

Year 7

Curriculum Map



SALE HIGH SCHOOL

Year 7 French Curriculum Map



		Assessment and key pieces.
Aut 1	Unit 1	Introduction to Spanish - Greetings and introductions - School equipment - Alphabet and phonics - Numbers and birthdays - Nationalities - Free time and hobbies
Aut 2		Extended writing: oral presentation about yourself. End of unit Listening and Speaking
Spr 1	Unit 2	Family - Introduction to family members - Physical descriptions - Character descriptions - Other peoples' hobbies - Weather - Pets and colours
Spr 2		Extended writing: write about -your family -what they like to do -your personality -pets End of unit: Reading and Writing
Su 1	Unit 3	School - Days of the week and time - School subjects and opinions - Describing teachers - School facilities and clubs - Breaktime activities - Uniform and opinions
		Extended writing: -favourite subject -opinion of school -breaktime -after school End of Unit: Speaking and reading.
Su 2	Unit 4	Where I live - Houses and locations - Describing your house - Describing your bedroom - Activities in town - Where I am going to live in the future
		Extended writing: -where you live -where you would like to live End of Year Assessment: Listening, reading, writing.
	The skills I will consolidate in Year 7 include: - Phonics and Pronunciation - Dictation - Reading & Listening for key information - Writing and speaking spontaneously - Comparatives - Photo descriptions - Translations from and into French - The present and future tenses	

PSHE Curriculum 2026-27

Intent:

As a school, we strive to see all of our students grow, thrive and achieve both academically and personally. Whilst this does require our students to build and foster their own personal virtues, through our Sale High School Values, we ensure that all students understand their role as individuals, both within our school community and the wider communities in which we live. Our PSHE curriculum is just one of the ways in which we aim to support our students to become the best they can be throughout this important phase of personal and moral development.

Our PSHE (Personal, Social, Health, and Economic Education) curriculum encompasses key aspects of personal development, including emotional health and well-being, physical health, relationships, citizenship, financial literacy, and careers education. It is designed to encourage students to reflect on their values and beliefs, cultivate self-awareness, and foster respect for others. Sequenced expertly to build knowledge and personal skills, this PSHE curriculum is designed with keen focus on our Sale High School Values to ensure that our curriculum is both positive and meaningful, equipping teachers to give guidance that develops the character of each student, allowing them to flourish in their education and their life.

The PSHE Curriculum has been carefully planned to ensure that students from Year 7 – 11 will be focusing on building **key competencies** across a range of difference topics. Our key competencies are:

- Independence and aspiration
- Autonomy and advocacy
- Choices and influences.

This competencies-based model ensures that students are given key opportunities to build the skills needed to go on to be confident, resilient and ambition individuals, keeping in line with our Sale High School values (**Respect, Diversity, Community, Aspiration, Resilience, Achievement**). All students across the school will be focusing on the same competencies at the same time. Assemblies will also build on these key competencies so that students from Y7 to 11 will be receiving a similar message at the same time. Therefore, staff can refer to topics/key concepts/themes in their own subject areas and embrace opportunities for cross-curricular teaching and learning. It also allows the staff at Sale High School to be aware of the values/messages that are being shared so that PSHE can become embedded in the wider school curriculum through interactions with students.

PSHE Lessons will be taught in a Timetabled hour once per fortnight, allowing for consistency and encouraging students engage in meaningful discussions around the PSHE content.

Lessons in Years 10 and 11 will also **incorporate elements of core Religious Education to help us meet the Statutory Requirements for RE**, enabling students to be adequately prepared to be accepting and tolerant individuals in an ever-increasing multifaith society. Students will be encouraged to consider the worldviews of those of faith and of none, thus giving them a broad and balanced understanding of the world in which we live.

2026 / 27	Autumn 1 Independence and Aspirations	Autumn 2 Autonomy and Advocacy	Spring 1 Choices and Influence	Spring 2 Independence and Aspirations	Summer 1 Autonomy and Advocacy	Summer 2 Choices and Influences
Character Taught	Aspiration & Achievement	Resilience, Diversity, Community	Respect & Community	Aspiration & Achievement	Resilience & Diversity	Respect & Community
7 UL Curriculum	Valuing myself and others: - Sharing perspectives - Respecting differences - Factors affecting relationships - Mental & Emotional Health - Risky Behaviour - Presenting myself well	Responsibilities and Values: - Who am I? - Balance & responsibility - Qualities & behaviours - Familial roles & responsibilities - Financial Ethics - Values & boundaries	Amplifying Voices - Stereotyping & language around ill mental health - Social media & diverse perspectives - Social comparison & beauty standards - Authentic relationships - Online risks	Making Safe Choices: - Presenting self online - Sharing images - Reducing risk online - Managing personal safety - First aid & common injuries - Establishing personal values and boundaries	Growing and Thriving: - What is FGM? - Triggers & unhealthy coping strategies - Strategies for managing puberty - Gender & sexuality - Recognising bullying - Peer influence & consent	Healthy Futures: - Recipe for physical health - A balanced diet - Positive uses of drugs - Negative uses of drugs - Employment
8 UL Curriculum	Building Perspectives: - Seeking perspectives & assessing evidence - Discussing issues respectfully - Stereotypes, prejudice, discrimination - Building resilience - Managing stress - Goal setting	Everyday Safety: - Resisting influences & pack mentality - Strategies for calming conflict - Safe travel - Managing everyday risks - Fire safety	Changing Bodies: - Brains in transition - Understanding sleep - Breast changes - Male body changes - Menstrual Health - Understanding Vaccines	Water Safety: - Hidden dangers - Coastal safety - Water safety organisations - Wild swimming & Water quality - Alcohol, cold water & emergency awareness - Rescue skills	Responding to Risk: - Connection, choice & risk - Hidden online risk - Friendship or exploitation - Criminal exploitation - Knife crime - Safe family relationships & protecting rights	Intimate Relationships: - Relationship boundaries - Healthy intimacy - Choice and consequences - Commitment & values - Marriage: rights & legalities
9	Developing self-confidence, risk management & strategies to manage influence: - Friendship challenges. - Gangs and violent crime - Drugs and alcohol - Assertive communication	Developing goal-setting, analytical skills and decision making: - Employability skills - Transferrable skills - Careers advice	Developing empathy, compassion and strategies to access support: - Mental health (including self-harm and eating disorders) - Change, loss, bereavement - Healthy coping strategies.	Developing risk management skills, analytical skills and strategies to identify bias and manage influence: - Financial decisions - Saving and borrowing - Gambling, financial choices and debt.	Developing assertive communication, clarifying values and strategies to manage influence: - Healthy/Unhealthy relationships - Consent - Relationships and sex in the media	Developing decision making, risk management and support-seeking skills: - Sexually transmitted infections (STIs) - Contraception - Cancer awareness - First aid

PE CURRICULUM MAP

		Fit to Perform		Fit to Lead		Fit for Life
To be achieved across at least one individual sport and one (different) team sport						
Year	KPI		KPI		KPI	
7	1	Effectively performs a range of actions, skills, and techniques with control, combining them appropriately both in isolation and small group settings.	4	Successfully leads a partner in a simple activity showing respect, empathy, and good cooperation skills in doing so.	7	Demonstrates appropriate strength, stamina, and suppleness across activities, including being able to complete short periods of sustained exercise.
	2	Successfully employs simple tactics or creative processes in practical settings.	5	Understands simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.	8	Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.
	3	Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.	6	Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.	9	Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.
8	1	Selects, combines, and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.	4	Leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.	7	Sustains stamina for longer periods in specific activities and uses different components of fitness to improve their health and well-being.
	2	Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.	5	Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.	8	Demonstrates good functional knowledge of basic anatomical structures.
	3	Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.	6	Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership.	9	Accurately explains the importance of nutrition and hydration for either success in sport or general physical and mental well-being.
9	1	Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.	4	Confidently undertakes leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills.	7	Consistently meets the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness, and speed to excellent effect.
	2	Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.	5	Sensitively adapts activities (using the STEP principle) when leading peers of different abilities and backgrounds so that they are included and supported to succeed.	8	Successfully applies a good understanding of the principles of safe and effective training to improve their health and performance.
	3	Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.	6	Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.	9	Knows and can explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being
Exceeds Year 9 Age Related Expectations	Performs and applies advanced skills and tactics to positively influence a competitive team/group performance and		Fulfils leadership roles in their own time that support the PE department in improving the provision for other students.		Uses knowledge of health and fitness to plan, implement and monitor a physical activity programme for themselves and/or others.	

PE CURRICULUM MAP

		Autumn Term																				Spring Term												Summer Term											
Wk beg		3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7					
Week		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6				
		Block 1 (Core rules + skills)															Block 2 (Core rules + skills)												Block 3 (Core rules + skills)																
		Half Term 1							Half Term 2								Half Term 3						Half term 4						Half Term 5						Half term 6										
YEAR 7	Groups	Boys 1	Football	Rugby	Gymnastics	Basketball	Inter Form	Fitness	OAA	Lacrosse	Handball	Inter Form	Athletics	Cricket	Softball	Badminton																													
		Girls 1	Netball	Dance	Rugby	Gymnastics		Badminton	Lacrosse	OAA	Football		Rounders	Athletics	Cricket	Fitness																													
		Boys 2	Rugby	Gymnastics	Basketball	Football		Lacrosse	Handball	Fitness	OAA		Badminton	Softball	Athletics	Cricket																													
		Girls 2	Dance	Badminton	Netball	Rugby		OAA	Fitness	Football	Lacrosse		Handball	Rounders	Athletics	Gymnastics																													
KPI's		Warm up							Muscles								Effects of exercise						Training zones						Components of fitness						Skeleton										
KPI's assessment matrix to underpin each lesson																																													
Wet	Weather Lessons	Boys 1	Indoor football	Badminton	Fitness	Leadership/Badminton	Fitness	Badminton	Leadership	Handball	Badminton	Fitness	Leadership	Handball	Badminton	Fitness	Leadership	Handball																											
		Girls 1	Benchball	Dance	Badminton/Leadership	Fitness	Badminton	Fitness	OAA	Dance	Fitness	Leadership	Fitness	Fitness																															
		Boys 2	Indoor football	Gymnastics	Fitness	Leadership/Badminton	Fitness	Badminton	Leadership	Handball	Badminton	Fitness	Leadership	Handball																															
		Girls 2	Dance	Badminton	Dance/Leadership	Fitness	Dance	Fitness	Leadership	Fitness	Dance	Leadership	Fitness	Dance																															

