

St Mary's CE High School Year 7 OVERVIEW Curriculum Map 2023-2024



Year 7 Autumn Term 2023-24

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

Individual Subject Curriculum Maps can be found on the School website using this link: [Curriculum Maps](#)

Christian themes and values	The St Mary's Way, Telling the Truth, Supporting each other, Friendship, Harvest, Black History Month, Second Chances, Creation, Remembrance, Peace, Making Good Decisions, Reverence, Preparing for Christmas /Advent, Christmas/Eucharist	SMSC across the curriculum
Tutorial programme	Form reading: Face by Benjamin Zephaniah	Good mental health
PSHE / RSE citizenship British values	<p>The theme for Personal Development this term is Mental well-being and Looking after our health. The scheme of learning aims to cultivate a holistic approach to Personal Development, nurturing students' growth, resilience, and well-being.</p> <p>Key Topic: Mental Health Key Concept: Physical Health Big Question: How can we promote and prioritize mental well-being in ourselves and others?</p> <p>Enquiry Questions:</p> <ul style="list-style-type: none"> • What is Mental Health? • How can we Promote Mental Well-being? • How can I manage stress and anxiety? • How can I develop empathy and understanding towards individuals with mental health challenges? • How can self-care and resilience impact individuals' mental well-being and ability to navigate challenges? • How can I seek help and support for my mental health? <p>The link between the enquiry questions and the 5 fundamental British Values:</p> <p>What is Mental Health?</p> <p>Democracy and Respect for British Institutions: This question connects to democracy by emphasizing the importance of accessible information about mental health for all individuals. It also respects British institutions such as healthcare systems and educational institutions, which play a role in disseminating knowledge about mental health.</p> <p>How can we Promote Mental Well-being?</p>	<p>Looking after one's health</p> <p>Empathy</p> <p>Respect</p> <p>Being part of a religion</p> <p>Spiritual – contemplating life and beginnings</p>

	<p>Democracy and Individual Liberty: This question relates to democracy by involving the community in discussions about promoting mental well-being. It also promotes individual liberty by encouraging people to take actions to improve their mental well-being based on their own choices and preferences.</p> <p>How can I manage stress and anxiety?</p> <p>Individual Liberty and Respect for British Institutions: This question encourages individual liberty by emphasizing personal agency in managing stress and anxiety. It also respects British institutions like healthcare providers and mental health services, which can offer guidance and support in managing these challenges.</p> <p>How can I develop empathy and understanding towards individuals with mental health challenges?</p> <p>Mutual Respect and Tolerance of Different Faiths and Beliefs: This question promotes mutual respect by encouraging empathy and understanding for individuals facing mental health challenges. It underscores the importance of respecting and acknowledging diverse experiences and perspectives related to mental health.</p> <p>How can self-care and resilience impact individuals' mental well-being and ability to navigate challenges?</p> <p>Individual Liberty and Mutual Respect: This question highlights individual liberty by emphasizing the role of self-care and resilience in enhancing mental well-being. It also promotes mutual respect by acknowledging that people may have different approaches to self-care and resilience.</p> <p>How can I seek help and support for my mental health?</p> <p>Democracy and Rule of Law: This question aligns with democracy by emphasising the importance of individuals seeking help and support for their mental health. It also relates to the rule of law as it acknowledges the legal and healthcare systems that provides assistance and guidance in seeking help.</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>Appreciating amazing places</p> <p>Music rhythm</p> <p>Immersion in a culture</p> <p>Physical health</p> <p>Caring for one another</p>
Core Subjects	<p>English</p> <p>The guiding idea behind the Year 7 curriculum is to provide students with a foundational knowledge of where literature – and especially English literature – came from and has developed over time. The first module is called Ancient Origins and is centred around Simon Armitage's radio play based on Homer's Odyssey. It's an earthy, accessible and very funny version of the epic which provides students which lots of opportunity for reading fluency practice as they perform various set pieces.</p> <p>Students will also explore the concept of mythology in terms of the origin of stories. They will read a range of creation myths from around the world as well as exploring what it is to be a hero by comparing various stories from Greek myth as well as extracts from the Iliad dealing with the story of Achilles and the Sumerian Epic of Gilgamesh, the oldest piece of literature of which we are aware.</p> <p>Students will also read texts inspired by the Odyssey by Tennyson, Margaret Atwood and Carol Ann Duffy and think particularly about the presentation of female characters in the Odyssey.</p>	<p>Maths</p> <p>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 Direct number and are introduced to Algebra which requires students to practice and learn the mathematics and skills to:</p> <ul style="list-style-type: none"> • Apply the order of operations • Order, add, subtract, times and multiply negative numbers • Write, evaluate substitute and simplify expressions • Use inverse operations • Solve basic equations <p>In the latter part of the Autumn term students explore the topic of Numbers and Numerals. Students will practice and learn the mathematics to:</p> <ul style="list-style-type: none"> • Know the place values including decimals • Use the four operations • Find the factors and multiples of numbers • Evaluate powers and roots of numbers 	
	Science	Religious Studies	

