been put together to make links between them. To achieve this, students will need to be able to:</p> <ul style="list-style-type: none"> • Order negative numbers • Add and subtract negative numbers • Multiply and divide negative numbers • Find averages and spread from lists • Plot Coordinates 	<p>Spiritual – contemplating life and beginnings</p> <p>Working together</p> <p>Creation</p> <p>Beauty and appreciation of art</p>
	<p>Science</p> <p>In the last term students will expand and apply their knowledge in the following key concepts:</p> <ul style="list-style-type: none"> • Energy • Ecosystems • Acids and Alkalis • Muscles and Bones <p>Students will be able to apply their knowledge of energy stores and transfers as well as explain and describe variation and interdependence when exploring ecosystems. In the Acids and alkalis unit students will investigate hazard indicators and neutralisation.</p> <p>Science is all about enquiry and how the world works, therefore, students will seek to understand key questions such as what variation is; how environments affect organisms and how organisms affect their habitats. When studying chemicals, students will focus on dealing with hazardous chemicals and how indicators are used and being able to explain what happens during neutralisation.</p>	<p>Religious Studies</p> <p>This Programme of study is in development.</p>	<p>The role of the Church in society</p> <p>Creating / designing</p> <p>Understanding how ideas change about our world</p> <p>Appreciating amazing places</p> <p>Music rhythm</p>

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	Again, the skill base in science is vast and students will learn how to draw scientific diagrams; draw, represent and interpret line graphs and continuous data as well as be able to describe and follow a method for practical procedure and identify and define anomalous results.			Immersion in a culture
Foundation Subjects	Art Through the work of artists such as Pablo Picasso and Georges Braque students explore the concepts of shape, form and cubism in order to respond through art , to the following key questions: <ul style="list-style-type: none"> • How might we make something look distorted? • Why is compositional value so important to the overall design? 	Drama In the final term, student's will explore the following questions such as: <ul style="list-style-type: none"> • The influence that has melodrama had on film/TV soap opera, • How they can make a stock character easily identifiable • What are some of the key elements of a melodrama plot? In order to achieve this students will create their own melodrama story/plot using narration, signs, dialogue, stock characters and interpret a melodrama plotline Students will then present a storyline, through tableau, narration, their interpretation of a melodrama scene through a group performance of their melodrama devised scenes	Engineering 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. Therefore, in Year 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. The knowledge and practice skills developed include: <ul style="list-style-type: none"> • Develop workshop skills using the following hand tools; Tenon Saw, Coping saw, hand drill, file and sandpaper. • Quality control – enabling students to show high standards of outcome 	Physical health Caring for one another Diversity Community Understanding different faiths Creation Stewardship
	French In the final term of Year 7, students learn the essential verbs PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR in the first, second, third person singular and students will be introduced to more grammar in new contexts such as ALLER. Students will be able to say what people do not do and describe	Geography How does money make the world go around? Is the focus of the first summer term. In this unit, students are introduced to ideas of economy for the first time and how money and jobs make a difference to our society. We look from a local to a global scale and consider how different countries are affected. These will be	History In the final term, students study the reign of one of England's most formidable queens' Elizabeth I. Within this study students explore the challenges she faces and the methods Elizabeth I employed to overcome them. For example; The Middle Way The imprisonment of Mary Queen of Scots The Spanish Armada	Kindness Self love Refugees