		Wk beg																																																										
		3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7																				
		Autumn Term																Spring Term										Summer Term																																
YEAR 8		Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
		Block 1 (Advanced rules + skills)																Block 1 (Advanced rules + skills)										Block 1 (Advanced rules + skills)																																
		Half Term 1								Half Term 2								Half Term 3					Half term 4					Half Term 5					Half term 6																											
		Boys 1		Groupings		Football		Rugby		Gymnastics		Basketball		Gymnastics		Inter Form		Fitness		OAA		Lacrosse		Handball		Inter Form		Athletics		Cricket		Softball		Badminton																										
				Netball		Dance		Rugby		Gymnastics		Football		Badminton		OAA		OAA		Football		Badminton		Softball		Athletics		Cricket		Fitness																														
				Rugby		Gymnastics		Basketball		Football		Lacrosse		Handball		Fitness		OAA		Badminton		Softball		Athletics		Cricket		Gymnastics																																
				Dance		Badminton		Netball		Rugby		OAA		Fitness		Football		Lacrosse		Handball		Rounders		Athletics		Gymnastics																																		
		Warm up								Muscles								Effects of exercise					Training zones					Components of fitness					Skeleton																											
		KPI's assessment matrix to underpin each lesson																																																										
Wet		Boys 1		Indoor football		Badminton		Fitness		Leadership/Badminton		Fitness		Badminton		Leadership		Handball		Badminton		Fitness		Leadership		Handball																																		
Weather		Girls 1		Benchball		Dance		Badminton/Leadership		Fitness		Badminton		Fitness		OAA		Dance		Fitness		Leadership		Fitness		Fitness																																		
Lessons		Boys 2		Indoor football		Gymnastics		Fitness		Leadership/Badminton		Fitness		Badminton		Leadership		Handball		Badminton		Fitness		Leadership		Handball																																		
		Girls 2		Dance		Badminton		Dance/Leadership		Fitness		Dance		Fitness		Leadership		Fitness		Dance		Leadership		Fitness		Dance																																		

		Wk beg																																3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7
				Autumn Term																Spring Term																Summer Term																																				
		Week		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6	7																												
				Block 1 (Tactics, Outwitting opponents)																Block 1 (Tactics, Outwitting opponents)																Block 1 (Tactics, Outwitting opponents)																																				
				Half Term 1								Half Term 2								Half Term 3								Half term 4								Half Term 5								Half term 6																												
YEAR 9	Groups	Boys 1	Football	Rugby	Gymnastics				Basketball				Inter Form	Fitness		OAA		Lacrosse		Handball		Inter Form	Athletics		Cricket		Softball		Badminton																																											
		Girls 1	Netball	Dance	Rugby				Gymastics					Badminton		Lacrosse		OAA		Football			Rounders		Athletics		Cricket		Fitness																																											
		Boys 2	Rugby	Gymnastics	Basketball				Football					Lacrosse		Handball		Fitness		OAA			Badminton		Softball		Athletics		Cricket																																											
		Girls 2	Dance	Badminton	Netball				Rugby					OAA		Fitness		Football		Lacrosse			Handball		Rounders		Athletics		Gymnastics																																											
		KPI's	Warm up								Muscles								Effects of exercise								Training zones								Components of fitness								Skeleton																													
				KPI's assessment matrix to underpin each lesson																																																																				
Wet	Boys 1	Indoor football	Badminton	Fitness				Leadership/Badminton				Fitness		Badminton		Leadership		Handball		Badminton		Fitness		Leadership		Handball																																														
Weather	Girls 1	Benchball	Dance	Badminton/Leadership				Fitness				Badminton		Fitness		OAA		Dance		Fitness		Leadership		Fitness		Fitness																																														
Lessons	Boys 2	Indoor football	Gymnastics	Fitness				Leadership/Badminton				Fitness		Badminton		Leadership		Handball		Badminton		Fitness		Leadership		Handball																																														
	Girls 2	Dance	Badminton	Dance/Leadership				Fitness				Dance		Fitness		Leadership		Fitness		Dance		Leadership		Fitness		Dance																																														

		Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7
		Autumn Term												Spring Term												Summer Term															
Week		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	
		Block 1 (Sports Education/Leadership Model)												Block 1 (Sports Education/Leadership Model)												Block 1 (Sports Education/Leadership Model)															
		Half Term 1						Half Term 2						Half Term 3						Half term 4						Half Term 5						Half term 6									
YEAR 10	Groupings	Boys 1	Football			Basketball			Handball			Inter Form	Rugby			HRF			Badminton			Inter Form	Cricket			Athletics			Softball												
		Girls 1	Netball			Dance			HRF				Lacrosse			OAA			Tag Rugby				Rounders			Athletics			Badminton/Multi												
		Boys 2	Basketball			Rugby			Football				HRF			Badminton			OAA				Athletics			Softball			I												
		Girls 2	Dance			OAA			Netball				Badminton			Lacrosse			HRF				Badminton/Ath			Rounders			Multi Sports												
		Girls 3	Tag rugby			Netball			Dance				OAA			Football			Lacrosse				Rounders			Multi			Athletics												
		KPI's	Warm up			Muscles			Fitness components				Aerobic/Anaerobic			Effects of exercise			Training zones				Cardiovascular			Respiratory			Skeleton												
		KPI's assessment matrix to underpin each lesson																																							
Wet	Boys 1	Indoor football			Basketball			Leadership			Weather Lessons	Fitness			Badminton/Leadership			Badminton/Leadership				Fitness			Leadership			Handball													
	Girls 1	Benchball			Dance			Fitness				Dance			Benchball			Benchball				Dance			Fitness			Dance													
	Boys 2	Indoor football			Basketball			Leadership				Fitness			Badminton/Leadership			Badminton/Leadership				Fitness			Leadership			Handball													
	Girls 2	Dance			Fitness			Fitness				Badminton			Benchball			Fitness/Leadership				Badminton			Fitness			Fitness													
	Girls 3	Dance			Fitness			Leadership				Badminton			Dance/Leadership			Fitness/Leadership				Badminton			Leadership			Fitness													

		Wk beg		3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	2/2	9/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7
		Autumn Term												Spring Term												Summer Term																
Week		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6	
YEAR 11	Block 1 (Healthy Participation)												Block 1 (Healthy Participation)												Block 1 (Healthy Participation)																	
	Half Term 1						Half Term 2						Half Term 3						Half term 4						Half Term 5						Half term 6											
	Groupings	Boys 1		Football		Basketball		Handball		Inter Form	Rugby		HRF		Badminton		Inter Form	Cricket		Athletics		Softball																				
		Girls 1		Netball		Football		HRF			Lacrosse		OAA		Tag Rugby			Rounders		Athletics		Badminton/Multi																				
		Boys 2		Basketball		Rugby		Football			HRF		Badminton		OAA			Athletics		Softball		I																				
		Girls 2		Football		OAA		Netball			Badminton		Lacrosse		HRF			Athletics		Rounders		Multi Sports																				
		KPI's		Warm up		Muscles		Fitness components			Aerobic/Anaerobic		Effects of exercise		Training zones			Cardiovascular		Respiratory		Skeleton																				
KPI's assessment matrix to underpin each lesson																																										
Wet	Boys 1		Indoor football		Basketball		Leadership		Inter Form	Fitness		Badminton/Leadership		Badminton/Leadership		Inter Form	Fitness		Leadership		Handball																					
Weather	Girls 1		Benchball		Dance		Fitness			Dance		Benchball		Benchball			Dance		Fitness		Dance																					
Lessons	Boys 2		Indoor football		Basketball		Leadership			Fitness		Badminton/Leadership		Badminton/Leadership			Fitness		Leadership		Handball																					
	Girls 2		Dance		Benchball		Fitness			Badminton		Benchball		Fitness/Leadership			Badminton		Fitness		Fitness																					

Curriculum Map Year 7: Maths



Intent:

The Sale High Mathematics department will provide lessons which are both challenging and stimulating. Our aim is for all students to enjoy mathematics and to achieve their potential. A variety of teaching styles cater for all students' learning needs and staff are always available to support all students both in and out of the classroom. There are ample opportunities for students to learn maths in a variety of enriching ways including after school clubs and entering national competitions. Students who wish to go beyond the National Curriculum will be able to Study Level 2 further mathematics.

The combination of developing fluency and mathematical understanding in tandem will enable students to use their learning accurately, efficiently and flexibly to reason mathematically and solve routine and non-routine problems, so meeting the aims of the national curriculum and GCSE AQA Mathematics specification. It will enable students to solve problems efficiently in later life and students who pursue further studies in mathematics will have sufficient breadth and depth to enable success.

Why I study Maths?

"I learn mathematics because:

- It helps me solve everyday problems,
- Improves my communication skills,
- Make me better at managing my money,
- Opens up more future career options."

OVERVIEW

In the Year 7 curriculum, students study topics from five key strands of mathematics: Number, Algebra, Geometry, Shape, and Statistics & Probability. Each strand builds on their prior learning from the KS2 program of study. We focus on developing knowledge and skills in each of the five strands which students will then build on to solve problems and exhibit their mathematical reasoning.

Autumn

7.01: Numerical Skills – Decimal place value, negative numbers, rounding, multiplication/division basics
7.02: Order of Operations – Multiply/divide before add/subtract, indices, roots and powers, calculations with brackets
7.03: Basic rules of Algebra – collecting like terms, simplifying expressions, solving one step equations (can extend to two-step)
7.04: Factors and Multiples – multiples and LCM, factors and HCF, using the HCF/LCM for worded problems
7.05: Expand and Factorise – Expand and simplify single brackets, dividing algebraic terms, factorising expressions, simplify algebraic fractions
7.07: Perimeter – perimeter of 2D shapes, perimeter of compound shapes, understanding perimeter
7.08: Multiplication and Division – multiplication with integers, multiplication with decimals, division with integers, division with decimals
7.09: Area of 2D shapes – area of squares, rectangles, parallelograms, area of triangles, area of compound shapes

Assessment:

Students will be informally assessed every lesson using questioning, mini whiteboards and marking of independent work.

Pupils will be assessed with a KPI at the end of each unit.

Pupils sit formative in-class fluency tests every fortnight with a focus on key skills as well as literacy.

Spring

7.10: Fraction Manipulation – equivalent fractions, simplifying fractions, converting between improper fractions and mixed numbers
7.11: Adding and Subtracting Fractions – add/subtract fractions and mixed numbers with equal denominators, add/subtract fractions with unequal denominators, add/subtract mixed numbers with unequal denominators
7.12: Comparing and Ordering Fractions – comparing and ordering fractions, converting fractions to decimals, ordering fractions and decimals
7.13: Fractions of Amounts – fractions of amounts, fractions of amounts worded problems, finding the original amount
7.14: Substitution – substitution with positive integers, substitution with negative integers, substitution with decimals and fractions, substitution into real-life formulae
7.15: Angles – labelling, drawing and estimating angles, angles on a straight line, angles in a triangle, angles around a point, angles in a quadrilateral
7.16: Polygons – Naming polygons, properties of triangles, properties of quadrilaterals

Assessment:

Mid-Year assessments will take place in January.

