



Intent: At Sale High School, our Year 7 Art and Design curriculum is designed to ignite the creative spirit in 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
AUTUMN	Introduction to Portraiture	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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:</p> <ol style="list-style-type: none"> 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, 	<p>Baseline assessment (self portrait) on the second Art lesson of the year.</p> <p>First homework and any key writing pieces will be marked.</p>

			<p>and clothing, using different pencil strokes and pressure.</p> <ol style="list-style-type: none"> 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 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. 	
<p style="text-align: center;">SPRING</p>	<p style="text-align: center;">Mixed media and skills</p>	<p>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.</p>	<ol style="list-style-type: none"> 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 	<p>Negative space assessment in the form of an oil pastel transfer.</p> <p>Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.</p>

			<p>foreground of their artwork to enhance the overall composition.</p> <ol style="list-style-type: none"> 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. 12. Self-Reflection: The ability to self-evaluate and make improvements based on their own artistic development and feedback from peers and teachers. 	
SUMMER	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	<ol style="list-style-type: none"> 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. 	Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.

		<p>painting application; colour mixing, blending/layering, and colour theory.</p>	<ol style="list-style-type: none">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.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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Intent:

Our intent is to provide Sale High students with broad scope of knowledge that challenges the way students think about the arts and teaches them to accept and embrace difference. We want our students to be confident and understand how the arts can benefit all aspects of life such as promoting confidence and good communication skills. We want to teach them that creating safe and comfortable spaces where people of all backgrounds can make, celebrate and learning together is empowering. Students study a range of topics that follow the layout of the GCSE format. Each topic includes either a written, devised or scripted aspect. Topics are chosen to develop creativity, co-operation and challenge students to experience a range of perspectives, issues and events. There is a sharp focus on developing students descriptive, analytical, and evaluative skills. Not only are these essential to GCSE Drama but are crucial skills for life beyond Sale High School. Students develop knowledge of theatrical styles, script writing, vocal skills and physical skills which are crucial to building confidence, communication skills and literacy skills. Students implement and improve these skills through a variety of context, working to transfer skills successful in order to encourage flexible learners. Students experience both traditional styles of drama and more contemporary, challenging them to develop opinions and appreciate work that is not necessarily what they would choose to watch. This promotes acceptance and a balanced outlook crucial to life in general.

Why I study Drama?

I study Drama because:

- I can be creative and collaborative
- I learn how to present myself to an audience
- I will view the world from different perspectives

Cultural capital/enrichment

Cultural capital/enrichment

Performance/presentation skills – awareness of the audience, self-confidence, use of vocal and physical skills

Exploration of own thoughts and feelings through a character, considering what is right and wrong

Creative collaboration to develop working relationships outside of friendship groups

Giving/receiving constructive criticism about peer's performances

Watch different types of theatre from different time periods and countries

Write for particular audiences, considering the emotions/experiences of the character they are portraying.

Work with challenging topics in order to expand their understanding of 'real' issues, including mental health issues and peer pressure.

Extra-curricular drama company 'Platinum Stars' is an opportunity for students be part of a fun and safe environment for young people to experience creating and rehearsing theatre performance for a specific event.

The whole school production is a valuable experience for students to take part in a performance in a theatre, in front of a paying audience.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
AUTUMN 1	Introduction to Drama Skills	<p>Students will learn how to use storytelling through performance.</p> <p>Students will use body language, facial expressions, and their voice to communicate with the audience.</p> <p>Students will learn how to use mime.</p> <p>Students will perform a fairy tale effectively, combining physical and vocal skills to engage the audience and bring characters to life.</p>	<p>Conveying emotions and messages through controlled body movements and facial expressions.</p> <p>Expressing actions, objects, and emotions without words through physical movements and gestures.</p> <p>Adjusting tone, pitch, volume, and pace of speech to convey character traits and emotions.</p> <p>Pronouncing words clearly and articulating sounds precisely for effective communication.</p> <p>Expressing a wide range of emotions vocally, from joy to sadness to fear.</p> <p>Creating well-rounded characters with distinct physical and vocal attributes.</p> <p>Building a connection with the audience through compelling physical and vocal storytelling.</p>	<p>Baseline assessment (watch a recorded performance and answer questions on key skills), end of topic performance of a given scenario.</p>

