

St Mary's CE High School

Year 7 Curriculum Map

2026-2027



Year 7 Autumn Term 2026

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

The Curriculum is also underpinned by the School vision.

*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where **Through God's love, we are the rich soil where seeds flourish and roots grow**, based on the Parable of the Sower, Mark 4: 3-9*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best** and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Christian Themes and Values	Friendship, Courage, Respect, Compassion, Responsibility, Hope, Forgiveness, Gratitude, Peace, Integrity, Justice, Love, Joy	SMSC Across the Curriculum
Tutorial Programme	Form Reading: Students will read articles from 'The Day' and complete comprehension, inference and debate questions. Library Reading: Students will use Sparx Reader during these lessons.	Good mental health
PSHE / RSE Citizenship British Values	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. Key Topic: Mental Health Key Concept: Physical Health Big Question: How can we promote and prioritize mental and physical well-being in ourselves and others? Enquiry Questions: • What is Mental Health? • How can we Promote Mental Well-being? • How can I manage stress and anxiety?	Looking after one's health Empathy Respect Being part of a religion

	- 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? Term 2 How is my body changing and how can I make informed decisions during this period? Key concepts that will be explored include: - Biological changes during puberty - Emotional and psychological impacts - Healthy relationships and consent - Self-care and peer support	Spiritual – contemplating life and beginnings Working together Creation Beauty and appreciation of art The role of the Church in society Creating / designing Understanding how ideas change about our world Appreciating amazing places Music rhythm Immersion in a culture Physical health Caring for one another Diversity Community Understanding different faiths Creation Stewardship Kindness Self-love Refugees Global responsibility
Core Subjects	English The guiding idea behind the Year 7 curriculum is to introduce students to the origins of literature and the enduring power of storytelling. Through a chronological journey, students explore why humans tell stories, how language can persuade and influence others, and how literary genres have evolved over time. Students begin with Ancient Origins, exploring Simon Armitage's adaptation of <i>The Odyssey</i> alongside myths and epics to discover the archetypes and narrative patterns that continue to shape literature today. They then study Rhetoric and Debate, developing persuasive writing and oracy before tracing the development of the Romance genre and Shakespeare's subversion of its conventions in <i>A Midsummer Night's Dream</i>. The year concludes by applying this knowledge through Short Stories and Creative Writing, where students emulate accomplished authors before crafting their own narratives, and the modern novel <i>Trash</i>, demonstrating how literature continues to reflect contemporary society and the human experience.	Maths Students follow a KS3 Curriculum designed to incorporate a mixture of brand-new content and a revisit and deepening of content 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: - 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 In the latter part of the Autumn term students explore the topic of Numbers and Numerals. Students will practice and learn the mathematics to: - Know the place values including decimals - Use the four operations - Find the factors and multiples of numbers - Evaluate powers and roots of numbers
	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: - Cells, tissues, organs and body systems - The particle model - Mixtures and Separation - Atoms, elements and molecules	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. Students will grapple with big ideas such as: - Why study Religion? - What is a religion? Student will then apply this to the ‘Big Six’ religions and explore within each the seven dimensions of religion.