Students will be informally assessed every lesson using questioning, mini whiteboards and marking of independent work.

Pupils will be assessed with a KPI at the end of each unit.

Pupils sit formative in-class fluency tests every fortnight

Summer

7.17: Symmetry and Reflection – Line symmetry, rotational symmetry

7.18: Transformations – rotation, reflection, translation, enlargement

7.19: Plotting co-ordinates – plotting co-ordinates, reading co-ordinates, plotting co-ordinates to form shapes

7.20: Straight line graphs – plotting straight line graphs (this can be extended over 2/3 lessons)

7.21: Two-way tables and Venn Diagrams – reading two-way tables, completing two-way tables, Venn diagrams (single and multiple intersections)

7.22: Statistical Diagrams – Data tables frequency and interpreting, bar charts, line graphs, reading and drawing pie charts

7.23: Averages – mode, median and range, mean, problem solving mean, reversing the mean

Assessment:

Students will be informally assessed every lesson using questioning, mini whiteboards and marking of independent work.

Pupils will be assessed with a KPI at the end of each unit.

Pupils sit formative in-class fluency tests every fortnight with a focus on key skills as well as literacy.

End of Year assessments will take place in June.

Useful resources for supporting your child at home:

Videos on Sparx (www.sparxmaths.uk)

Videos on Corbett Maths ([Videos and Worksheets – Corbettmaths](#))

CGP KS3 revision guides/work books ([KS3 Maths | CGP Books](#))

Homework:

Homework will be set on Sparx (www.sparxmaths.uk).

Homework will be set once a week and students are expected to complete 100% of their homework each week. Homework is bespoke for all students depending on their performance in previous weeks.

Should your child be struggling to access their homework – please encourage them to speak to their teacher.



Intent:

At Sale High School, our Year 7 Art and Design curriculum is designed to ignite the creative spirit of our students and provide them with a strong foundation in the visual arts. Our intent is to inspire a lifelong love for art, foster imaginative thinking, and develop essential skills that empower students to express themselves and engage with the world as critical and creative individuals. We believe that art and design are integral to a well-rounded education, contributing to personal, academic, and social development. We aim to nurture and celebrate the creative potential of each student. Through a variety of artistic experiences under the theme of 'Portraiture', we encourage students to explore their unique perspectives, experiment with different media, and develop their artistic voices. We provide a structured learning environment where students can develop fundamental artistic skills. This includes drawing, painting, printing, mixed media, and the principles of design. Students will build their technical proficiency while also honing their critical thinking and problem-solving abilities. Art is a powerful tool for exploring and understanding different cultures, histories, and perspectives. Our curriculum incorporates diverse art forms and traditions from around the world, helping students appreciate the rich tapestry of human creativity. We teach students how to analyse and interpret visual art, fostering their ability to think critically about the messages and impact of art in society. Students learn to articulate their ideas and understand the role of art in shaping and reflecting culture. We emphasize the practical applications of art and design in everyday life, encouraging students to see the relevance of their creative skills in various fields and industries, including technology, fashion, and architecture. Through artistic expression and creative problem-solving, students build self-confidence, resilience, and self-awareness. Our Art department promotes an inclusive and supportive environment where every student feels valued and empowered. Our curriculum encourages students to appreciate and engage with art through art history, notions, and discussions about contemporary artists and their work. Students will work on individual and group projects, promoting collaboration, communication, and teamwork. These skills are not only essential in the art world but also in life beyond the classroom. We use a variety of formative and summative assessment methods to help students track their progress and set personal goals. Regular feedback is provided to encourage growth and improvement. By the end of Year 7, students will have the knowledge, skills, and confidence to express themselves artistically, appreciate the cultural and historical significance of art, and apply their creative abilities in a variety of contexts. Our Art and Design curriculum aims to lay a strong foundation for further study and lifelong engagement with the arts, while also contributing to the holistic development of our students.

Why I study Art?

I study Art because:

- It helps me find meaning in the world.
- It helps me express my identity.
- It helps me explore culture and ideologies.

Cultural capital/enrichment

- Exploration of own thoughts and feelings through their understanding of a range of Art.
- Creative collaboration to develop working relationships outside of friendship groups.
- Giving/receiving constructive criticism about peer’s work.

Through the study of art, students gain insight into the diverse ways societies have expressed their values, beliefs, and identities over time. This cultural capital extends beyond the classroom, empowering students to engage with and contribute to the broader cultural conversation, whether through critical analysis, creative expression, or participation in the vibrant world of the arts. It equips students with a deeper sense of empathy, critical thinking, and a broader perspective that transcends borders, enriching their lives and shaping them into informed and culturally literate individuals.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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Introduction to Portraiture

Students will begin the year by taking a baseline test to gauge their initial art skills. Their baseline test will be a self-portrait where they will work from direct observation in a mirror.

Students will develop their knowledge of portraiture and be able to compare historical portraiture to contemporary studies. They will be taught the formal elements of line, shape, form, texture and shape through the use of a variety of materials and techniques such as pen, pencil, oil pastel, sgraffito and collage. In this term, the students will use ink and collage artist Florian Nicolle to inspire them.

The portraiture project will be briefly paused in October to allow students the opportunity to enter the Christmas card competition in which they draft and create their festive designs. There will be multiple winning cards selected from each Year 7 form, these are then printed and sold by the school nearer to Christmas time.

In a Year 7 portraiture project using pencils and focusing on understanding proportion and tone, students will learn a range of key skills. These skills are fundamental for creating realistic and expressive portrait drawings. Here are the key skills they will acquire:

1. **Observational Skills:** Students will develop the ability to carefully observe the subject's features, proportions, and facial expressions.
2. **Proportional Understanding:** They will learn how to accurately capture facial proportions, ensuring that eyes, nose, mouth, and other features are correctly positioned and sized in relation to each other.
3. **Measurement Techniques:** Students will use measuring techniques such as comparative measurement and sighting to ensure correct proportions and angles in their portraits.
4. **Tone and Shading:** Understanding how to use different pencil grades to create a range of tones is essential. They will learn to use shading techniques to represent the three-dimensionality of the face.
5. **Highlight and Shadow:** Students will be able to identify and depict highlights and shadows on the face, giving dimension and depth to the portrait.
6. **Texture Rendering:** They will practice creating various textures, such as skin, hair, and clothing, using different pencil strokes and pressure.
7. **Blending Techniques:** Students will learn to blend pencil marks to create smooth transitions between light and dark areas, contributing to a realistic representation.
8. **Cross-Hatching and Stippling:** They will explore more advanced shading techniques

Baseline assessment (self portrait) on the second Art lesson of the year.

First homework and any key writing pieces will be marked.

			like cross-hatching and stippling to add depth and detail to their drawings. 9. Anatomical Understanding: Understanding the basic anatomy of the face is important for capturing the subtleties of different facial features. 10. Patience and Precision: Patience and attention to detail are crucial in achieving accurate and realistic results in portraiture. 11. Critique and Self-Evaluation: They will develop the ability to critique their own work and that of their peers, fostering a culture of continuous improvement and self-reflection.	
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Mixed media and skills

Students continue to work on the theme of portraiture and are given the opportunity to use a wider range of materials. They will learn how to create oil pastel transfers and complete a follow up oil pastel scratch away piece which is the formally marked piece for the term. Students will develop their understanding of negative space and how this can form a portrait with a hidden image. Students then begin their introduction to Pablo Picasso's Cubist and Surrealist work. They develop their understanding through a series of copies and pastiches in a range of materials such as coloured pencil, layered collage and watercolour paint.

1. **Oil Pastel Techniques:** Students will learn how to handle and manipulate oil pastels to create rich, vibrant, and textured effects on their artworks.
2. **Negative Space Awareness:** Students will develop an understanding of negative space and its role in composition, allowing them to use it effectively to define and enhance the subject in their portraits.
3. **Mixed Media Exploration:** They will experiment with a variety of mixed media, such as collage, watercolour, and ink, to add depth and dimension to their artworks.
4. **Collage Techniques:** Students will learn how to incorporate collage elements into their portraits, adding an extra layer of texture and visual interest.
5. **Emphasis on Texture:** Understanding and creating various textures in the background and foreground of their artwork to enhance the overall composition.
6. **Layering and Transparency:** Learning how to layer oil pastels and other media to create transparent or translucent effects, adding depth and complexity to their artwork.
7. **Detail and Precision:** Developing precise detailing skills to capture the intricacies of the subject's features, clothing, and surroundings.
8. **Composition and Design:** Exploring different compositional techniques to create visually engaging and harmonious portraits.
9. **Research and Art History:** Developing an understanding of the work of Florian Nicolle and other relevant artists, and applying elements of their styles to their own creations.
10. **Critical Thinking:** Students will analyse their own work and the work of others, considering the use of colour, negative space, and mixed media in the context of portraiture.
11. **Creative Expression:** Encouraging students to express their unique artistic voices and interpretations while still adhering to the project's core concepts.

Negative space assessment in the form of an oil pastel transfer.

Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.

			12. Self-Reflection: The ability to self-evaluate and make improvements based on their own artistic development and feedback from peers and teachers.	
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Pablo Picasso and Cubism

In the final term the students begin to collate and refine their work, developing their ideas and techniques from their initial self- portrait back in the autumn. Their understanding of Picasso's main art movements are established and combined with their self-identity to form a watercolour, cubist inspired self-portrait as a final piece after a series of painting workshops. The painting workshops are focussed around the 3 main elements of painting application; colour mixing, blending/layering, and colour theory.

1. **Understanding Picasso's Style:** Students will develop an understanding of Pablo Picasso's unique style, including his use of geometric shapes, distortion, and abstraction in portraiture.
2. **Cubist Techniques:** Learning the principles of Cubism, students will explore how to break down subjects into geometric forms and represent them from multiple viewpoints.
3. **Colour Theory:** Understanding colour theory, including the use of complementary colours, warm and cool colours, and colour harmony, to create visually engaging and expressive portraits.
4. **Composition and Design:** Exploring different compositional techniques to create dynamic and aesthetically pleasing portraits that incorporate abstract and Cubist elements.
5. **Geometric Abstraction:** Developing the ability to abstract facial features and elements of the subject into geometric shapes, emphasizing form and structure.
6. **Layering and Transparency:** Understanding how to layer colours, textures, and shapes to create depth, dimension, and transparency in their artworks.
7. **Texture and Surface:** Exploring various texturing techniques, such as impasto and scumbling, to add tactile and visual interest to their artworks.
8. **Critical Thinking:** Encouraging students to critically analyse their own work and that of Picasso, considering how abstraction and Cubism can convey emotion and meaning.
9. **Art History and Art Movements:** Gaining insight into the history of abstract art and Cubism as important artistic movements and their influence on contemporary art.
10. **Self-Expression:** Encouraging students to express their individual creativity and interpretations while still adhering to the project's focus on abstraction and Cubism.
11. **Colour Mixing and Application:** Developing colour mixing skills to create a wide range of hues and applying colour with precision and intention.

Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.

			12. Collaboration and Critique: Encouraging peer critique and collaboration to promote a deeper understanding of artistic choices and improvement through feedback. 13. Self-Reflection: Cultivating the ability to reflect on their own artistic progress and make improvements based on self-evaluation and feedback from peers and teachers.	
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	accurately reflects on their contribution.		
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Curriculum Map Year 7: Food Technology

Intent

Food Technology gives students the knowledge and practical skills to make safe, informed and increasingly independent choices about food. Students learn how hygiene, nutrition, food provenance, food labelling, ingredient functions and accurate preparation affect the quality and suitability of food.

The curriculum combines theory with regular practical work so that students can apply knowledge through preparing, cooking and evaluating dishes. Students develop confidence with mise en place, knife skills, weighing and measuring, hob and oven use, sensory evaluation and safe handling of high-risk foods.

Learning also develops wider skills including problem-solving, numeracy, literacy, organisation, independence, evaluation, sustainability awareness and informed consumer choice.

Why I study Food Technology

Studying Food Technology helps me understand how to choose, prepare and cook food safely and confidently. It helps me understand what makes a balanced diet, how food choices affect health, where food comes from and how recipes can be adapted for different needs.

I learn Food Technology because:

- It gives me practical life skills that I can use now and in the future.
- It helps me make informed choices about diet, health, safety and sustainability.
- It develops my confidence, independence, organisation and ability to evaluate and improve my work.

Cultural capital / enrichment

Year 7 students explore foods and dishes from different cultures and consider how food has developed through history and global influences. Practical work includes pizza toast, hummus and vegetable crudité's, Bolognese, carrot cupcakes, scones, chicken kebabs and chicken goujons. Students also encounter food-related careers, consumer food labels, food provenance, Fair Trade, seasonal and local food, and the environmental impact of food miles.

Year 7 Food Technology – Curriculum Content

Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative)	Key pieces / practical application
Practical routines & food safety	- Mise en place and food-room routines - Personal hygiene and safe working - Physical, biological and chemical hazards - Contamination and cross-contamination - Food poisoning, pathogens, spoilage and the 4Cs	- Understand why practical routines and hygiene reduce risk. - Know the three types of food hazard and examples of each. - Understand how bacteria can grow and how food poisoning and cross-contamination can be prevented. - Know safe storage expectations for high- and low-risk foods.	- Prepare correctly for practical work using mise en place. - Identify hazards and suggest control measures. - Apply hygiene rules, safe knife handling and safe storage procedures. - Use key terminology accurately when explaining food-safety scenarios.	- Silent starters, anagrams and whiteboard retrieval - Hazard identification and definitions - Food-spoilage observations and hygiene video analysis - Checkpoint extended response on safe preparation of Bolognese - Practical observation and reflection
Healthy eating & practical application	- Pizza toast practical and sensory evaluation - Eatwell Guide and food-group classification - Healthy diet: less saturated fat, salt and sugar; more fibre - Healthy packed lunch planning and justification - Vegetable crudités and hummus practical	- Understand the main sections of the Eatwell Guide and the idea of a balanced diet. - Know reasons for reducing saturated fat, salt and sugar and increasing fibre. - Understand how foods contribute nutrients and health benefits. - Understand how sensory vocabulary can be used to evaluate food.	- Classify foods using the Eatwell Guide. - Plan and justify a healthy packed lunch. - Use knife skills safely for slicing/dicing and prepare hummus. - Carry out sensory analysis and reflect on practical performance.	- Eatwell Guide labelling and sorting - Healthy packed-lunch checkpoint assessment - Summary questions comparing food choices - Pizza toast and hummus practical evaluations / RAG reflection
Food labelling, vitamins & provenance	- Mandatory and useful food-label information - Traffic-light nutrition information and packaging symbols - Micronutrients: vitamins A, B, C and D - Functions, sources and deficiency - Food provenance, food miles, carbon footprint, Fair Trade, local and seasonal food	- Understand how food labels inform and protect consumers. - Know that vitamins are micronutrients and distinguish fat-soluble and water-soluble vitamins. - Know selected vitamin functions, sources and deficiency effects. - Understand where foods come from and how food choice can affect environmental impact.	- Interpret packaging and nutritional information. - Research and communicate vitamin function/source/deficiency. - Analyse origins of foods and suggest lower-impact alternatives. - Use maps and product information to explore provenance.	- Packaging analysis and traffic-light explanation - Vitamin research tasks and plenary command-word questions - Food provenance product-origin table and map task - Questioning and whiteboard checks

Year 7 Food Technology – Curriculum Content (continued)

Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative)	Key pieces / practical application
Equipment, cooker use & accurate measuring	• Bolognese practical: hob skills, browning and simmering • Equipment knowledge and safe cooker use • Metric and imperial abbreviations • Scales, measuring spoons and measuring liquids • Conversions including g/kg and ml/l	• Understand the purpose and safe use of common food-room equipment. • Know the difference between hob, grill and oven and key cooker-safety rules. • Understand why accurate weighing and measuring are essential to successful recipes. • Know common units, abbreviations and simple conversions.	• Select suitable equipment. • Use hob and cooker safely. • Read scales accurately and measure dry and liquid ingredients. • Apply numeracy to conversions and recipe quantities.	• Bolognese practical evaluation • Equipment knowledge check / test • Cooker labelling and safety questions • Weighing and measuring tasks and conversion questions
Carrot cupcakes & adapting recipes	• Carrot cupcake practical • Functions of ingredients including raising agent and egg • Accurate weighing and oven skills • Adapting Bolognese for vegan, healthier and coeliac requirements • Salad-in-a-jar adaptation linked to the Eatwell Guide	• Understand how ingredients contribute to a baked product. • Know that bicarbonate of soda is a raising agent and that gases help baked products rise. • Understand why recipes may need adapting for health, ethical choices or medical dietary requirements. • Know basic implications of vegan, vegetarian and coeliac diets.	• Use weighing, mixing, grating and oven skills safely. • Explain ingredient functions and identify signs of doneness. • Make justified ingredient substitutions. • Design suitable adapted dishes and explain how they meet requirements.	• Carrot cupcake practical evaluation and follow-up questions • Recipe adaptation table with reasons • Salad-in-a-jar design and Eatwell Guide assessment • Teacher questioning and peer/self review
Food science – scone investigation	• Ingredients and characteristics of a successful scone • Raising agents: acid, alkali and carbon dioxide • Prediction / hypothesis • Controlled comparison of scone variations • Sensory evaluation and conclusion	• Understand the function of raising agents in scones. • Understand that reactions can produce carbon dioxide which creates bubbles and contributes to rise. • Understand how a fair food-science investigation uses observations and comparisons. • Know quality characteristics and	• Form a prediction and record findings. • Compare variations using rating tests and sensory descriptors. • Apply rubbing-in and dough-handling skills. • Write a detailed conclusion using evidence and scientific vocabulary.	• Food Science – Scones checkpoint assessment • Prediction, research mind map and experiment conclusions • Sensory rating test / radial graph • Detailed written conclusion • Scone practical evaluation

		appropriate sensory vocabulary.		
Final practical progression & review	• Scones practical • Chicken kebab practical • Chicken goujons practical • High-risk food handling and cross-contamination controls • Review of independence, time management and practical routines	• Consolidate safe use of oven/grill and preparation equipment. • Understand safe handling and cooking of raw chicken. • Revisit mise en place, hygiene, cross-contamination and quality control. • Understand that practical outcomes can be evaluated and improved.	• Apply knife, coating, grilling/oven and preparation skills with increasing independence. • Organise time and workspace effectively. • Prevent cross-contamination when handling chicken. • Evaluate sensory qualities and identify realistic improvements.	• Practical observation across scones, chicken kebabs and chicken goujons • Practical reflection / RAG self-assessment • Sensory evaluation and improvement targets • End-of-unit test and overall work-in-book judgement

Curriculum Map Year 7: Computer Science



Intent:

Our curriculum allows a deep understanding of Computer Science to enable young people to make informed choices in their digital world. This will enable them to prepare for life in the modern world and take advantage of opportunities presented to them. The Computer Science curriculum is designed to equip students with knowledge, understanding, skills and a desire to learn more about the three disciplines within Computing: IT, Digital Literacy and Computer Science. Our broad curriculum allows students to develop transferable skills including the ability to program in various languages, and use of a wide range of hardware and software and devices.

Why I study Computer Science?

Pupils are encouraged to challenge themselves by demonstrating an array of different computing competencies. Our KS3 curriculum reflects the required skills and techniques students need to be confident and independent in a range of Computing skillsets. In school we present and allow opportunities for enrichment such as promoting Computing for girls, code clubs and trips to workplace visits. By the end of KS4 the students will have the skillset and tools to tackle the ever-changing digital landscape.

I learn Computer Science because:

- It allows me to be a critical and lateral thinker.
- It develops my computational thinking and problem-solving skills.
- It increases my digital skills needed for any career path.

Cultural capital/enrichment

We provide students with opportunities to explore beyond the national curriculum in Computer Science. During lessons throughout KS3 we have multiple opportunities for students to display their entrepreneurial skills and creative flair in conjunction with our curriculum which will spark an interest and love of the world of computing. Students will have multiple lessons which will link to real life case studies which we delve deeper in to so that students can see what the digital landscape looks like.

Half Term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
CS Rotation 1	"Gaining support for a good cause"	Formatting fundamentals Identifying appropriate software Features of a word processor How to avoid Licencing and Copyright claims	Be able to choose the most accurate and appropriate formatting styles for documents (Word, Excel, PowerPoint etc) Be able to look at a scenario/task and make informed decisions on which software would best suit the task at hand. Using previously learnt formatting techniques, students will be able to think about how best to make a word document appropriate and fit for purpose. Be able to use content and media available for free use and understand the potential hazards and risks attached to licencing and copyright issues.	assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment. There will also be 2 assessed written pieces. Test at the end of rotation

		Referencing/Cross-referencing	Make better decisions based on information read from media outlets. Students will be able to make informed decisions on if something is believable or not, what is real or fake, students will know how they can validate information they have seen.	
		How to avoid Plagiarism	Be able to use content created from other creators without it falling under 'Plagiarism'. How to use things for inspiration rather than to copy from.	
		Creative process	Be able to plan, create and redevelop presentations, showcasing an overarching design process which started with a mind map and ends with a informative blog.	
		Creating and presenting	Be able to create and present ideas to the class.	
		Peer Feedback	Be able to give feedback to peers based on their work. A focus on constructiveness and affective feedback.	
		Understand how to improve and refine ideas and design	Be able to follow on from peer feedback and take this is an opportunity rather than a criticism.	