AUTUMN 2	Silent Movies	<p>Students will learn how to convey actions, emotions, and objects effectively through precise physical movements, facial expressions and gestures. They will understand the importance of body language in communication.</p> <p>Students will be proficient in miming objects, actions, and scenarios without relying on words, enabling them to tell stories and convey messages through silent performance.</p> <p>Students will learn how to combine mime, melodrama, slapstick comedy, and music to create a cohesive and engaging silent movie scene. This involves understanding the storytelling elements of silent film and how to convey emotions and narrative without spoken dialogue.</p>	<p>Develop the ability to convey actions, emotions, and objects through precise physical movements and gestures.</p> <p>Master the art of using facial expressions to communicate emotions and intentions effectively. Gain control over your body to create clear and expressive movements, maintaining balance and coordination.</p> <p>Learn techniques for miming objects, actions, and scenarios without using words. Hone skills in physical humour, including slapstick and comedic timing.</p> <p>Master the precise timing needed for delivering comedic actions and reactions.</p> <p>Combine mime, melodrama, slapstick comedy, and music to create a cohesive and engaging silent movie scene.</p> <p>Use music to convey emotions and engage the audience when there is no spoken dialogue.</p>	<p>End of topic performance of a Silent Movie created by students</p> <p>Winter exam based on key knowledge studied in year 7</p>
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SPRING 1	Greek Theatre	<p>Understanding of the layout and features of an amphitheatre, and knowledge of how the design influences the presentation of performances.</p> <p>Students will gain a comprehensive understanding of choral speaking techniques, the synergy between movement and speech, and the application of these skills to create engaging performances, especially in the context of Greek myths.</p>	<p>Identify the layout and features of an amphitheatre</p> <p>Effectively use the technique of choral speaking, maintaining rhythm and unity among a group of speakers.</p> <p>Combine choral speaking with coordinated movements for a more engaging and dynamic performance.</p> <p>Understand how movement enhances the overall impact of choral speaking.</p> <p>Creation of a performance based on a Greek myth using choral speaking, canon (synchronized group movements), and unison movement techniques.</p>	End of topic performance of a Greek Myth including choral speaking and unison movement techniques.
SPRING 2	Storytelling	<p>Students will gain knowledge of the concept of split focus in acting and how it involves dividing attention between multiple characters or elements within a scene.</p> <p>Students will learn the techniques and methods for effectively playing multiple roles within a single scene.</p> <p>Students will understand the concept of a cliff hanger ending in drama, including its purpose and how it creates suspense and engagement in storytelling.</p>	<p>Students will use split focus and learn how to divide their attention between multiple characters or elements within a scene.</p> <p>Students will effectively use thought tracking in drama, allowing them to verbalise the inner thoughts and emotions of characters during a scene.</p> <p>Students will develop the ability to play multiple roles within a single scene.</p> <p>Students will learn how to use gestures effectively to convey stereotypes or character traits, using body language to communicate without words.</p> <p>Students will understand how to create a structured dramatic performance ending on a cliff hanger.</p>	End of topic performance of 'Waxworks' story.

<p style="text-align: center;">SUMMER</p>	<p style="text-align: center;">Performing a script</p>	<p>Students will learn how to create convincing and well-defined characters, relatable to an audience.</p> <p>Students will gain insight into the characters from the "Charlie and the Chocolate Factory" by Roald Dahl e.g. Willy Wonka, Charlie Bucket, Augustus Gloop, Veruca Salt, and more.</p> <p>Students will learn why slow motion is a useful technique in drama. This includes understanding how slow motion can be employed to emphasise specific moments, build tension and convey emotion.</p> <p>By performing an extract from the script with appropriate characterisation, students will apply their understanding of characters and drama techniques to bring a scene to life convincingly.</p>	<p>Analysing the script to understand character motivations, relationships, and the context of the scene.</p> <p>Understand characters from "Charlie and the Chocolate Factory".</p> <p>The ability to convey the character's emotions and intentions with authenticity and impact.</p> <p>Create a convincing character and deliver a compelling performance of a script extract.</p>	<p>End of topic performance of script extract from Charlie and the Chocolate Factory.</p> <p>Summer exam assessing all knowledge covered in year 7.</p>
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Intent:

Our intent is to provide Sale High students with broad scope of knowledge that challenges the way students think about the arts and teaches them to accept and embrace difference. We want our students to be confident and understand how the arts can benefit all aspects of life such as promoting confidence and good communication skills. We want to teach them that creating safe and comfortable spaces where people of all backgrounds can make, celebrate and learning together is empowering. Students study a variety of musical styles, each leading to a music making experience, performance and evaluation. The topics covered include the opportunity to sing and make music using a variety of instruments. Students build a valuable understanding of the elements of music such as melody, pitch, tone, texture, structure, dynamics, tempo and rhythm, including music notation. Students gain knowledge of how music is created and recorded in different contexts. They are taught to understand the value of both traditional and contemporary styles and music for different occasions leading to a greater acceptance of these differences. Students are encouraged to improvise and understand that happy mistakes can lead to great work and changes of direction are not necessarily a bad thing. They experience working both solo and in groups, understanding that both have merit and it is important to listen to the ideas of others to build work together – this promotes excellent communications skills. Students are encouraged to perform and evaluate work, focusing on specific skills, reflecting to improve future work.

Why I study Music?

I study Music because:

- I can express myself creatively
- I experience music from other cultures
- It improves my memory, confidence and teamwork skills

Cultural capital/enrichment

Performance/presentation skills – awareness of the audience, self-confidence, use of practical skills (e.g. open evening, Christmas concert and annual production)

Exploration of own thoughts and feelings through experiencing, discussing and performing a range of musical styles

Creative collaboration to develop working relationships outside of friendship groups

Giving/receiving constructive criticism about peer’s performances

Composing and performing for audiences, considering the emotions they wish to portray