	Students are taught these concepts to ensure that they have a strong foundation of knowledge as they develop throughout their Science courses. 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.	They will analyse the seven dimensions of faith, religious teachers and consider what makes a place sacred 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: • 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? Students have one hour of RS each week	Responsibility Resilience Healthy eating Team Supporting one another Appreciation of different cultures Awe and wonder Cooperation
Foundation Subjects	Art This term students focus on developing foundational drawing skills through the formal elements of line, shape, tone, texture and form. Students develop observational skills through structured exercises, progressing from basic tonal studies and shapes to detailed drawings of insects. Students study the observational drawings of Leonardo da Vinci, exploring how he used line, tone, detail and annotation to record natural forms. They experiment with pencil, ink and charcoal, developing control, mark-making, shading, texture and tonal range while producing detailed insect studies. Students develop confidence in using art vocabulary to discuss their techniques and artwork, whilst establishing positive sketchbook habits, presentation skills and increasing independence. Retrieval activities and Do Now's reinforce key formal elements, vocabulary and drawing techniques.	Drama This term in Drama, students will be exploring two exciting areas of learning. In Autumn 1A, our focus is on Foundation Skills in Drama. Pupils will develop the ability to work effectively as part of a group, using techniques such as tableaux, thought tracking and role play. They will also build confidence in presenting their ideas and performances to others. In Autumn 1B, we will turn our attention to Ancient Greek Theatre, discovering the roots of modern western drama. Students will learn about the role of the Chorus, how it brought stories to life, and explore ways to develop characters inspired by this influential period in theatre history. Through both units, students will gain valuable skills in creativity, collaboration and performance, laying the foundations for further study in Drama.	Design Technology In this rotation, students will design and manufacture a sweet dispenser using pine, MDF, and acrylic. Throughout the project, they will explore the properties of timber, master isometric drawing, and develop rendering skills during the design phase. On the practical side, students will gain hands-on experience in drilling, sanding, cutting, assembly, and utilising CAD/CAM (2D Design). Students will study this subject for 10 weeks and then study another Technology qualification.

	French In term one, students start to learn the essential verbs (ÊTRE, AVOIR, FAIRE) with the following topics: • Meeting and greeting • Introducing yourself • Numbers and age • Family members • Describing people • Pets and animals • Where you live Students start to learn phonics, in order to become confident with French pronunciation, they start with will practice the Silent Final Consonant along with the SSCs (Sound Symbol Correspondence) a, i, eu, e, au, eau, u and ou. They will learn t-liaison, silent final 'e' and é (-er and -ez), and s-liaison. The SSCs ain/in, è/ê, qu, j, soft g, ch, ç, ai, oi, -tion and -ien are also introduced. Silent final consonant 'a', 'i', 'eu', 'e', 'au' and 'u'. 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.	Geography Students in Geography explore the wider question: How can we find amazing places? (13 lessons) 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. Students then explore the key question: How do we use different environments? (13 weeks) In this unit students will look at a range of global ecosystems and the way in which we use them. We will consider some of the impacts of the way we use them and the resources we take from them and whether this is sustainable. Link to the Geography Website: https://smhsgeographydept.weebly.com/	History Students explore Norman England by studying the Norman Conquest and analysing the impact this had on England through the study of: • Castles • The Feudal System • Resistance and Revolt 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
	Hospitality and Catering Kitchen Safety, Hygiene & Essential Practical Skills • Students are introduced to the fundamental standards and safety procedures required in a professional and home kitchen environment. Following an initial baseline assessment, pupils learn how to identify kitchen hazards, manage risks, and maintain strict hygiene practices to prevent cross-contamination. They develop essential knife techniques, such as the bridge hold and claw grip, alongside core practical skills including precise weighing, measuring, time	Computing and Business Studies In term one, students will learn about how to Use a Computer - By the end of this unit, students will use school computers and online tools safely and responsibly. They will create strong passwords, write respectful emails, and give helpful feedback to others. They will understand what cyberbullying is, the effects it can have, and how to deal with it in the right way. They will explore how to stay safe on social media and online games, and how to spot dangers like phishing and malware. Students will also build their confidence in working with others online and presenting their ideas clearly to an audience.	Music Students study Rhythm by focusing and experiencing: • Note Values • Pitch • Clefs • Traditional notation • Graphic and numeric notation They then move onto looking at pitch by exploring: • The Stave (recap) • CDE Melodies (shape and form) • Ode to Joy (keyboard skills) Students will have an opportunity to compose by writing rhythms down using traditional notation