	<p>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>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.</p> <p>Students will grapple with big ideas such as:</p> <ul style="list-style-type: none">▪ Why study Religion?▪ What is a religion? <p>Student will then apply this to the ‘Big Six’ religions and explore within each the seven dimensions of religion.</p> <p>They will analyse the seven 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 explore the philosophies of key philosophers and answer questions such as:</p> <ul style="list-style-type: none">▪ What are ultimate questions?▪ Plato’s Cave.▪ Does God exist?▪ Why is there evil and suffering?▪ Heaven and hell▪ Is death the end?▪ What is the meaning of life? <p>Students have one hour of RS each week</p>	<p>Diversity</p> <p>Community</p> <p>Understanding different faiths</p> <p>Creation</p> <p>Stewardship</p> <p>Kindness</p> <p>Self love</p> <p>Refugees</p> <p>Global responsibility</p>
Foundation Subjects	<p>Art</p> <p>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• Drawing• Texture• Mark Making• Space• Line• Shadow• Highlights• Tonal value <p>Whilst learning this knowledge students will develop their skills in:</p> <ul style="list-style-type: none">• Drawing• Painting	<p>Drama</p> <p>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>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>	<p>Engineering</p> <p>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.• Quality control – enabling students to show high standards of outcome	<p>Responsibility</p> <p>Resilience</p> <p>Healthy eating</p> <p>Team</p> <p>Supporting one another</p> <p>Appreciation of different cultures</p>	

	<ul style="list-style-type: none"> • Collage • Research • Annotation • Evaluation • Mixed Media 			Awe and wonder
	<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' 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 Norman England by studying the Norman Conquest and analysing the impact this had on England through the study of:</p> <ul style="list-style-type: none"> • Castles • The Feudal System • Resistance and Revolt <p>In the second term, students explore the lives of Women in Medieval Europe looking at some powerful women of the time and their impact. Features explored include: Women and travel Women and the economy Women's rights</p>	Cooperation
	<p>Hospitality and Catering</p> <p>Students are introduced to the Eatwell Guide during Year 7. They will create dishes based on the different sections. They get the opportunity to learn carry out taste testing/sensory evaluations of food (ingredients) from the sections that they not have tried before. Through this they will develop skills in a range of cooking techniques. The knowledge and practical skills include:</p> <ul style="list-style-type: none"> • Health and safety • Tools and equipment • Washing up 	<p>ICT</p> <p>Students start the course with an introduction to the school network and the Impact of technology: collaborating online respectfully and Identifying how to use online collaboration tools respectfully. Students are given an introduction to the computing lab and learn the rules of a computer room. Students will develop skills to:</p> <ul style="list-style-type: none"> • Demonstrate what is meant by a secure password • Create files effectively • Describe cyberbullying 	<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>They then move onto looking at pitch by exploring:</p> <ul style="list-style-type: none"> • The Stave (recap) • CDE Melodies (shape and form) 	

	<ul style="list-style-type: none"> • Knife skills • Using the cooker • Planning and preparing balanced meals. • Food Provenance and seasonality • 	<ul style="list-style-type: none"> • Explain the different effects of cyberbullying • Learn how to communicate with peers respectively <p>This knowledge and skill ensures' that students can navigate the internet and other media safely.</p> <p>In the latter term they will analyse the use of Media and apply this to a cause by:</p> <ul style="list-style-type: none"> • Creating a digital product for a real-world cause. • Using the appropriate software to complete a task <p>As students are analysing the use of media they will be taught how to:</p> <ul style="list-style-type: none"> • Identify and apply the features of a word processor • Evaluate formatting techniques • Select appropriate images for a given context • Demonstrate an understanding of licensing issues and be able to credit the original source • Be able to identify credible sources and reference them correctly 	<ul style="list-style-type: none"> • 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>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</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</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>	

	knowledge from across the term to be able to answer questions and build up confidence in speaking and writing.	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.		
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			

Year 7 Spring Term 2024

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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
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Christian themes and values	New Beginnings, Forgiveness, Holocaust Memorial Week, RESPECTFULNESS, Compassion., Following the rules, Hope, Faithfulness, Thankfulness, Dignity, Lent/Eucharist	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