Considering the emotional support music can offer in day to day life

Extra-curricular musical groups and expressive arts company ‘Platinum Stars’ is an opportunity for students be part of a fun and safe environment for young people to experience creating and rehearsing theatre performance (including musical theatre) for a specific event e.g. Christmas Concert and annual production.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
AUTUMN	Singing Skills	<p>Students will learn how to perform to an audience.</p> <p>Students will understand how body language, facial expressions, and their voice allows communication with the audience.</p> <p>Students will learn how to use the voice safely.</p> <p>Students will learn the areas of the body involved in singing.</p> <p>Students will learn some basic music vocabulary</p> <p>Students will learn how to work as a team to sing as an ensemble.</p> <p>Students will learn how to identify major and minor tonalities by ear</p> <p>Students will understand the correlation between performance skills and audience response/enjoyment.</p> <p>Students will learn and use key musical vocabulary and skills to discuss music and add musicality to performance pieces.</p>	<p>Professional presentation of a performance - enter, perform and leave performance space in the appropriate manner.</p> <p>Look smart and ready for performance - uniform.</p> <p>Convey emotions and messages through controlled use of voice, facial expressions and (in some pieces) movement.</p> <p>Label and discuss the role of the mouth, larynx/vocal cords and lungs/diaphragm when singing.</p> <p>Say why warming up is important before singing.</p> <p>Demonstrate warm up techniques for each area of the body involve in singing.</p> <p>Express emotions through the use of basic dynamics, articulation, breath control, tempo changes.</p> <p>Sing together as an effective ensemble by following the conductor to co-ordinate the above basic skills.</p> <p>Adjust tone, pitch, volume and pace of voice to convey contrasting feeling.</p> <p>Pronounce words clearly and articulate sounds precisely for effective communication.</p> <p>Master the precise timing needed for delivering reactions in a song.</p>	<p>Baseline assessment (three stages – music theory, identifying instruments, elements and genres by ear and identifying pitch).</p> <p>Class performance (and Christmas concert performance for some) of pieces studied.</p> <p>Performance of a round.</p> <p>Performance notes.</p> <p>Diagram of anatomy.</p> <p>Notes on the importance of warming up and voice health.</p> <p>Winter exam theory paper.</p>

<p style="text-align: center;">SPRING</p>	<p style="text-align: center;">Rhythm and Pulse</p>	<p>Students will understand the difference between beat and rhythm.</p> <p>Students will learn note values ranging from semibreve to semiquaver, including some dotted rhythms and rests.</p> <p>Students will know how to describe the tempo of a piece of music.</p> <p>Students will understand the role of a time signature.</p> <p>Students will understand the meaning of composition and create their own rhythmic composition for performance and evaluation.</p>	<p>Develop a strong sense of timing, being able to feel and understand the beat or pulse of the music.</p> <p>Engage in active listening to pick up on the rhythm and tempo of music.</p> <p>Learn the sub-division of beats into smaller note values</p> <p>Explain the role of a time signature and work with a basic 4/4 time signature.</p> <p>Combine note values to create rhythms in 4/4 using specific note values from semibreves to semiquavers including some dotted notes and rests.</p> <p>Subdivide beats into smaller note values e.g. quarter notes into eighth notes.</p> <p>Play in time with a group, being able to listen to and synchronise with other musicians and use good communication and cooperation skills to maintain a consistent pulse.</p> <p>Develop a sense of 'feel' and add performance elements such as movement, change of dynamics, tempo changes.</p> <p>Identify note names and values by sight.</p> <p>Perform and evaluate a piece in 4/4.</p>	<p>Rhythm and pulse listening and practical task – teacher observation.</p> <p>Note names and values worksheet – combining note values to create rhythms.</p> <p>Homework rhythm tasks – station names</p> <p>Station names dictation sheet</p> <p>'All Aboard' simple rhythmic performance</p> <p>'All Aboard' student composition, performance and evaluation</p> <p>Spring end of topic theory exam</p>
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SUMMER

Basic Treble Clef Notation and Keyboard Skills

Students will learn how to read and play the notes of the treble clef staff/stave and limited ledger lines

Students will understand the role of the treble clef for higher pitched instruments and right hand of the piano keyboard

Students will understand the musical alphabet and how this applies to the pattern on a piano keyboard

Students will learn understand how to use hands correctly to prevent injury and maximise dexterity for an effective performance

Students will understand the role of previous knowledge of time signatures, note values and rests, rhythm and beat IN COMBINATION with pitch to create MELODY.

Students will understand the role of chords as ACCOMPANIMENT (some will perform these with their treble clef melody).

Recognise/draw the treble clef symbol and say it is used for higher pitched instruments and right hand of the piano (know it is a 'G' clef due to its position)

Learn and recite the 'Rhyme for the Line' and FACE for space' rules to find notes on the treble clef staff/stave.

Know the musical alphabet consists of A-G and apply this to find ledger line note names.

Know the letter names of the piano keyboard white notes.

Use the correct hand position to prevent injury.

Learn and apply the 'RISE to the RIGHT' and LOWER to the LEFT' rule to ensure correct pitches are played.

Using a keyboard guide, read and play notes on the keyboard, pressing the note for the correct time (applying Spring term knowledge) and maintaining a steady pulse.

*Play simple left hand chords

**Play chords and right hand melody line together

***Students with higher prior keyboard skills will be encouraged to work on more advanced treble and bass skills, including any graded pieces

Treble Clef homework

Finger exercises – homework and class warm-ups.

Teacher observation of individual keyboard work during practical lessons.