	management, and correct handling of key appliances like the hob, grill, and oven. • Key Enquiry Questions: How do we keep ourselves and others safe when working in a kitchen environment? Why is it vital to use specific tools, equipment, and preparation methods for different ingredients? Block 2 (Weeks 6–10): Nutrition, the Eatwell Guide & Meal Planning • Students explore nutrition and balanced eating through the lens of the UK government’s Eatwell Guide. They examine the main food groups—starchy carbohydrates, fruits and vegetables, proteins, dairy or alternatives, and unsaturated oils—learning about their nutritional role and sources. Pupils apply this theoretical knowledge by planning and cooking a range of balanced dishes, including meat-shaping and dough preparation. They also consider broader cross-curricular factors influencing food choice, such as seasonality, Fairtrade, and dietary requirements, culminating in planning and preparing a balanced meal tailored for a teenager. • Key Enquiry Questions: Why is it important to base our meal choices on the Eatwell Guide? What broader factors—such as seasonality, culture, and dietary needs—must be considered when planning and preparing food? Students will study this subject for 10 weeks and then study another Technology qualification.	In the second half term students will focus on Using Media - This unit focuses on the key concepts of using media responsibly and effectively. Students will develop digital literacy by learning to select appropriate software for different tasks, apply formatting techniques to make documents clear and professional, and use images legally by understanding copyright and Creative Commons licensing. They will explore the importance of intellectual property, credibility of online sources, and avoiding plagiarism through correct citation and referencing. Alongside this, students will investigate enterprise and entrepreneurship, researching role models such as Steven Bartlett. Finally, they will apply these skills to plan, design, and improve a blog that combines text, images, and layout choices suitable for an intended audience.	and identify pitches on the staff. 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 Student then have the opportunity to perform their work.
	Spanish 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.	Sport Students have the opportunity to partake in a range of sporting activities such as: • Dance to include styles and basic principles • Gymnastics to include basic skills and sequences of movement. • Invasion Games to include skills, tactics and strategies.	Textile Design Students will study decorative techniques including tie dye, batik, hand and machine embroidery and applique. From this, students will design and make a decorative tapestry which will include the knowledge of the Decorative Techniques and take inspiration from artist, Jim Dine. Students will study this subject for 10 weeks and then study another Technology qualification

	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.	• OAA to include collaboration, problem solving, performance observation, communication Health related fitness. Giving students an understanding of how to live a healthy and balanced lifestyle. 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 analyse 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 • Students will take part in a STEM Roadshow activity • Students will take part in a FSQ (Future Skills Questionnaire) on starting secondary school, linking to their knowledge of future pathways and careers		

Year 7 Spring Term 2027

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- 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	Renewal, Faith, Wisdom, Service, Patience, Generosity, Humility, Honesty, Stewardship, Sacrifice, Reflection, returning to Renewal		SMSC Across the Curriculum
Tutorial Programme	Form Reading: Students will read articles from 'The Day' and complete comprehension, inference and debate questions. Library Reading: Students will use Sparx Reader during these lessons.		Good mental health
PSHE / RSE Citizenship British Values	This term focuses on Relationships and the key question explored over the first term is: What are the characteristics of a healthy relationship and how can I ensure I am communicating this effectively? Key concepts explored by students are Empathy and emotional intelligence, Conflict resolution and communications, Bullying prevention and intervention and Positive relationships and community building. In the second term students' question: How does the UK Government system function and how can I make informed decisions when I vote? Key concepts that will be explored by students are Role and function of Government institutions; Historical evolution and impact; Principles of democracy and Political participation and representation.		Looking after one's health Empathy Respect Being part of a religion Spiritual –
Core Subjects	English 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). Once completed, students will move onto the Art of Rhetoric . This introduction to rhetoric revolves around Shakespeare's	Maths 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: • 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 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:	contemplating life and beginnings Working together Creation Beauty and appreciation of art The role of the Church in society Creating / designing Understanding how ideas change about our world

	play, Julius Caesar. In addition, the module takes extracts from Mark Forsyth's <i>The Elements of Eloquence</i>, Sam Leith's <i>You Talkin' To Me?</i> and Jay Heinrichs's <i>Thank you for Arguing</i>. 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.	• 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	Appreciating amazing places Music rhythm Immersion in a culture Physical health Caring for one another Diversity Community Understanding different faiths
	Science During the Spring term, students in Year 7 will study the core concepts of: • 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 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.	Religious Studies 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: The Nature of God • The Oneness of God • Prophets Exploring the Founders of the faith through their stories and teachings • Abraham • Moses Explaining how belief impacts on practice • Brit Milah • Pescah • Prayer Learning about the Holy Books as source of religious authority • Torah • Tanakh Finally, looking at the development of the religion throughout time • Reform • Orthodox	Creation Stewardship Kindness Self-love Refugees Global responsibility Responsibility Resilience Healthy eating Team Supporting one another Appreciation of different cultures Awe and wonder Cooperation