	“Excel”	Cell Referencing Identifying rows and columns Formatting spreadsheets Information vs Data Collating and presenting data Basic Formulas	Look at work created and look for areas of development, both their own work and the work of others. Be able to locate and identify cells on a Microsoft Excel Spreadsheet Identify the difference between a row and a column Be able to present ideas a on a spreadsheet in an appropriate fashion Be able to explain and demonstrate the difference between information and data Be able to accurately analyse collected data and create appropriate charts to represent findings. Be able to use Microsoft Excel formulas to perform basic calculations (+,-,/,*)	
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CS Rotation 2	“Networks”	Further Formulas	Be able to use formulas for more challenging tasks. (AVERAGE , COUNTIF, IF)	
		What is a computer network	Be able to identify and define what is a computer network whilst being able to explain how data is transmitted between computers.	
		Protocols	Be able to define what is meant by computing and non-computing protocols	
		Hardware vs Software	Comparing Hardware and Software and knowing the difference	
		Bandwidth	Define ‘bandwidth’, using the appropriate units for measuring the rate at which data is transmitted, and discuss familiar examples where bandwidth is important	

		Wired vs Wireless networks	Be able to compare wired and wireless networks with advantages and disadvantages on both sides	
		What is the internet	Be able to define what the internet is Explain how data travels between computers across the internet Describe key words such as 'protocols', 'packets', and 'addressing'	
		What is the difference between the internet and WWW	Investigate and explain the different components (servers, browsers, pages, HTTP and HTTPS protocols, etc.) and how they work together	
	"Programming"	Introduction to Algorithms	Be able to define and decompose tasks in to simple Algorithms, eventually looking at larger problems and breaking them down into smaller more manageable problems	

		Sequencing	Compare the difference between how a human would carry out an instruction to how a computer would. Look at the input / process / output sequence	
		Selection	To understand the concept of selection statements and how they can be used to control the flow of a program	
		Variables	Examine the meaning of variable in everyday life then attribute it to computing. Be able to use variables within a sequence.	
		Loops	Be able to use loops within code to repeat instructions and begin using code efficiently	
		Effective problem solving	Be able to use the skills learnt to effectively solve problems, using efficiency and computational thinking.	

Curriculum Map Year 7: Design & Technology



Intent

- Design & Technology encourages students to make informed technological choices, considering global, cultural, ethical, environmental, political, and economic factors.
- Students learn to innovate by combining traditional and modern technologies, focusing on the iterative design cycle to develop creative solutions to everyday challenges.
- The subject integrates mathematics, science, engineering, computing, geography, business, and art.
- It goes beyond practical skills, developing Creative Thinking & Innovation, Problem-Solving, Practical & Technical Skills, Collaboration & Teamwork, Project Management, Analytical & Research Skills, Resilience & Adaptability, Entrepreneurial Thinking, and Attention to Detail.

Why I study DT

Studying Design & Technology provides foundational knowledge in various technology areas in KS3. Progressing to KS4, students delve deeper into a chosen area, gaining confidence, skills, and insight into potential careers. It encourages risk-taking, resourcefulness, innovation, and good citizenship. Emphasising cultural understanding, it explores local, national, and international works and addresses real challenges faced by communities or businesses.

I learn Design & Technology because:

- It allows me to be creative and innovative.
- It develops my problem solving and evaluation skills.
- It increases my understanding of how the world around me has been created.

Cultural capital/enrichment

In year 7 students have the opportunity to participate in extra-curricular clubs with the focus on developing their design, making and problem solving skills. Students are also encouraged to participate in both internal competitions and external ones such as the Design Ventura competition.

	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
DT rotation Throughout the rotation students will complete 3 projects that cover a range of core subject knowledge, practical skills and iterative design and development tasks students will also learn about food and nutrition through theory and practical lessons	Project: Maze Materials and their properties Task analysis Biomimicry Specification Oblique drawing Initial design ideas Final design CAD / CAM Vacuum forming Final prototype / assembly Reflection / end-	Understand the sources, properties and uses of thermoplastic and thermosetting polymers, including acrylic, HIPS and HDPE, and understand environmental issues linked to plastics. Understand how to analyse a design context and identify user needs, constraints and opportunities. Understand biomimicry and how nature can influence the aesthetics and function of products. Understand how a measurable design specification can guide the development of a product using ACCESSFM. Understand the principles of oblique drawing and how it is used to communicate 3D form. Understand how to generate, develop and communicate design ideas in response to a specification and design theme.	Students will be able to explain the difference between thermoplastics and thermosetting polymers and describe the properties and uses of materials such as acrylic, HIPS and HDPE. Students will analyse the maze design context, identifying the target user, Art Deco and biomimicry themes, materials and size restrictions. Students will explain biomimicry and apply inspiration from nature to their own design ideas. Students will write measurable specification points using ACCESSFM and justify their decisions. Students will use rulers and protractors accurately to produce oblique drawings and communicate 3D form. Students will generate and develop a range of maze ideas, using rendering and annotation to explain design	Assessment opportunities are provided throughout the rotation through hands-down questioning, retrieval quizzes, whiteboard checks, verbal feedback, practical observation, self and peer assessment, whole-class feedback and DIRT activities. Key assessed pieces: Maze project: • Plastic knowledge / checkpoint questions • Design specification • Final prototype / assembly and quality control • End-of-unit assessment Desk tidy project: • Timber knowledge / checkpoint questions • Product analysis / planning

	of-unit assessment	Understand CAD and CAM and how digital design can prepare a product for manufacture.	decisions and show how ideas meet the specification.	• Practical manufacture and final prototype • Testing and evaluation • End-of-unit assessment Students will have opportunities to respond to feedback and improve assessed work through directed improvement and reflection activities.
	Project: Desk tidy	Understand the vacuum-forming process and how thermoplastics can be formed into a manufactured product.	Students will use CAD to develop a maze design and prepare it for CAM manufacture.	
	Materials and their properties	Understand how manufactured components can be assembled and quality controlled to create a functional prototype.	Students will explain and safely participate in vacuum forming, using HIPS to manufacture the outer casing of the maze.	
	Specification and ACCESSFM		Students will assemble the maze accurately, test its function and carry out quality-control checks for finish, durability and safety.	
	Product analysis	Understand the importance of reflection, retrieval and assessment in consolidating learning.	Students will reflect on learning and apply knowledge in an end-of-unit assessment.	
	Technical drawing and planning			
	Marking out and cutting finger joints	Understand the sources, properties and uses of softwoods, hardwoods and manufactured boards, including the life cycle and environmental impact of timber products.	Students will explain the differences between softwoods, hardwoods and manufactured boards, describe a timber product life cycle and justify suitable material choices.	
	Filing and fitting finger joints			
	Forming acrylic	Understand the purpose of a design specification and the ACCESSFM framework.	Students will use ACCESSFM to understand and apply specification criteria and analyse existing products.	
	Base, assembly and adhesives	Understand the importance of analysing existing products to inform design decisions and improvements.		
	Finishing materials			
	Testing and	Understand how technical drawings and	Students will interpret a technical	

	evaluation Rendering One-point perspective Orthographic drawing Revision / end-of-unit assessment	manufacturing plans communicate how a product should be made. Understand the importance of accurate marking out, tolerances, quality control and safe workshop practice. Understand how finger joints are cut, filed, fitted and checked for accuracy. Understand the difference between thermoplastics and thermosetting plastics and how acrylic can be formed using a strip heater. Understand how different materials are prepared, assembled and joined using suitable adhesives. Understand how timber finishes improve appearance and protect a product. Understand how a finished product is tested and evaluated against measurable specification criteria. Understand rendering, one-point perspective and third-angle orthographic projection as methods of communicating design ideas accurately.	drawing and produce a logical plan of make that includes tools, processes, quality control and health and safety. Students will measure and mark out accurately using rulers and try squares, then safely use tenon saws, coping saws and files to manufacture finger joints to an agreed tolerance. Students will form acrylic using a strip heater and explain why acrylic can be reshaped when heated. Students will prepare and assemble pine, plywood and acrylic components using appropriate adhesives and finishing processes. Students will test and evaluate the completed desk tidy against the specification and identify realistic improvements. Students will develop visual communication skills through tonal rendering, material textures, one-point perspective and third-angle orthographic drawing with dimensions.	
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Curriculum Map Year 7: English



Intent: Across both Key Stages, we aim to ensure that our students are able to learn how to **identify** and **explore** the **impact of language** within a variety of different contexts. We explore various genres, forms, structures and purposes of literary works, in order to emphasise the importance of reading and writing as a way of **successfully engaging with the world**, both within the school context and the wider society. At the core, we strive to inspire our young learners to become **competent and confident communicators**, consciously teaching reading and writing skills within every year group, which enables us to demonstrate the progress students make when accessing a multitude of texts which have been produced across the ages for a variety of different reasons.

Through the Key Stages we have designed the curriculum to help our students both improve and refine their reading and writing skills, with a progressively more demanding set of skills taught and revisited throughout the schemes as students travel from Year 7 to Year 11, implementing things such as variations of sentence structures and increasingly difficult and interesting vocabulary. We explore the **etymology** of language and how this correlates with the context from within which it was written, aiding our students' ability to **interpret and infer** with greater confidence.

We want to inspire our students to develop their own **love of language**, to become **critical thinkers**, engaging with moral ideas, and to widen their perspectives when establishing their own impressions and opinions when exploring literary materials. Furthermore, we continue to develop our curriculum content to encourage and enable our students to be empathetic with different points of view, to be understanding when analysing and evaluating character and theme and to be able to both speak and write with clarity and purpose.

Why I study English?