Summer end of topic theory exam.

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 to 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 have the opportunity to attend a variety of different theatre trips with the Theatre Club, which has previously including seeing some of the biggest performances in Manchester's theatre district, such as 'Matilda' and '42nd Street', as well as having the opportunity to take part in a weekly creative writing club, too. There will also be the opportunity, towards the end of the autumn term, to participate in the 'Classroom to Care Home' Inter-house competition, as well as a creative writing workshop to look forward later in the summer term.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Autobiography	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - What an autobiography is and the typical features of its genre - How to identify features of the autobiography genre - How to identify writer's methods in a text such as sentence structures, imagery and anecdotes - How to employ these techniques in their own piece of autobiographical writing - How to explore a range of extracts and how these link to context, such as Dahl's upbringing and schooling - How to identify written techniques within a variety of extracts and how to explore effect on the reader - How to use the P.E.A.R approach in order to analyse the effect of a text on the reader, as well as exploring writer's intentions 	<p>Building on prior knowledge of KS2 SPaG, pupils will recall how to identify and analyse specific language features such as adjectives, synonyms, adverbs, varied sentence openers in writing, similes, metaphors, and a variety of punctuation for effect such as semi-colons and dashes.</p> <p>Pupils will also learn how to use a variety of these written methods to create a carefully crafted piece of non-fiction writing.</p> <p>Pupils will also learn how to analyse using the P.E.A.R mnemonic to help them analyse in much more detail than they were used to at KS2, by responding to a full extract from a text.</p>	<p>Baseline Assessment: A written autobiographical piece which embeds the writing skills learned in the first 3 weeks of the unit of work.</p> <p>End of topic assessment: students will be assessed on their comprehension and analytical writing skills, through the production of a P.E.A.R response (using an extract from 'Boy').</p> <p>Spelling Bees of key word vocabulary.</p>
Autumn 2	Fantasy Fiction	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to identify and explore key features of the fantasy genre through a variety of fantasy extracts, as well as the historical context of the genre. 	<p>Building on prior knowledge of Autumn 1's unit of work, pupils will use P.E.A.R and context to a greater extent, and more confidently.</p>	<p>SPAG Skills test, assessing their understanding of word classes and definitions on newly-introduced</p>

		<ul style="list-style-type: none"> - How to consider the influences on the fantasy genre as well as which famous mythological stories we may consider as fantasy fiction. - To embed their P.E.A.R skills and how to introduce the exploration of context within these analytical paragraphs. - How to identify and explore common conventions such as: setting, character archetypes, and themes. - How to use the conventions of fantasy fiction in their own creative writing pieces. 	<p>Pupils will use a variety of written techniques which incorporate the conventions of fantasy fiction in their own creative writing.</p>	<p>vocabulary throughout the autumn term, punctuation marks, sentence types and the tenses.</p> <p>Winter Exam – students will be assessed on their comprehension and analytical writing skills, through the production of a P.E.A.R response. The exam will also revisit some of the writing skills taught in AUT1, in order to spiral back to prior learning.</p> <p>Spelling Bees of key word vocabulary.</p>
Spring 1	Transformations	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to enhance their creative writing skills by building on what has been learned in the Autumn term, such as how to use imagery for effect, and how to produce a range of sentence structures and openers to engage a reader. 	<p>Pupils will use a variety of written techniques which incorporate the conventions of transformation writing in their own creative writing.</p> <p>Pupils will learn to challenge themselves further, by reviewing and consolidating prior knowledge</p>	<p>SPAG Skills test, assessing their understanding of word classes and definitions on newly-introduced vocabulary throughout the autumn term, punctuation marks,</p>

		<ul style="list-style-type: none"> - How to challenge themselves further by exploring more challenging vocabulary and written techniques such as character perspectives, zoomorphism and dual narratives. - To explore a range of extracts from texts which explore transformations or alter egos, such as Medusa, and Dr Jekyll. 	<p>and building on that by including: high-tier adjectives/adverbs, noun phrases, imperatives, intensifiers/hyperbole, zoomorphism, sentence forms for effect (short/long, lists, single word), brackets, dashes, colon and semi-colon for effect.</p>	<p>sentence types and the tenses.</p> <p>End of topic assessment - students will be producing their own piece of transformation writing, evidencing their understanding of how to deploy language features for effect.</p> <p>Spelling Bees of key word vocabulary.</p>
Spring 2	Nature Poetry	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to read a collection of poems analytically, reading for meaning and effect, whilst exploring writers' intended meanings. - How to return to their previously taught analytical skills, and, again, build further on their P.E.A.R skills by learning how to weave in context into their analysis, as well as how to 'zoom in' on particular words choices and phrases to further extend their comprehension. 	<p>Building on prior knowledge of Autumn 1 and 2's unit of work, pupils will use P.E.A.R to a more thoughtful extent, and more confidently, aiming to include analysis of particular word choices whilst embedding their knowledge of context within their analysis.</p>	<p>SPAG Skills test, assessing their understanding of word classes and definitions on newly-introduced vocabulary throughout the autumn term, punctuation marks, sentence types and the tenses.</p> <p>End of topic assessment - students will be producing a comprehension using</p>