Foundation Subjects	Art This Term focuses on developing students' understanding of colour theory, including primary, secondary and complementary colours, shades, tints, tones and colour blending. Students build confidence in selecting and mixing colours whilst developing control and technique. Students explore the work of Henri Matisse and Fauvism, investigating expressive and non-naturalistic use of colour, alongside Claude Monet and Impressionism, exploring colour, light, shade, tone and subtle blending. Students develop practical skills using paint, coloured pencil and pastel, applying colour theory and blending techniques to observational and creative work. Do Now and retrieval activities reinforce key vocabulary, colour theory and previously developed skills.	Drama This term in Drama, students will continue to build their performance skills through two areas of study. In Spring 2A, the focus will be on Ancient Melodrama. Students will explore the key features of this theatrical style, learning how to bring exaggerated characters to life on stage. They will experiment with performing stock characters and discover how heightened emotions and bold gestures create engaging storytelling. In Spring 2B, our work will turn to Physical Theatre. Students will be introduced to key practitioners and the essential building blocks for creating theatre through movement. Using these techniques, they will develop their own work based on 'Darkwood Manor', combining atmosphere, physicality and imagination to create powerful ensemble performances. Across the term, students will deepen their understanding of different theatre styles while enhancing their creativity, collaboration and performance skills.	Design Technology In this rotation, students will design and manufacture a sweet dispenser using pine, MDF, and acrylic. Throughout the project, they will explore the properties of timber, master isometric drawing, and develop rendering skills during the design phase. On the practical side, students will gain hands-on experience in drilling, sanding, cutting, assembly, and utilising CAD/CAM (2D Design). Students will study this subject for 10 weeks and then study another Technology qualification.
	French In the spring term, pupils apply and extend their verb knowledge to include the plural forms of '-er' verbs, with new high frequency vocabulary they talk, ask and answer questions about a broader range of activities in and out of school and in holiday activities. They revisit sound spelling links, a and i. Pupils extend their knowledge of 'être' and 'avoir' to include plural forms, 'il y a' is introduced with numbers and nouns, and pupils consolidate regular plural 's' on nouns and adjectives, adjective agreement and indefinite articles, including the plural 'des'. Sound spelling links are revisited. Pupils then expand their core verb lexicon with plural forms of 'faire', with existing and new high frequency vocabulary, they apply	Geography In the Spring term students continue to investigate How do we use different environments? We will look at a range of global ecosystems and the way in which we use them. We will consider some of the impacts of the way we use them and the resources we take from them and whether this is sustainable. In the latter term, Student's question: Why are rivers important? In this unit we introduce key physical processes that take place within a river environment. We look at the Mekong River and how it changes from source to mouth and how the river is used and impacts of those around it. Students are introduced to key physical processes which will be returned to in Y8 in What happens when the land meets the sea? and then in the	History Students continue studying Medieval England though the case study of the Black Death. Students also have the opportunity to explore the impact 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: • Power of the monarchy • Migration