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	<p>things and people using irregular –re and –ir verbs.</p> <p>In the final term, students will study modal verbs such as VOULOIR, POUVOIR, DEVOIR and they will also practice the verb SAVOIR in the infinitive</p> <p>Students will continue to practice their phonics and they will be introduced to more challenging grammar through work with challenging texts. Students will be able to say what people are going to do and distinguish between the singular and plural irregular verbs.</p>	<p>built on in future units as we consider the impact of various things on the economy such as ageing population in the Y8 unit How are populations changing?</p> <p>In the latter term, students' question: What is our local place like? Students will focus on our local area and introduce fieldwork skills. We build on the map skills and geographical questioning from the start of the year and reach conclusions using data and analysis.</p> <p>Link to the Geography Website: https://smhsgeographydept.weebly.com/</p>	<p>Students will also conduct a case study on the Black Tudors using the research and scholarship of Miranda Kaufman and David Olusola</p> <p>Lastly, students conduct a local study and the impact that Cheshunt has played more widely. For example,</p> <ul style="list-style-type: none"> • Cheshunt's place in Medieval sources such as the Domesday Book • The Gunpowder Mills • Lieutenant Ellis Way 	<p>Global responsibility</p> <p>Responsibility</p> <p>Resilience</p> <p>Healthy eating</p> <p>Team</p> <p>Supporting one another</p>
	<p>Hospitality and Catering</p> <p>Students investigate a series of nutritional dishes and explore the 'eat well' plate. They will develop skills in a range of cooking techniques. The knowledge and practical skills include:</p> <ul style="list-style-type: none"> • Chopping and knife skills • Safe cooking temperatures • Redesigning recipes • Planning a well balanced dish" <p>Students will also understand ingredient sources and seasonality</p>	<p>ICT</p> <p>By the penultimate half term, students will study Computing Components and the function of input and output. Students will have a working awareness of different types of memory and storage and be introduced to programming in Scratch. Students learn how to use the concept of sequencing, selection and iteration; they will be able to analyse the requirements of a program and identify the processes needed to solve a problem.</p> <p>They will be able to create a sequence of instructions for a computer to follow and define what a variable is. They will explain what selection is and how they can be used within programs and use different operators within a program (>,<=). They will define iteration and</p>	<p>Music</p> <p>In the summer term students explore Instrumental specific techniques and festivals. Students will explore key themes and concepts such as communicating through rhythm, call and response, leading an ensemble within SAMBA and STOMP.</p> <p>Using this knowledge, students will compose rhythm techniques and polyrhythms.</p> <p>Students will be immersed in the music from different cultures and from around the world as they explore and create festival music.</p>	<p>Appreciation of different cultures</p> <p>Awe and wonder</p> <p>Cooperation</p> <p>Cultural music and traditions</p> <p>Expression</p> <p>Healthiness</p>

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		how it can be used within programming and define what a subroutine is; what decomposition is and finally explain why lists are important within programming.		Reflective
	<p>Spanish</p> <p>In the final term, students revisit the AR verbs but they learn them in the third person. Students also learn -ER and -IR verbs in the infinitive and 1st, 2nd, 3rd persons and singular. Students use this knowledge to practice being able to describe activities related to travel, what people do and what people do related to technology.</p> <p>In the final term of the year, students revisit their past learning and apply all their knowledge to their speaking, listening, reading and writing. Students will practice their phonics and revisit z, que, qui, il, l and more. They use this to respond to more sophisticated questions such as: what people do and do not do, describing people and possessions, where people go and describing future plans. Students consolidate their learning through creating a brochure or video with a number of Spanish speaking countries.</p> <p>Link to the MFL Website:</p>	<p>Sport</p> <p>In the final term, students take part in athletics and learn about track events techniques, field event techniques and how to apply basic tactics and strategies to competition.</p> <p>Students will also partake in striking and fielding by practicing techniques of key skills such as throwing, catching, batting, retrieving, fielding. Students will learn and practice how to apply basic tactics and strategies to competition.</p>	<p>Textiles</p> <p>Students will study decorative techniques Inspired by Artist Jim Dine. Students will design and make a decorative tapestry which will include the knowledge of the origins and construction of fabric and Decorative Techniques.</p> <p>Students will also develop practical skills such as the:</p> <p>Development of sewing machine skills Learning a range of decorative textiles techniques and how fabric is made. Basic hand sewing skills</p>	
CEIAG	Students will take part in Careers Week with a focus on STEM (Science, Technology, Engineering and Maths) Careers			