		<ul style="list-style-type: none"> - The historical context and background in which poets were writing, such as the Industrial Revolution. - Not only how to broaden their skills of analysis, but also how to appreciate and understand poetic techniques in a range of poems connected to the theme of nature. 		<p>analytical writing skills, through the production of a P.E.A.R response min-essay.</p> <p>Spelling Bees of key word vocabulary.</p>
Summer 1	Exploring Genre	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to identify and explore key features of the various genres, such as gothic, mystery and science-fiction, through a variety of extracts, as well as the historical context of each genre. - How to consider the influences on each genre as well as how each genre is received, worldwide, by the reader. - How to identify and explore common conventions such as: setting, character archetypes, and themes. - How to use the conventions of each genre in their own creative writing genre pieces. - How to enhance their creative writing skills by building on what has been 	<p>Pupils will consolidate a variety of written techniques which incorporate the conventions of each genre writing in their own creative writing.</p> <p>Pupils will learn to challenge themselves further, by reviewing and consolidating prior knowledge and building on that by including: the different story structures such as dual narrative and linear structures. Pupils will consolidate this knowledge in their own story openings.</p>	<p>SPAG Skills test, which will be a full recap of skills and content taught from – and revisited - across the year.</p> <p>Summer exam which will assess the content taught in this half term, as well as knowledge and skills learned throughout year 7.</p> <p>Spelling Bees of key word vocabulary.</p>

		learned throughout the year, such as how to use imagery for effect, and how to produce an effective story opener in a genre of their choice.		
Summer 2	Genre Speaking and Listening	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How a writer and/or speaker can use persuasive language features, as well as tone and register to successfully persuade, inform or engage an audience. - Pupils will be able to make connections with their unit of work from the last half term's work, through spiral learning to utilise this knowledge and apply it to their own personal responses. - Pupils will watch a range of informative and persuasive speeches delivered by speakers, young and older, in order to see how powerful orators engage their audiences. - How to be successful communicators, through effective speaking. - How to include informative skills in their own writing and how to deliver this to a live audience confidently. 	<p>Pupils will be able to communicate clearly and successfully in front of their peers.</p> <p>Pupils will be able to use both verbal and non-verbal cues to engage an audience.</p> <p>Pupils will understand and be able to evidence how physical aides such as pitch, tone, pace, volume, gesture etc. can be a successful tool when addressing an audience.</p> <p>Pupils will understand how to communicate with a diverse audience, using an appropriate and respectful manner with success.</p>	<p>SPAG Skills test, which will be a full recap of skills and content taught from – and revisited - across the year.</p> <p>End of topic assessment – a speaking and listening response in the form of an informative speech delivered to their peers about their favourite genre.</p> <p>Spelling Bees of key word vocabulary.</p>

Curriculum Map Year 7: Geography



Intent: Geography at Sale High School is intended to provide a wealth of knowledge about the world both globally and just outside their window. Students will have the opportunity to explore a wide range of human and physical geography from urban environments and globalisation to ecosystems and coasts. Students will be encouraged to not only learn facts from local and global case studies, but to apply their own understanding and judgement, and at times debate critical issues in geography. From this we hope that each student can gain their own unique but well-informed understanding of the world around them.

Year 7 – We begin studying Geography by focusing on our foundations of geography, this provides students with fundamental spatial awareness and begins to develop their sense and idea of place. We do this by working on our key skills of map reading, local, national and global scale, this allows them to build the idea of the scale of place. We introduce the idea of changing places through our first main topic of geology, this allows how to represent how the earth has changed through a series of different geomorphological processes. As we build on our physical and human topics, year 7 will be able to explain the interactions between people and the physical environment and how humans are influenced by the natural world and how the natural world is influenced by humans.

Why I study History?

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

Sale High School provides opportunities for Humanities trips which are often linked between the Geography and History department in order to explore linked skills or similar themes, such as Beeston Castle. Students can gain a deeper understanding of geography by exploring the cultural and natural aspects of their daily lives. They can start by noticing how geology shapes their local environments by visiting coastal regions and seeing erosion take place along the River Mersey as well as how rivers impact their communities, this can be done by taking walks along the river to identify landforms we are learning about. Students can visit central Manchester and Media city in Salford to view hubs of cultural exchange. 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. Students can also observe and appreciate local ecosystems and their influence on daily life by walking through local parks and greens spaces.

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Foundations of geography Geography Rocks	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the difference between physical and human geography Describe location using 4 figure grid references Identify different symbols on a OS map Apply global, national and local scale when discussing place. Explaining how igneous, metamorphic and sedimentary rocks form using the rock cycle Analyse the different period of geological time Explain why soil is important as a carbon store 	<p>Students will know</p> <ul style="list-style-type: none"> Push factors (e.g. overpopulation, poor farmland) and pull factors (e.g. natural resources, fertile flat land) for migrants before 1066 Key changes made by the Romans in England (e.g. introduction of aqueducts, coinage and the Latin language) Key changes made by the Anglo-Saxons (e.g. splitting England into smaller kingdoms with the heptarchy, the Old English language) Key changes made by the Vikings (e.g. raids on Christian monasteries, new traders) 	<p>Baseline test</p> <p>Quizzes (in class and homework)</p> <p>Extended writing</p> <p>End of Unit Assessment</p>