	this to say what people do in everyday situations. They learn some possessive adjectives and revisit intonation questions. Several SSC are revisited.	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/	The Reformation
	Hospitality and Catering Kitchen Safety, Hygiene & Essential Practical Skills - Students are introduced to the fundamental standards and safety procedures required in a professional and home kitchen environment. Following an initial baseline assessment, pupils learn how to identify kitchen hazards, manage risks, and maintain strict hygiene practices to prevent cross-contamination. They develop essential knife techniques, such as the bridge hold and claw grip, alongside core practical skills including precise weighing, measuring, time management, and correct handling of key appliances like the hob, grill, and oven. Key Enquiry Questions: How do we keep ourselves and others safe when working in a kitchen environment? Why is it vital to use specific tools, equipment, and preparation methods for different ingredients? Block 2 (Weeks 6–10): Nutrition, the Eatwell Guide & Meal Planning - Students explore nutrition and balanced eating through the lens of the UK government’s Eatwell Guide. They examine the main food groups—starchy carbohydrates, fruits and vegetables, proteins, dairy or alternatives, and unsaturated oils—learning about their nutritional role and sources. Pupils apply this theoretical knowledge by planning and cooking a range of balanced dishes, including meat-shaping and dough preparation. They	Computing and Business Studies In the first term of Spring, the ICT topic is Spreadsheets - Students will learn how to use spreadsheets to organise, analyse, and present data effectively. They will explore the structure of spreadsheets, including rows, columns, cells, and cell references, and apply formatting to make data clearer. They will use formulas and functions such as +, -, *, /, SUM, MAX, MIN, AVERAGE, and COUNTIF to perform calculations and analyse information. Students will also investigate the difference between data and information, and between primary and secondary sources, by collecting and interpreting their own data. They will develop skills in creating charts, sorting and filtering data, and using conditional formatting to spot patterns. Throughout the unit, students will build independence by completing practical spreadsheet tasks, designing forms, and applying their knowledge to real-life style problems. In the latter term students study Computer Networks and Components - In this unit, students will explore how communication has developed from historic methods like semaphore and telegrams to modern computer networks and the internet. They will learn what networks are, how data and information are transmitted, and why protocols are important for communication. Students will investigate key pieces of network hardware such as cables, hubs, servers, and routers, before comparing wired and wireless networks and understanding the importance of bandwidth. They will then examine the internet and the World Wide Web, learning how they are	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. - 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 atmospheric composition. They will also practice their composition skills specific to Programme Music including ostinato, pedal notes and drone.

	also consider broader cross-curricular factors influencing food choice, such as seasonality, Fairtrade, and dietary requirements, culminating in planning and preparing a balanced meal tailored for a teenager. • Key Enquiry Questions: Why is it important to base our meal choices on the Eatwell Guide? What broader factors—such as seasonality, culture, and dietary needs—must be considered when planning and preparing food? Students will study this subject for 10 weeks and then study another Technology qualification	different, the services provided online (such as email, streaming, and the Internet of Things), and issues of privacy and security. Finally, they will study how web browsers, search engines, servers, and URLs work together to make the World Wide Web accessible. This unit equate to 18 weeks of the Computing and Business curriculum.	
	Spanish 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. Students also 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 about an ideal school and describe the school and the rules in Spanish.	Sport During this term students will be engaged in learning and participating in invasion Games. Students will develop techniques of key skills such as 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. 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.	Textiles Students will study decorative techniques including tie dye, batik, hand and machine embroidery and applique. From this, students will design and make a decorative tapestry which will include the knowledge of the Decorative Techniques and take inspiration from artist, Jim Dine. Students will study this subject for 10 weeks and then study another Technology qualification.
CEIAG	Students will be taking part in Provider Access Legislation talks by employers/organisations. Students will take part in an activity for Apprenticeship Week. Students will take part in an activity/trip for Careers Week.		