Core Subjects	<p>English</p> <p>Students then study the Module Links to Legends. This module builds on the ideas presented in Ancient Origins and shifts the story of English to some of the earliest works of literature in English. Students will experience <i>Beowulf</i>, the oldest existing piece of <i>English</i> literature alongside some of the texts it has inspired. Students will read extracts from both Seamus Heaney's and Maria Headley's translations and well as a brief foray into Old English. From there, students will jump to Arthurian legend through the lens of Simon Armitage's version of <i>Sir Gawain and the Green Knight</i> as well as extracts from Mallory's <i>Le Morte Darthur</i>. Finally, students will read some of the foundational legends from China (Journey to the West, Wu Cheng'en) and the Middle East (A Thousand and One Nights.)</p> <p>Once completed, students will move onto the Art of Rhetoric. This introduction to rhetoric revolves around Shakespeare's play, Julius Caesar. In addition, the module takes extracts from Mark Forsyth's The Elements of Eloquence, Sam Leith's You Talkin' To Me? and Jay Heinrichs's Thank you for Arguing. The module is divided into 5 sections, each focussing on one of the five acts of <i>Julius Caesar</i> and also on one of the five parts of rhetoric: invention, arrangement, style, memory and delivery. In each section, students are introduced to a range of great speeches from literature and history including Satan's monologue after being cast out of Heaven from Book 1 of <i>Paradise Lost</i>, Cicero's condemnation of Cataline in the Senate, Mark Anthony's funeral oration for Julius Caesar, Abraham Lincoln's Gettysburg Address, Martin Luther King Jr's 'I have a dream' speech and Barack Obama's 'Audacity of hope' speech.</p>	<p>Maths</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 • Find the area of parallelograms <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"> • Draw, measure and estimate angles • 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> <p>Beauty and appreciation of art</p> <p>The role of the Church in society</p> <p>Creating / designing</p>
	<p>Science</p> <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 	<p>Religious Studies</p> <p>In the Spring term, students explore the first of the Abrahamic religions: Judaism. They build on the foundation knowledge of term one and KS2 to explore this religion in more detail. Students are exploring the nature of Jewish beliefs and how this impacts on practice by focusing on the following elements:</p> <p>The Nature of God</p> <ul style="list-style-type: none"> • The Oneness of God. • Prophets 	<p>Understanding how ideas change about our world</p> <p>Appreciating amazing places</p>

	<ul style="list-style-type: none">In the electricity topic students explore currents and circuits Students will use the knowledge that they have been taught, to enquire and answer questions such as explaining what forces can 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.	Exploring the Founders of the faith through their stories and teachings: <ul style="list-style-type: none">AbrahamMoses Explaining how belief impacts on practice: <ul style="list-style-type: none">Brit MilahPescahPrayer Learning about the Holy Books as source of religious authority: <ul style="list-style-type: none">TorahTanakh Finally, looking at the development of the religion throughout time: <ul style="list-style-type: none">ReformOrthodox			Music rhythm
Foundation Subjects	Art In this term students explore the theme of colour. They will learn about: <ul style="list-style-type: none">PortraitureProportionScaleCompositionObservational DrawingToneTextureLineForm And apply their learning through the artistry of Alberto Giacometti and Edouard Munch and Alexander Calder. Students will also 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	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	Diversity	
				Community	
				Understanding different faiths	
				Creation	
				Stewardship	
				Kindness	
				Self love	
				Refugees	
Global responsibility					

	Observational Drawing to name a few in the journey of mastery.			Responsibility
	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 persons plural building on their knowledge and practice of singular. 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. In the latter term, students will learn: Grammar – the essential verbs in the first, second and third person for ALLER. They will continue to revisit their phonic and in vocabulary, they will revisit the essential verbs to consolidate their knowledge. Students will be able to say what places people go to, what countries people go to, and be able to talk about themselves.	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 planet work and human and physical interactions. 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. Link to the Geography Website: https://smhsgeographydept.weebly.com/	History Students continue studying Medieval England though the case study of: the Black Death. Students also have the opportunity to explore the imoact this had on Medieval, lives, economy, attitude to religion and government. 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 and through exploration of themes such as: <ul style="list-style-type: none"> • Power of the monarchy • Migration • The Reformation 	Resilience Healthy eating Team Supporting one another Appreciation of different cultures Awe and wonder Cooperation
	Hospitality and Catering 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. Students investigate a series of nutritional dishes and explore the ‘eat well’ plate. They will develop skills in a range of cooking	ICT In the Spring term, students will be introduced to Modelling data: spreadsheets Sorting and filtering data and using formulas and functions in spreadsheet software. 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	Music 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. <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? Students will be introduced to texture and compositional techniques to support creating an	

	<p>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 Hospitality and catering</p>	<p>sort and filter data as well as use the functions COUNTIF and IF.</p> <p>In the latter term, students will learn about 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 be able to define what a computer network is and define a protocol and provide some examples and list network hardware.</p> <p>They will:</p> <ul style="list-style-type: none"> • Explain how data is transmitted between computers across networks and the difference between bandwidth and latency • 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 difference between the internet and the World Wide Web. 	<p>atmospheric composition. They will also practice their composition skills specific to Programme Music including ostinato, pedal notes and drone</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</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</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>	