I study English because:

- *It enables me to communicate freely and effectively*
- *I understand more about global culture, thought and literature*
- *Having a love of language and literature transports me to other worlds*

Cultural capital/enrichment

In Year 7, students could attend a variety of different theatre trips with the Theatre Club, which has previously included seeing some of the biggest performances in Manchester's theatre district, such as 'Matilda' and '42nd Street'. Year 7 are also welcome to join Mrs Robinson's mindful colouring club. There will also be the opportunity, towards the end of the autumn term, to participate in the 'Classroom to Care Home' Inter-house competition. Within the classroom students will also be participating in a poetry day celebration by writing their own Haikus. Additionally, this year, Year 7 will have the opportunity to visit the Scholastic book fair during lesson time to explore and purchase a

range of literature. We have also previously offered – and continue planning to offer – events such as Meet the Author and Writers' Workshops.				
Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Robert Louis Stevenson's 'Treasure Island'	This unit builds on many of the skills students will have acquired in KS2, such as reading and comprehension. Pupils will have read adventure stories and quest narratives in KS2. The increased challenge of a 19th century text makes it a suitable transition to KS3 where the genre and narrative type are revisited, but in the context of a challenging historical novel. Students also revisit key writing strategies from KS2, such as describing characters and settings. Key terminology (such as adjectives, verbs and expanded noun phrases) enables students to recognise links with their prior learning in KS2.	In this unit, students begin their journey as scholars of literature. As an introduction to literary analysis, this unit focuses on broader writer's methods such as characterisation and narrative structure. These analysis skills are developed further in subsequent KS3 units. Pupils will use these methods to craft their own range of creative writing materials, specifically focused on characterisation.	Baseline Assessment: Students will complete a baseline assessment that checks their understanding of fundamentals such as key terminology, identifying the explicit and implicit, and making inferences. End of topic assessment: Reading assessment focusing on an extract from the novel Spelling Bees of key vocabulary & do now starter tasks revisiting and recapping key skills and knowledge from across the Key Stage.
Autumn 2	Non-Fiction Writing & 'Run, Rebel', Manjeet Mann	This unit explores a range of non-fiction texts focused on contemporary topics raised in the verse novel 'Run, Rebel'. This includes: letters, newspaper articles and information leaflets. Students will learn about contemporary challenges facing young people such as domestic violence, bullying, how to make amends to those you have hurt, illiteracy etc.	-Key features of non-fiction writing, including how to structure and form articles etc. -Non-fiction techniques. -SPAG skills will be revised and built on.	Assessment: Knowledge Check Test on key themes, conventions and methods Spelling Bees of key vocabulary & do now starter tasks revisiting and recapping

		Students will also learn how to effectively write in a range of non-fiction styles, such as letters, information leaflets, newspaper articles etc.		key skills and knowledge from across the Key Stage.
Spring 1	Powerful Female Characters in Fiction.	This unit delves into the key traits of a powerful female, inviting students to learn from a range of different extracts from different time periods, featuring powerful female characters. Students will learn about the different female writers and how women were treated in these different time periods, and will study the representation of females through a range of media types, all whilst developing their writing skills.	-Students will revise and build on key writing skills e.g. using language techniques and powerful word choices. -Students will revise and build on their knowledge of SPAG (punctuation and sentence forms) implementing them in their own writing. -Students will learn how to structure an effective story.	Mid-Year Exams: students will sit a full unseen paper, assessing both reading and writing skills. Spelling Bees of key vocabulary & do now starter tasks revisiting and recapping key skills and knowledge from across the Key Stage.
Spring 2	Nature Poetry	Within this unit, students will learn: - how to read a collection of poems analytically; - how to build further on their skills of analytical writing e.g. by zooming into particular word choices and exploring their effects; - the historical context and background in which poets were writing; - how to appreciate and understand poetic techniques in a range of poems connected to the theme of nature.	Building on prior knowledge from KS2 as well as what will have been accumulated so far in Year 7, Autumn 1 and 2's unit of work, students' analytical writing will develop in depth and quality, providing more thoughtful and varied comments, aiming to include analysis of particular word choices whilst embedding their knowledge of context. Students will be able to incorporate and name specific poetic techniques.	End of topic assessment - students will be producing an analytical response based on a poem they have studied. Spelling Bees of key vocabulary & do now starter tasks revisiting and recapping key skills and knowledge from across the Key Stage.

Summer 1	Conflict Diary – Non-fiction Anne Frank	This unit begins with the anchor text of ‘The Diary of Anne Frank’. Students will be sensitively taught about anti-Semitism, the Holocaust, and the persecution of Jewish people. They will also explore a variety of other conflict materials from refugee children (in the form of newspaper articles), online news items regarding the contribution of Caribbean soldiers in WW2, letters against war from Siegfried Sassoon and speeches delivered in the House of Commons.	- Students will explore how tone is and can be used by writers to communicate deeper feelings/messages/meanings to their readers/audiences - Students will develop their knowledge of non-fiction writing from earlier in the year, looking at a range of different non-fiction materials and media types, exploring how they vary in style, purpose and impact for an audience - Students will make cross-curricular links when returning to prior learning.	Assessment Spelling Bees of key vocabulary & do now starter tasks revisiting and recapping key skills and knowledge from across the Key Stage.
Summer 2	Fantasy Fiction	This unit explores the key features and conventions (setting, character archetypes, themes etc.) of the fantasy genre through looking at a variety of fantasy extracts. Students will explore: - The history of the genre (including influences of famous mythological stories); - How to further refine their analytical writing skills, experimenting with the inclusion of contextual information as well, and how this may have influenced the writer as well as the audience the text was intended for, and why.	Students will further develop their skills of analytical writing, specifically regarding unseen extracts and texts. Students will be encouraged to apply skills to new, unseen extracts, as well as utilising new writing skills (conventions, archetypes etc.) to their own piece of writing.	End of Year Exam: students will sit a full unseen paper, assessing both reading and writing skills. Spelling Bees of key vocabulary & do now starter tasks revisiting and recapping key skills and knowledge from across the Key Stage.

		Students will also have the opportunity to use these conventions in their own piece of creative writing, leaning on the inspiration taken from a range of extracts and fantasy fiction media types.		
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Curriculum Map Year 7: Geography



Intent: Geography at Sale High School is intended to provide a wealth of knowledge about the world. We investigate topics on various scales, in locations close to home and far away. This helps us to appreciate the beauty, excitement, wonder, and problematic nature of the world we live in. Geography lessons encourage students to apply their own knowledge, understanding and judgement of theories studied in class. We also gain knowledge from practical experiences and at times we debate critical issues. From this we hope that each student can gain their own unique but well-informed understanding of how they are shaping the world around them, and how it shapes them in return.

Year 7 – Year 7 students will be able to describe places by considering key geographical terms, specific case study facts and how features can be categorised. We begin studying Geography by focusing on *Geography Skills* and *Climate Change*, these topics provide students with fundamental spatial awareness and issues that underpin many other topics that are studied in KS3 Geography. We study *Development* so that our understanding of human processes and the impacts of physical processes can be better understood, as wealth and a country's ability to provide a good quality of life for its people significant to the subject as a whole. *Rivers and Flooding* gives us an understanding of physical processes that humans have to adapt to. The World at Work builds on some of the ideas from the Development unit to help us to understand the economic structures in the UK. We build on our understanding of place, physical and human features with our final unit on *The Middle East*.

Why do I study Geography?

I study Geography because:

- It helps me to understand the wider world
- I can better appreciate diversity
- I will become a global citizen who can make a positive change

Cultural capital/enrichment

Read – Download the BBC News App and keep up to date with all geographical events, particularly ones we are studying in Year 7.

Watch – Learning about regions in the Middle East through world news, online media and documentaries can help them discover the different cultures and ecosystems of the Middle East.

Do - Students can gain a deeper understanding of geography by exploring the cultural and natural aspects of their daily lives. Students can visit central Manchester and Media city in Salford to view places of work and consider how they have changed over time. Students can also walk along the River Mersey and consider how it is being managed to reduce the risk of flooding on the local community.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Introduction to Geographical Skills	- How to use maps using different skills - Recognising features of the world including continents and oceans, lines of latitude and longitude	- Map symbols - Grid references - Identifying relief	- Checkpoint Assessment: short answer questions to check knowledge of topic. - This topic will be tested in the Mid-Year and End of Year Exams. 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. - Teacher analysis of verbal responses and quality of classwork.
	Introduction to Climate Change	- Causes of climate change - Impacts of climate change - What we can do to reduce the impacts of climate change	- Using thematic maps - Describing graphs to show change over time - Photograph analysis	
Autumn 2	Development	- How countries can be categorised according to wealth - How we can measure development in other ways - The pattern of wealth around the world - How countries can become better developed - The role of aid in supporting development in different countries	- Using and comparing data - Photograph analysis - Choropleth maps	- Literacy piece 'How can places become better developed?' - This topic will be tested in the Mid-Year and End of Year Exams. 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. - Teacher analysis of verbal responses and quality of classwork.
Spring 1	Rivers	- Features of drainage basins - The water moves in a cycle within drainage basins - Characteristics of the long profile of rivers - The role of erosion in transforming rivers - How different river landforms are made: waterfalls, meanders and levees	- Drawing diagrams - Labelling and annotating diagrams - Plotting long profiles - Photograph analysis	- Literacy piece 'How do rivers change along their long profile?' - This topic will be tested in the Mid-Year and End of Year Exams. 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. - Teacher analysis of verbal responses and quality of classwork.

Spring 2	Flooding	• The reasons why some places flood • How rivers can be managed to prevent flooding • How a flood event has affected the UK	• Fieldwork Skills: permeability survey, drawing graphs and coming to conclusions. • Photograph analysis	• Checkpoint Assessment: short answer questions to check knowledge of topics studied so far. • This topic will be tested in the Mid-Year and End of Year Exams. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Summer 1	World of Work	• Employment sectors • How employment sectors and industries have changed over time • The impacts that industries have • How trade affects different parts of the world • What the economy of Russia is like • Factors that have affected Russian trade • The global economy	• Using graphs e.g. pie charts and line graphs • Flow line maps • Using atlas maps	• This topic will be tested in the End of Year Exam. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Summer 2	The Middle East	• The location of the Middle East. • The characteristics of the deserts in the Middle East. • Resources in the Middle East. • The characteristics of Dubai as a futurist city. • The issues relating to Neom.	• Physical and political maps • Location on the globe • Aerial photographs • Thematic maps • Flow line maps of migration • Using photographs	• Literacy piece 'Issue Evaluation: Should Neom be built?' • Half term summative assessment consisting of knowledge, skill and extended writing sections. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.



Intent:

The History Department aims to develop **curious, knowledgeable** and **critical thinkers** who can **understand** the complexities of the past, **evaluate** historical evidence, **appreciate diverse perspectives**, and **engage thoughtfully with the world around them**.

The History Department is committed to developing knowledgeable, thoughtful and intellectually curious young people who can understand the complexities of the past and make informed judgements about the present. Through a rich and diverse curriculum, we aim to equip students with the substantive knowledge, disciplinary understanding and literacy skills needed to succeed academically and engage confidently with the wider world.

As a diverse department, we value the different experiences, perspectives and expertise that our staff bring to our teaching. We believe that all students, regardless of background, deserve access to a challenging and ambitious history curriculum that inspires curiosity, develops critical thinking and promotes high achievement.

We are committed to excellence in historical scholarship, enquiry and understanding. Through a rigorous and engaging curriculum, students will develop both substantive historical knowledge and the disciplinary skills needed to think, read, write and argue as historians.