Autumn 2	Urban Geography	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define what makes an urban area • Analyse factors contributing to urban growth • Identify and describing megacities • Analysing issues in squatter settlements using data • Evaluating urban sustainability practices • Evaluating the sustainability of a specific urban area 	<p>Students will know</p> <ul style="list-style-type: none"> • Basic reading of OS Maps • Economic, social and political drivers of urban growth • Characteristics of cities and how they differ from rural areas • Population distribution and migration patterns • Definitions and criteria for classifying a city as a megacity • Notable examples of a megacity • Understanding informal settlements and squatter settlements • Examples of successful projects in squatter settlements • Evaluation criteria for measuring urban sustainability 	<p>Quizzes (in class and homework)</p> <p>Extended writing</p> <p>End of Unit Assessment</p> <p>Winter Exam</p>
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Spring 1	Rivers	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Diagram the water cycle • Identify and label the features of a drainage basin • Create long profiles to understand river relief • Improve their map reading skills and be able to locate major rivers • Describe and analyse the processes of river erosion • Draw and interpret valley cross-profiles • Analyse the formation of waterfalls 	<p>Students will know</p> <ul style="list-style-type: none"> • The different phases of the water cycle • the components of a drainage basin; main river, tributaries, divides and catchment area • how the river course changes in response to elevation variations • the importance of key rivers for various regions, ecosystems and economies • the impact of river erosion on riverbanks, valleys and landscapes • the significance of cross-profiles in geographical analysis • the factors contributing to waterfall formation, including the geology of the area and the erosion that will take place 	<p>Quizzes (in class and homework)</p> <p>Extended writing</p> <p>Mid-Unit Assessment</p>
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Spring 2	Middle East	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify countries and regions within the middle east • improve their map reading skills and locate countries within the middle east • describe the physical features of the Middle Eastern Deserts • Identify and categorise the Middle Eastern resources • Analyse economic data and trends in the middle east • Analyse demographic and migration data within the Middle East • Evaluate the factors contributing to Dubai's futuristic status. 	<p>Students will know</p> <ul style="list-style-type: none"> • The geopolitical and cultural significance of the Middle East • How desert landscapes influence human activities and development • Identifying and understanding the regions key resources, such as oil, natural gas and minerals • Analyse the economic diversification and growth in the Middle East • The major industries and employment sectors, including oil and gas, construction and finance • Historical and contemporary migration patterns • The causes of migration, including conflict, job opportunities and asylum seeking • Examining Dubai's transformation into a futuristic city 	<p>Quizzes (in class and homework)</p> <p>Extended writing</p> <p>End of Unit Assessment</p>
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<p style="text-align: center;">Summer 1</p>	<p>Ecosystems</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Practicing latitude and longitude identification using maps and atlases • Mapping the different biomes on a world map • Analyse the different adaptations of organisms to cold environments • Discuss the role of the Tundra in Russia’s environment • Describe the features of coral reef ecosystems • Identifying the threats and the consequences of these threat to coral reef ecosystems • Discuss and propose different conservation measures for ecosystems • Evaluate the health of the ecosystems on the school grounds of Sale High School 	<p>Students will know</p> <ul style="list-style-type: none"> • The importance of latitude and longitude in geography and navigation • The influence of climate, temperature and precipitation on biome distribution • The role of hibernation, insulation and migration in survival within extreme environments • The impact of permafrost on the construction, vegetation and transportation in Tundra regions • The value of coral reefs in tourism and fisheries • The consequences of coral reef damage for ecosystems and local economies • The role of individuals, communities and governments in protecting ecosystems • The significance of monitoring and maintaining healthy ecosystems in our local area 	<p>Quizzes (in class and homework)</p> <p>Extended writing</p> <p>End of Unit Assessment</p>
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Summer 2	Tourism	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Interpreting graphs and statistics related to the growth of tourism • Analysing the changes in a specific place due to tourism • Evaluating why people visit Kenya and the social, economic and environmental impacts of tourism on Kenya • Analysing data on conflicts linked to tourism • Differentiating between conventional and ecotourism practices • Interpreting data and trends in the tourism industry 	<p>Students will know</p> <ul style="list-style-type: none"> • The factors contributing to the growth of the industry, including economic, social and environmental factors • Understanding the changes that occur in a place due to tourism, such as cultural, infrastructural and environmental changes • Tourism attractions in Kenya, including wildlife, national parks and cultural heritage • Potential conflicts that can arise from tourism such as land disputes, resource depletion and cultural clashes • Defining ecotourism and its core principles, which focus on sustainability and responsible travel • How trends in tourism are changing over time due to technology, consumer preferences and global events 	<p>Quizzes (in class and homework)</p> <p>Extended writing</p> <p>Mid-Unit Assessment</p> <p>End of Unit Assessment</p> <p>Summer Exam</p>
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Curriculum Map Year 7: History



Intent:

Within the Humanities department History is an essential subject in order to understand the world we currently live in and the consequences of past events that have shaped present day life. In History there are opportunities for students to develop their literacy and oracy when discussing historical matters such as the causes of events or the significance of important individuals. Learners will be able to analyse and evaluate evidence in order to form their own judgements. This provides pupils with knowledge of the past as well as the skills to construct their own well evidenced arguments on a range of issues.