	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 about an ideal school and describe the school and the rules in Spanish.	make observations and analysis of performance		
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			

Year 7 Summer Term 2024

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- 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

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Christian themes and values	Keeping Promises, Acceptance, Empathy, Justice, Leadership, Eucharist, The Ten Commandments, Well-being/Pride, Loyalty, Well-Being, Global Citizenship, Courage, Celebrations		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		Good mental health
PSHE / RSE Citizenship/ British Values	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? 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.		Looking after one's health Empathy Respect
Core Subjects	English The last module is the Story of Romance. The final module of Year 7 explores the genre of Romance from its origins to its transformation into Romanticism. Students begin by reading Nevil Coghill's verse translation of Chaucer's 'Knight's Tale' as well as experiencing some of Patience Agbabi's modern 'grime' remix of the <i>Canterbury Tales</i> . This is the first of three of Chaucer's Tales students get to read and some time is taken to establish the context in which Chaucer lived and wrote. Students will also read extracts from two Shakespeare plays: <i>A Midsummer Night's Dream</i> and <i>Romeo and Juliet</i> . From there, students get a glimpse into the world of Spenser's <i>Faerie Queen</i> .	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: <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 In the latter term, students will study Directed Number and Statistics . Negative numbers are mastery is essential for all future topics in	Being part of a religion Spiritual – contemplating life and beginnings Working together

	Students also read a range of poetry: Keats' 'La Belle Dame Sans Merci', Rosetti's 'Goblin Market' and Tennyson's 'The Lady of Shallot' and Yeat's 'The Second Coming'. Each are examples of how medieval romance has been repurposed and reimagined by later writers. Then, finally, students consider how Romance has become the modern fantasy genre by looking at Tolkien and N. K. Jemisin.		<p>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"> Find averages and spread from lists Use of coordinates Plot Coordinates Use, create and interpret bar charts and pictograms 	<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. 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.</p>		<p>Religious Studies</p> <p>In the final term, students' study one to the oldest religion: Hinduism. Again, building on their knowledge of the seven dimensions of religion, students consider the natures of the Hindu gods and how this influences their practices and their faith.</p> <p>Students will explore Hindu teachings about the Nature of gods.</p> <ul style="list-style-type: none"> The Trimurti Ganesha and Avatars. <p>They will consider the stories and teachings behind religious practices such as:</p> <ul style="list-style-type: none"> Diwali Sacred Thread Ceremony Puja <p>They will analyse the Four Aims in life :</p> <ul style="list-style-type: none"> Dharma Artha Kama Moksha <p>Finally, they will explore the Caste system:</p> <ul style="list-style-type: none"> Varna Ashrama Dharama. Different levels of Caste. <p>Within this course students will apply their learning to big themes such as:</p> <ul style="list-style-type: none"> Human responsibility and values Identity and belonging Human responsibility and values Justice and fairness 	<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> <p>Immersion in a culture</p> <p>Physical health</p> <p>Caring for one another</p>
Foundation Subjects	Art Students explore the theme of Cubism and Portraiture through the work of artists such	Drama In the final term, student's will explore the following questions such as:	Engineering Technology encourages students to learn to think innovatively to solve problems both as	

	<p>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:</p> <ul style="list-style-type: none"> • How might we make something look distorted? • Why is compositional value so important to the overall design? 	<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? <p>In order to achieve this, students will create their own melodrama story/plot using narration, signs, dialogue, stock characters and interpret a melodrama plotline</p> <p>Students will then present a storyline, through tableau, narration, their interpretation of a melodrama scene through a group performance of their melodrama devised scenes</p>	<p>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:</p> <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 	<p>Diversity</p> <p>Community</p> <p>Understanding different faiths</p> <p>Creation</p> <p>Stewardship</p> <p>Kindness</p>
	<p>French</p> <p>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 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>Geography</p> <p>How does money make the world go around? Is the focus of the first summer term.</p> <p>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 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>History</p> <p>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 faced and the methods Elizabeth I employed to overcome them. 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>Self love</p> <p>Refugees</p> <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>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 • Planning a well-balanced dish" <p>Students will also understand ingredient sources and seasonality Hospitality and catering</p>	<p>ICT</p> <p>By the penultimate half term, students will study Computing Components and the function if 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 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.</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> <p>Reflective</p>
	<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</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</p> <p>Learning a range of decorative textiles techniques and how fabric is made.</p> <p>Basic hand sewing skills</p>	

	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.			
CEIAG	Students will take part in Careers Week with a focus on STEM (Science, Technology, Engineering and Maths) Careers			