Year 7: In Year 7, we'll set out on a journey through history that stretches across the globe as well as deep into England's past. We begin by exploring great **Empires, East and West**, discovering how power, culture and trade shaped societies far beyond England.

Next, we zoom in on 1066 and its aftermath to investigate the **Norman Conquest and control** – how William and his followers transformed England forever.

We then step into the **medieval world**, asking big questions about **religion** and how faith shaped everyday life, before uncovering the **challenges faced by medieval monarchs** as they struggled to keep their crowns secure.

Finally, we broaden our view once more, looking at the rich kingdom of **Mali** in West Africa and the creativity of the **Renaissance**, both of which reveal new ways of thinking and living in the later medieval world.

By the end of Year 7, students will have built a strong foundation in global and English history, developing the skills they need to continue their chronological journey into the centuries that follow.

Why I study History?

I study History because:

- **It helps me to develop a clear sense of identity**
- **I will appreciate the accomplishments of previous generations**
- **Learning from the past helps create a better future**

Cultural capital/enrichment:

History offers students the opportunity to debate, question and evaluate a wide range of historical issues. Throughout Year 7, students develop their ability to analyse causes and consequences, assess significance, and use historical evidence to support their own judgements and explanations. These essential disciplinary skills are embedded throughout every topic, encouraging students to think critically about the past and its impact on the world today.

To support learning beyond the classroom, we encourage students to engage with a variety of age-appropriate historical resources that broaden their knowledge and deepen their understanding of the periods studied. Educational programmes such as *Horrible Histories* provide an accessible introduction to many key events and individuals, while channels such as *Simple History* (recommended for students aged 13+ due to some graphic content) can help reinforce classroom learning. Websites such as BBC Bitesize also offer useful summaries and revision materials linked to many of the themes explored during the year.

Our Year 7 curriculum takes students on a journey through global and English history, from powerful empires in the East and West, through the Norman Conquest and medieval England, to the kingdoms of West Africa and the innovations of the Renaissance. To bring history to life, Sale High School offers enriching Humanities trips that often link learning across the History and Geography departments.

By engaging with a broad range of historical sources, experiences and perspectives, students build a strong foundation of knowledge and skills that prepares them for the chronological studies they will encounter in Years 8 and 9.

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Empires East and West	Students will be able to: - Describe the key features of major empires and societies c.1000, including China, the Islamic Empire, the Byzantine Empire and the Holy Roman Empire. - Compare different societies by examining their political systems, religions, cultures and sources of wealth. - Explain how trade, religion and powerful leaders shaped the development of empires across Europe, Asia and the Middle East. - Use historical evidence to identify similarities and differences between empires and evaluate their significance.	Students will know: - The importance of powerful Chinese dynasties, such as the Han and Song Dynasties, and the role of emperors in governing China. - How trade routes such as the Silk Roads enabled the movement of goods, ideas, beliefs and technologies across continents. - The significance of Baghdad as the centre of the Islamic Empire and the role of the House of Wisdom in advancing knowledge and scholarship. - The role of caliphs in governing the Islamic Empire and supporting developments in healthcare, education and learning. - The importance of Constantinople as the capital of the Byzantine Empire and a major centre of trade. - How figures such as Empress Zoe demonstrate the opportunities and limitations faced by women in medieval societies. - The influence of Christianity within the Holy Roman Empire, including the role of the Pope, the Church hierarchy and the relationship between religion and political power.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments

Autumn 2	Norman Conquest and Control	Students will be able to: • Explain why the death of Edward the Confessor caused a succession crisis in 1066. • Analyse the events of 1066 and explain why William was victorious at Hastings. • Evaluate the methods the Normans used to establish and maintain control of England. • Assess the extent to which the Norman Conquest changed England politically, economically, socially and culturally.	Students will know: • The features of Anglo-Saxon society before 1066, including its diversity and social structure. • The claims of Harold Godwinson, Harald Hardrada and William of Normandy to the English throne. • The key events of the Battles of Stamford Bridge and Hastings. • How the Normans used castles, the Harrying of the North, the feudal system and the Domesday Book to control England. • The political, economic, social and cultural changes introduced after 1066, including forest laws, primogeniture, the influence of French language and Norman church building.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
Spring 1	Medieval Religion	Students will be able to: • Explain the structure and power of the Medieval Church. • Assess the influence of religious beliefs on everyday life in medieval England. • Examine the role of the Church in medicine and healthcare. • Explain how and why Jewish communities experienced persecution in medieval England.	Students will know: • The roles of the Pope, archbishops, bishops, priests, monks, nuns and the laity. • Why the Church was powerful, including excommunication, literacy and the Benefit of Clergy. • Medieval beliefs about heaven, hell, purgatory and salvation. • The importance of churches, cathedrals and pilgrimage. • The Church's role in medicine and the influence of Hippocrates and Galen • The experiences of Jewish people in medieval England, including increasing restrictions and the expulsion of 1290.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments

Spring 2	Challenges to Medieval Monarchs	Students will be able to: • Identify the different challenges faced by medieval monarchs. • Explain how individuals and groups challenged royal authority. • Analyse the causes and consequences of key political conflicts in medieval England. • Evaluate the significance of Magna Carta and the development of Parliament.	Students will know: • The different sources of challenge to medieval kings, including nobles, the Church and ordinary people. • The causes and consequences of The Anarchy between Stephen and Matilda. • The conflict between Henry II and Thomas Becket. • The role of Eleanor of Aquitaine in challenging Henry II. • The failures of King John and the significance of Magna Carta. • The role of Simon de Montfort in the development of Parliament. • The causes and consequences of the Black Death and the Peasants' Revolt. How the Wars of the Roses ended and led to the rise of the Tudor dynasty.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
Summer 1	Mali	Students will be able to: • Describe the features of medieval West African kingdoms. • Explain why Mali became one of the wealthiest empires in the medieval world. • Assess the significance of Mansa Musa and his rule. • Evaluate the impact of trade, religion and leadership on the development of Mali.	Students will know: • The importance of gold and other natural resources to the wealth of the Malian Empire. • The role of Mansa Musa as ruler of Mali between 1312 and 1337. • The significance of Mansa Musa's pilgrimage to Makkah (Hajj) in 1324. • How Mali developed economically, culturally and politically under Mansa Musa. The importance of Timbuktu as a centre of trade, learning and Islamic scholarship.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments

Summer 2	The Renaissance	Students will be able to: • Explain the causes of the Renaissance and why it began in Italy. • Analyse how Renaissance ideas challenged traditional medieval beliefs. • Assess the significance of developments in science, medicine, art and exploration. • Evaluate the extent to which the Renaissance changed people's lives.	Students will know: • The meaning of the term Renaissance and the significance of Florence as its birthplace. • How the fall of Constantinople contributed to the spread of knowledge and ideas. • The importance of Humanism and challenges to traditional Church authority. • The role of inventions such as the printing press, telescope and gunpowder. • How figures such as Vesalius and Harvey contributed to medical developments. • The achievements of Renaissance artists including Leonardo da Vinci, Michelangelo and Raphael. • The opportunities and limitations experienced by women during the Renaissance. • How Renaissance ideas spread across Europe and influenced exploration during the Age of Discovery.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
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Curriculum Map Year 7: Religion and Ethics



Intent:

At Sale High School, our aim for Religion & Ethics is to provide students with an academically rigorous study of religious beliefs and practices, and broader ethical questions. Our curriculum empowers students to thrive in a diverse, multi-faith society by fostering a deep understanding of different religious and non-religious worldviews. Students will gain a strong disciplinary knowledge, enabling them to explore, critically, different religions and worldviews and fully analyse and evaluate different teachings and practices. This equips students to address moral and ethical dilemmas and become well-rounded individuals who are academically proficient, culturally sensitive, and morally responsible.

Sequencing:

At KS3, students will begin by exploring the fundamental philosophical inquiries such as “What is a worldview?”, leading into an in-depth examination of various religious traditions, such as the Abrahamic Religions in Year 7 and the Dharmic Religions in Year 8. Students will also receive an opportunity to engage with moral philosophy, considering different ethical theories and their application to topics such as fast fashion, abortion, euthanasia, capital punishment, and more. These ‘big questions’ encourage students to use the disciplinary knowledge that is acquired across other humanities subjects to analyse and examine contemporary topics. This will also allow students to critically explore the significance and impact that different interpretation of scripture can bring to different worldviews and religious practices. At KS4, students can opt to complete the Religious Education GCSE course through the AQA exam board. This GCSE course builds upon students’ knowledge of Islam and Christianity, whilst also continuing to develop the disciplinary knowledge to critically analyse scripture and examine the influences of religious belief on human behaviour. It also encourages students to develop skills of empathy and cultural understanding, preparing them for thoughtful and inclusive engagement in an increasingly diverse world.

I study RE because:

- I learn more about spirituality, faith, diversity, and belief
- I feel empowered to make a positive contribution and make informed moral choices
- I learn more about how beliefs and values affect current issues and cultures.

Cultural capital/enrichment

RE provides opportunities for authentic interfaith dialogue, spending time considering the religious make-up of Great Britain, Greater Manchester and Sale, understanding the ways in which we can celebrate diversity in our local communities. The focus in year 7 is on understanding the disciplines of philosophy, theology and sociology. Pupils are encouraged to read texts for meaning and use contextual knowledge to build a deeper understanding of the meaning being conveyed. This provides cross-curricular skills which can enhance understanding in History, Geography, Literature and Languages. Pupils use statistical skills to understand data about social attitudes and religious affiliation, this provides an opportunity for the practical application of skills from mathematics. The study of religions also provides opportunities to link with MFL and geography in enhancing pupils understanding of the culture and traditions of different places. Students also benefit from an interfaith club where they can explore other cultures and traditions and celebrate the diversity of the school.

Unit	Topic (Lens)	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative)
Unit 1	Religion Locally and Nationally (Sociology)	Students will be able to: - Identify key significant buildings and symbols within religious and non-religious traditions. - Analyse and explain data from 2011 and 2021 Census. - Explain the potential reasons why different religious and non-religious traditions have changed over the years.	Students will know - The names of the religions that will have depth studies during their time at SHS, along with the names of followers, symbols and religious buildings most commonly associated with that religion. - The religious and non-religious make up of England and Wales, and the ongoing trends that the data is presenting.	Independent Practice. Keywords and definitions quiz.
Unit 2	Origins of the Abrahamic Faiths (Theology)	Students will be able to: - Understand broad contextual narratives of God's relationship to humanity. - Understand and interpret scripture, considering language, form and context in order to remain critical and curious. - Develop sociological disciplines, considering the impact that the faiths have on everyday life, including links to ethical issues.	Students will know - The Abrahamic faiths are monotheistic. - Stories associated with Abraham, a foundational figure in the Abrahamic faiths, including his covenant with God. - Stories associated with Moses, including the Exodus from Egypt and the receiving of the 10 Commandments. - Stories associated with Jesus, including Parables, The Sermon on the Mount, Miracles and key events of his life. - Stories associated with Prophet Muhammad, including the revelation of the Qur'an. - The theological significance of Jerusalem.	Independent Practice. Keywords and definitions quiz. Winter Exam.