Our aim is to deliver a broad and ambitious History curriculum, rich in knowledge and disciplinary skills, which immerses students in a range of cultures and develops an enquiring and critical outlook on the world. Our curriculum reflects the complexity and diversity of the past, by exploring a range of different individuals and experiences. Students are able to place their own experiences and identity within the history of the local community, Britain and the wider world. History is important because it enables our students to understand the past and use that knowledge to make informed judgements about the present. Our curriculum is mapped out chronologically from migration pre 1066 to the present day.

Year 7 – We begin studying history chronologically from the 1st century up until the 17th century. We explore groups who have changed England throughout this period such as the Romans, Anglo-Saxons, Vikings, Normans. We next have an in-depth look at the Medieval world by considering three aspects of life in England – Religion, Rulership and Medicine. Lastly, we examine how other monarchies, namely the Tudors and Stuarts, have impacted England. By the end of Year 7 all students will have foundational understanding of England’s history. They will be ready to continue the chronological journey with a range of new historical skills as we explore what happened after the 17th Century in later years at Sale High School.

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 provides opportunities for debate and expression of opinion over a variety of issues. Students may explore the role of causes or the significance of consequences and will learn how to apply historical evidence into their own explanations. In order to do this we encourage a wide range of knowledge and experience in order to support them. Sale High School provides opportunities for Humanities trips which are often linked between the Geography and History department in order to explore linked skills or similar themes. In Year 7 we offer an enriching visit to Beeston Castle which links well with our Medieval Realms topics as well as our Tudors and Stuarts unit. In year 7 the focus is on a chronological breadth study of British history from 43-1649. Pupils are encouraged to access age-appropriate media in order to develop their contextual knowledge and to build a deeper understanding of the period of history. Videos such as Horrible Histories can provide a threshold of knowledge to access some topics and online channels such as Simple History (often recommended for 13+ due to certain graphic images or topics) can also bolster classroom knowledge. Websites like BBC Bitesize will often provide content linked to our studied topics and can be utilised as a revision aid even in the first year of Sale High School.

Half term	Topic	Key skills I will learn in this topic. Skills increase in difficulty and outcome throughout the curriculum and year groups	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Pre-1066 Migration	Students will be able to: <ul style="list-style-type: none"> Examine a range of causes for the migration of the Romans, Anglo-Saxons and Vikings Contrast and compare the push and pull factors that motivated each migrant group Explain how the Romans, Anglo-Saxons and Vikings were able to change England in multiple ways 	Students will know <ul style="list-style-type: none"> Push factors (e.g. overpopulation, poor farmland) and pull factors (e.g. natural resources, fertile flat land) for migrants before 1066 Key changes made by the Romans in England (e.g. introduction of aqueducts, coinage and the Latin language) Key changes made by the Anglo-Saxons (e.g. splitting England into smaller kingdoms with the heptarchy, the Old English language) Key changes made by the Vikings (e.g. raids on Christian monasteries, new traders) 	Baseline test Quizzes (in class and homework) Mid-Unit Assessment End of Unit Assessment

Autumn 2	The Norman Conquest	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyse the different contenders and their claims to the throne in 1066 Evaluate the Battle of Hastings and describe why it resulted in a Norman victory Describe how the Normans were able to change England in multiple ways 	<p>Students will know</p> <ul style="list-style-type: none"> The claims made by Harold Godwinson, Harald Hardrada and William, Duke of Normandy, for England's throne in 1066 The role of luck, Anglo-Saxon mistakes and Norman successes in deciding the Battle of Hastings Key changes made by the Normans (e.g. stone castles, the feudal system) 	<p>Quizzes (in class and homework)</p> <p>End of Unit Assessment</p> <p>Winter Exam</p>
Spring 1	Medieval Realms (Medieval Religion)	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify and explain key beliefs in Christianity and how this affected people in Medieval England Describe the significance of Thomas Becket's death in Canterbury Cathedral Explain the consequences of Christian journeys (pilgrimages and journeys) 	<p>Students will know</p> <ul style="list-style-type: none"> Core concepts in Christianity: Heaven and Hell, the role of the clergy in teaching lay people about sin The story of Henry II and Thomas Becket with the eventual breakdown in their friendship leading to murder The actions taken by Medieval Christians, such as pilgrims travelling around England and crusaders fighting over the Holy Land 	<p>Quizzes (in class and homework)</p> <p>Mid-Unit Assessment</p>

Spring 2	Medieval Realms (Medieval Rulership)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the reigns of multiple kings and queens of England • Utilise historical interpretations in order to analyse and evaluate the reign of King John • Judge the effectiveness of medieval rulership by comparing multiple monarchs' reigns 	<p>Students will know</p> <ul style="list-style-type: none"> • The stories of a range of important women who played a role in English rulership such as the Empress Matilda and Eleanor of Aquitaine • The significance of King John's reign and how the Magna Carta changed English history • Multiple reigns of English kings and will be able to judge which kings were more successful than others 	<p>Quizzes (in class and homework)</p> <p>End of Unit Assessment</p>
Summer 1	Medieval Realms (Medieval Medicine)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the causes, developments and consequences of the Black Death in detail • Compare Medieval beliefs towards Black Death causes and cures to more modern medical ideas • Evaluate the significance of the Black Death by reviewing its long and short term effects on multiple groups in England 	<p>Students will know</p> <ul style="list-style-type: none"> • The Black Death, including it's origins and effects on the population of England • Medieval beliefs on disease with supernatural ideas and early scientific beliefs • A range of consequences for the Black Death such as the loss of life and the Peasants Revolt 	<p>Quizzes (in class and homework)</p> <p>End of Unit Assessment</p>