Christian Themes and Values	Resurrection, Inclusion, Unity, Empathy, Perseverance, Faithfulness, Service, Friendship, Trust, Peace, Adaptability, Aspiration, Reflection		SMSC Across the Curriculum
Tutorial Programme	Form reading: Students will read articles from 'The Day' and complete comprehension, inference and debate questions. Library Reading: Students will use Sparx Reader during these lessons.		Good mental health
PSHE / RSE Citizenship/ British Values	Students learn about the factors that 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?		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 Shakespeare's <i>A Midsummer Night's Dream</i> and consider the development and influence of the Romantic genre in modern characters and plot. From there, students get a glimpse into the world of Spenser's <i>Faerie Queen</i> , the modern fantasy genre by looking at Tolkien's <i>Lord of the Rings</i> , before embarking on a journey towards the subversion of romantic conventions in modern literature in Angela Carter's <i>The Werewolf</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: - 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 Formula and Statistics . 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: - Find averages and spread from lists - Use of coordinates - Plot Coordinates - Use, create and interpret bar charts and pictograms	Being part of a religion Spiritual – contemplating life and beginnings Working together Creation Beauty and appreciation of art The role of the Church in society Creating / designing Understanding how ideas change about our world Appreciating amazing places Music rhythm Immersion in a culture Physical health Caring for one another
	Science In the last term students will expand and apply their knowledge in the following key concepts: - Energy - Ecosystems - Acids and Alkalies - Muscles and Bones	Religious Studies 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.	Diversity Community Understanding different faiths Creation Stewardship Kindness

	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. 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.	Students will explore Hindu teachings about the Nature of gods. • The Trimurti • Ganesha and Avatars They will consider the stories and teachings behind religious practices such as • Diwali • Sacred Thread Ceremony • Puja They will analyse the Four Aims in life • Dharma • Artha • Kama • Moksha Finally, they will explore the Caste system • Varna Ashrama Dharama • Different levels of Caste Within this course students will apply their learning to big themes such as • Human responsibility and values • Identity and belonging • Human responsibility and values • Justice and fairness	Self-love Refugees Global responsibility Responsibility Resilience Healthy eating Team Supporting one another Appreciation of different cultures Awe and wonder Cooperation Cultural music and traditions Expression Healthiness Reflective
Foundation Subjects	Art This Term focuses on portrait drawing, shape, detail and composition, building on students’ previous knowledge of line, tone and texture. Students develop mixed media skills and learn to combine materials and techniques, whilst exploring flexibility in approach and making informed compositional choices. • Students explore Cubism through the work of Pablo Picasso and Frida Kahlo, investigating portraiture, shape, distortion, colour and personal expression. They develop their ability to analyse artwork and communicate ideas through annotation. • Students continue to develop Tier 2 and Tier 3 vocabulary, using appropriate terminology to describe, explain and evaluate their	Drama In the Summer Term, students will bring together the skills they have developed throughout the year by working as a theatrical company on the play Matilda. The focus will be on the process of rehearsal and performance, as students collaborate to explore characters, staging and ensemble work. They will learn the importance of commitment, teamwork and creativity in producing a successful piece of theatre. This exciting project will give students the opportunity to showcase their talents, celebrate their achievements, and experience the rewards of performing together as a company.	Design Technology In this rotation, students will design and manufacture a sweet dispenser using pine, MDF, and acrylic. Throughout the project, they will explore the properties of timber, master isometric drawing, and develop rendering skills during the design phase. On the practical side, students will gain hands-on experience in drilling, sanding, cutting, assembly, and utilising CAD/CAM (2D Design). Students will study this subject for 10 weeks and then study another Technology qualification.