Unit 3	The Study of Judaism (Theology, Sociology)	Students will be able to: - Gain in-depth knowledge of foundational texts and selected key practices in Judaism. - Interpret and analyse the authority and context of holy texts, including an awareness of the various interpretations and traditions within the faith. - Use the Language, Form and Context tool to analyse scripture. - Examine the role of 'rites of passage' in culture and society.	Students will know - The Tanakh and its three sections – the Torah, the Nevi'im and the Ketuvim. - The origins, authority and nature of the Torah and the Talmud as sacred texts. - The importance of Judaism as a monotheistic faith. - The roles of Miriam and Esther in the Torah. - The stories of the prophesised messiah in the Tanakh. - The importance of mitzvot and how they can be followed by Jewish people today, including Tikkun Olam. - Diversity of views on the afterlife. - The nature, features and purpose of the Rabbi, Synagogue, Festivals (e.g. Pesach) and Celebrations (e.g. Bar/Bat Mitzvah).	Independent Practice. Keywords and definitions quiz.
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Unit 4	The Study of Christianity (Theology, Sociology)	Students will be able to: - Analyse the structure and context of the Bible, particularly the various kinds of literature included in the Old & New Testament, e.g. letters, law, history, etc. - Critically engage with the diversity of views and interpretations of holy texts, considering symbolic and literal / fundamental approaches. - Use the Language, Form and Context tool to analyse scripture. - Develop sociological disciplines, considering the impact that the faiths have on everyday life, including links to ethical issues.	Students will know - Jesus' life and mission, including the significance of Jesus' birth (and Mary's role), his ministry and teachings (e.g. The Sermon on the Mount) and his identity of Messiah and Son of God. - The importance of the crucifixion, resurrection and ascension, including the role of Mary Magdalene as a witness to the resurrection. - The spread of Christianity, including the Great Commission, the work of the 12 Apostles and the contributions of St Paul, Phoebe, and Lydia in the growth of the early church. - The nature, structure and authority of the Bible as a holy text, the significance of the Lord's prayer, sacraments, and the Pope's role as leader of the Catholic church. - Diversity within Christianity, including denominational differences. Interpretation and worldwide practices.	Independent Practice. Keywords and definitions quiz. Summer Exam
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Curriculum Map Year 7: Science

Science Intent Statement - The Science department at Sale High School follows a 5 year in depth, knowledge rich Science curriculum which covers all aspects of the National Curriculum, supported by using the United learning Science Year 7 – 9 structure. At Key Stage 4 we offer both Combined and Triple Science GCSEs through the AQA exam board.

Practicals play a key role in developing pupil's skills, practicals will be used to develop scientific enquiry skills collecting, recording and processing data. The Science curriculum is further enriched through Science club, Sale Scholars, Physics Olympiads and Science ambassadors.

We have a high level of pupils opting to take triple Science and great progression onto Science based A levels and University courses, we believe this is due to having high expectations, strong work ethic and most importantly our desire to develop pupils love for Science and thirst for knowledge.

Why study Science?

"I learn science because:

- It develops my analytical and problem-solving skills.
- It increases my fundamental knowledge, linked to real life situations
- It helps me to develop my curiosity about the world around us."

Cultural capital/enrichment: In Year 7 pupils have the opportunity of taking part in science club, which allows students to focus on the environment and tackling global issues as well as completing exciting experiments.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	7.01 Particles, Substance and Mixtures (18)	Pupils will learn: - The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure. - Changes of state in terms of the particle model. - The differences in arrangements, in the motion and in the closeness of particles, explaining changes of state. - Changes in temperature in the motion of particles. - The concept of pure substances and mixtures, including dissolving. - The identification of pure substances. - Diffusion in terms of the particle model.	Pupils will learn to: - Ask questions based on observations of the real world. - Plan and carry out the most appropriate types of scientific enquiries. - Use appropriate techniques and apparatus, paying attention to health and safety. - Make and record observations and measurements using a range of methods for different investigations. - Present observations and data using appropriate methods, including tables. - Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. - Use SI units.	End of topic test Assessments. Literacy – Extended answer questions. Spelling Bees

	7.02 Fundamentals of Physics (12) - Start	- Simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography. Pupils will Learn: - Forces are pushes or pulls, arising from the interaction between two objects. - Force arrows in diagrams are used to model forces, adding forces in one dimension, balanced and unbalanced forces. - Forces associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces. - Forces measured in newtons, measurements of stretch or compression as force is changed. - Non-contact forces: gravity forces acting at a distance on Earth and in space; opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface. - Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only); change depending on direction of force and its size.	Pupils will be able to: - Pay attention to objectivity and concern for repeatability and reproducibility. - Scientific methods and theories develop over time partly due to peer review. - Ask questions and develop a line of enquiry based on observations of the real world. - Plan and carry out the most appropriate types of scientific enquiries. - Use appropriate techniques, apparatus, paying attention to health and safety. - Make and record observations and measurements using a range of methods for different investigations. - Apply mathematical concepts and calculate results. - Present observations and data using appropriate methods, including tables. - Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. - Understand and use SI units. - Undertake basic data analysis including simple statistical techniques.	
Autumn 2	7.02 Fundamentals of Physics (12) - Finish 7.03 Cells and Organisation (11)	- Physics as above - Pupils will learn: - Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope - The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts - The similarities and differences between plant and animal cells - The role of diffusion in the movement of materials in and between cells - The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms - A word summary for aerobic respiration	Pupils will be able to: - Ask questions based on observations of the real world - Plan and carry out the most appropriate types of scientific enquiries - Use appropriate techniques and apparatus, paying attention to health and safety - Make and record observations and measurements using a range of methods for different investigations - Apply mathematical concepts and calculate results - Present observations and data using appropriate methods, including tables - Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions - Use SI units and use and derive simple equations and carry out appropriate calculations	End of topic test Assessments. Literacy – Extended answer questions. Spelling Bees

Spring 1	7.04 Chemical Changes (15)	Pupils will learn: - Differences between atoms, elements and compounds. - Chemical symbols and formulae for elements and compounds. - Conservation of mass in chemical reactions. - Chemical reactions as the rearrangement of atoms. - Representing chemical reactions using formulae and using equations. - Combustion, thermal decomposition and oxidation reactions. - Exothermic and endothermic chemical reactions. - The properties of metals and non-metals.	Pupils will learn how to: - Pay attention to objectivity and concern for accuracy and precision. - Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. - Make predictions using scientific knowledge and understanding. - Plan and carry out the most appropriate types of scientific enquiries, including identifying independent, dependent and control variables, where appropriate. - Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety. - Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. - Apply mathematical concepts and calculate results. - Present observations and data using appropriate methods, including tables. - Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. - Present reasoned explanations, including explaining data in relation to predictions and hypotheses. - Showing awareness of potential sources of random and systematic error. - Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature. - Carry out appropriate calculations and undertake basic data analysis including simple statistical techniques.	End of topic test Assessments. Mid Year Assessment Literacy – Extended answer questions. Spelling Bees
Spring 2	7.05 Organ Systems (14) 7.06 Sound and Light (6) Start	Pupils will Learn: - The structural adaptations of some unicellular organisms. - The structure and functions of the human skeleton, to include support, protection, movement and making blood cells. - Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles. - The function of muscles and examples of antagonistic muscles.	Pupils will learn how to: - Pay attention to objectivity and concern for accuracy and precision. - Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. - Make predictions using scientific knowledge and understanding. - Plan and carry out the most appropriate types of scientific enquiries, including identifying independent, dependent and control variables, where appropriate. - Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety.	End of topic test Assessments. Literacy – Extended answer questions. Spelling Bees

		• The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food. • The structure and functions of the gas exchange system in humans, including adaptations to function. • The mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume. Pupils will also learn: • Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound • Sound needs a medium to travel, the speed of sound in air, in water, in solids • Sound produced by vibrations of objects and the ear drum; auditory range of humans and animals • Transferring energy; use for cleaning and physiotherapy by ultra-sound • Light waves travelling through a vacuum; speed of light • The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface • Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye • Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras • Colours; differential colour effects in absorption and diffuse reflection	• Make and record observations and measurements using a range of methods for different investigations. • Apply mathematical concepts and calculate results. • Present observations and data using appropriate methods, including tables. • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. • Present reasoned explanations, including explaining data in relation to hypotheses. • Understand and use SI units. • Carry out appropriate calculations and undertake basic data analysis including simple statistical techniques. Pupils will also learn how to: • Pay attention to objectivity and concern for repeatability and reproducibility • Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience • Make predictions using scientific knowledge and understanding • Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety • Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements • Apply mathematical concepts and calculate results • Present observations and data using appropriate methods, including tables and graphs • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions • Present reasoned explanations, including explaining data in relation to predictions and hypotheses	
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Summer 1	7.06 Sound and Light (6) Finish 7.07 Material (8)	Physics as above. Pupils will learn: Properties of ceramics, polymers and composites (qualitative).	Pupils will learn how to: - Pay attention to objectivity and concern for accuracy and precision. - Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. - Make predictions using scientific knowledge and understanding. - Plan and carry out the most appropriate types of scientific enquiries, including identifying independent, dependent and control variables, where appropriate. - Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety. - Make and record observations and measurements using a range of methods for different investigations. - Apply mathematical concepts and calculate results. - Present observations and data using appropriate methods, including tables. - Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. - Present reasoned explanations, including explaining data in relation to hypotheses. - Show awareness of potential sources of random error - Understand and use SI units. - Carry out appropriate calculations and undertake basic data analysis including simple statistical techniques.	End of topic test Assessments. Literacy – Extended answer questions. Spelling Bees
Summer 2	7.08 Life Cycles (17)	Pupils will learn: Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.	Pupils will learn how to: - Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas. - Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. - Plan and carry out the most appropriate types of scientific enquiries, including identifying independent, dependent and control variables, where appropriate.	End of Year Assessment End of topic test Assessments.

		• Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. • Heredity as the process by which genetic information is transmitted from one generation to the next. • A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model. • Differences between species. • The variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation.	• Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety. • Make and record observations and measurements using a range of methods for different investigations. • Apply mathematical concepts and calculate results. • Present observations and data using appropriate methods, including tables. • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. • Present reasoned explanations, including explaining data. • Understand and use SI units and carry out appropriate calculations and undertake basic data analysis including simple statistical techniques.	Literacy – Extended answer questions. Spelling Bees.
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