	artwork. Annotation is used to record ideas, techniques, decisions and reflections, strengthening students' ability to communicate their creative thinking independently.		
	French In the final term of Year 7, pupils learn the highly frequent verb 'aller' in all forms and talking of going to places, they learn the forms of 'à' meaning 'to'. Practice of intonation questions is expanded with the question words 'où', 'comment' and 'quand'. Silent final e and é (-er, -ez) are revisited. Pupils then add the plural forms of 'aller' to their verb lexicon and apply this when using à, 'en' and 'chez' for 'to' in different contexts. Pupils reactivate '-er verbs and mostly known vocabulary in extended reading and writing tasks about famous French people. [en, an] is revisited. Pupils then use singular forms of common irregular -re and -ir verbs whilst forming inversion questions with 'tu' and il, elle'. They also practise inversion questions with two-verb structures and with five different question words. SSCs ain, in and ai are revisited. Finally, pupils are introduced to the verb 'dormir' in singular persons and use negation 'ne...pas' with single verb structures and 'ne...pas de' before nouns, as they use high frequency vocabulary for activities they don't do or say what isn't in a place. SSCs [ai] and [ch] are revisited.	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 built on in future units as we consider the impact of various things on the economy such as ageing population in the Y8 unit Why aren't all countries the same? 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. Link to the Geography Website: https://smhsgeographydept.weebly.com/	History In the final term, students study the Ottoman Empire by exploring the rule of Osman I and the Ottoman State. Students will study events such as the Siege on Constantinople and then evaluate the legacy of Suleiman the Magnificent. Lastly, students conduct a local study and the impact that Cheshunt has played more widely. For example, • Cheshunts' place in Medieval sources such as the Domesday Book • The Gunpowder Mills • Lieutenant Ellis Way
	Hospitality and Catering Kitchen Safety, Hygiene & Essential Practical Skills • Students are introduced to the fundamental standards and safety procedures required in a professional and home kitchen	Computing and Business Studies In the Summer term, students' study two ICT units. In the first term students study aspects of Business practice such as an: • Introduction to Entrepreneurs • Basic Business Finance	Music 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.

	environment. Following an initial baseline assessment, pupils learn how to identify kitchen hazards, manage risks, and maintain strict hygiene practices to prevent cross-contamination. They develop essential knife techniques, such as the bridge hold and claw grip, alongside core practical skills including precise weighing, measuring, time management, and correct handling of key appliances like the hob, grill, and oven. • Key Enquiry Questions How do we keep ourselves and others safe when working in a kitchen environment? Why is it vital to use specific tools, equipment, and preparation methods for different ingredients? Block 2 (Weeks 6–10): Nutrition, the Eatwell Guide & Meal Planning • Students explore nutrition and balanced eating through the lens of the UK government’s Eatwell Guide. They examine the main food groups—starchy carbohydrates, fruits and vegetables, proteins, dairy or alternatives, and unsaturated oils—learning about their nutritional role and sources. Pupils apply this theoretical knowledge by planning and cooking a range of balanced dishes, including meat-shaping and dough preparation. They also consider broader cross-curricular factors influencing food choice, such as seasonality, Fairtrade, and dietary requirements, culminating in planning and preparing a balanced meal tailored for a teenager. • Key Enquiry Questions Why is it important to base our meal choices on the Eatwell Guide? What broader factors—such as seasonality, culture, and dietary needs—must be considered when planning and preparing food?	• Business Challenge: Target Market & Product Through these units students will acquire skills to develop creativity and innovation in enterprise; be able to use of digital tools (e.g. spreadsheets) to support business decisions and understanding customer needs and competition. Business lessons require students to develop effective communication and decision making in business challenges. In the final term, students are programming using Scratch software. In Scratch Programming - Students will learn how to use Scratch to design and program their own Mario-style game while building independence and problem-solving skills. They will discover how computers use inputs, storage, processes and outputs to run programs, and practise using variables to store information. By following step-by-step guides, students will gain confidence in coding sequences, moving sprites, adding interactivity, and passing messages between different parts of their game. They will regularly test and debug their work, making sure it runs smoothly. Along the way, students can take on extra challenges such as regenerating coins, creating win/lose screens, or adding new sprites, helping them to be creative, resilient, and confident in applying their programming knowledge.	Using this knowledge, students will compose rhythm techniques and polyrhythms. Students will be immersed in the music from different cultures and from around the world as they explore and create festival music.
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	Students will study this subject for 10 weeks and then study another Technology qualification.		
	Spanish 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 in relation to technology. Students also 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.	Sport 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. 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.	Textiles Students will study decorative techniques including tie dye, batik, hand and machine embroidery and applique. From this, students will design and make a decorative tapestry which will include the knowledge of the Decorative Techniques and take inspiration from artist, Jim Dine. Students will study this subject for 10 weeks and then study another Technology qualification.
CEIAG	Students will take part in an Employability Workshop activity with an organisation focussing on soft, hard and employability skills.		