Summer 2	Tudors & Stuarts	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the developments and consequences of Tudor monarchs' reigns • Analyse in depth how Elizabeth dealt with key issues during her reign • Explain why the Spanish Armada ended in an English victory • Explain the changes and challenges faced under James I and Charles I 	<p>Students will know</p> <ul style="list-style-type: none"> • The Tudor monarchs of England with a major focus on Henry VIII and Elizabeth I • What life was like in Tudor England and the problems faced by Tudor monarchs • The early Stuart monarchs of England (James I and Charles I) • The origins and events of the English Civil War 	<p>Quizzes (in class and homework)</p> <p>Mid-Unit Assessment</p> <p>End of Unit Assessment</p> <p>Summer Exam</p>
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Curriculum Map Year 7: Religion and Ethics



Intent:

Within the Humanities department Religion and Ethics (RE) provides the opportunity for an academically rigorous study of religion, philosophy, theology and ethics. Pupils develop religious literacy and oracy to be able to discuss controversial issues with knowledge of, and respect for, different religious and non-religious world views. This provides pupils with the skills to succeed in a diverse multi-faith society.

Why I study Religion and Ethics?

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, including enriching visits to the Jewish Museum, Sikh Gurdwara, Mosque and Manchester Cathedral. 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.

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
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Autumn 1	Does God Exist?	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain arguments for and against the existence of God. • Evaluate the strength of an argument. • Apply logical methods from philosophy. • Consider how their own worldview may be similar and different to others. 	<p>Students will know</p> <ul style="list-style-type: none"> • Teleological and Cosmological arguments for God's existence. • Scientific Scepticism and Problem of Evil arguments against God's existence. • How to read the Bible Hermeneutically. 	<p>Quizzes</p> <p>Extended writing</p> <p>End of Unit Assessment</p>
Autumn 2	Judaism	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and Explain key beliefs in Judaism. • Understand the link between beliefs and practises in Judaism. • Identify diversity within Judaism and commonality with other religions. • Evaluate different perspectives in Judaism. 	<p>Students will know</p> <ul style="list-style-type: none"> • Core concepts in Judaism of Covenant, Mitzvot and the Patriarchs. • The Biblical Accounts of Abraham and Moses. • The development of and differences between Reform and Orthodox Judaism. • The key sources of Authority in Judaism: The Torah, Nevi'im and Ketuvim; The Talmud and Halakha. • Jewish Practises of Kosher and Shabbat. 	<p>Quizzes</p> <p>Extended writing</p> <p>End of Unit Assessment</p>

Spring 1	Christianity	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and Explain key beliefs in Christianity. • Understand the link between beliefs and practises in Christianity. • Identify diversity within Christianity and commonality with other religions. • Evaluate different perspectives in Christianity. 	<p>Students will know</p> <ul style="list-style-type: none"> • Core concepts in Christianity: Trinity, Incarnation, Messiah and Resurrection. • How denominations developed and the core differences which led to their formation. • The Parable of the Prodigal Son. • The Miracle of the wedding at Cana. • The sacraments of Baptism and Eucharist. 	<p>Quizzes</p> <p>Extended writing</p> <p>End of Unit Assessment</p>
Spring 2	Islam	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and Explain key beliefs in Islam. • Understand the link between beliefs and practises in Islam. • Identify diversity within Islam and commonality with other religions. • Evaluate different perspectives in Islam. 	<p>Students will know</p> <ul style="list-style-type: none"> • The importance of Prophet Muhammad (pbuh) and the context he taught in. • The five Pillars of Islam. • The differences between and importance of The Qur'an and Hadith. • The development of Sunni and Shia and how they differ. • The practices of Hajj and Ramadan. 	<p>Quizzes</p> <p>Extended writing</p> <p>End of Unit Assessment</p>

Summer 1	Humanism	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and Explain core beliefs of Humanism. • Understand the link between beliefs and practises in Humanism. • Identify diversity within Humanism and commonality with religions. • Evaluate the need for Religion and religious practise in a secular world. 	<p>Students will know</p> <ul style="list-style-type: none"> • The core teachings of reason and empathy to make moral decisions. • The context of secularisation in which Humanism has grown. • The growth of Humanist “Churches” • The golden rule: Treat others as you wish to be treated. 	<p>Quizzes</p> <p>Extended writing</p> <p>End of Unit Assessment</p>
Summer 2	Big Questions	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply their learning to answer questions of meaning and significance. • Explain how Jewish, Christian and Islamic teachings would influence how someone might answer questions of meaning and significance. • Consider multiple perspectives and evaluate between them. 	<p>Students will know</p> <ul style="list-style-type: none"> • The difference between inductive and deductive reasoning. • Social trends of religious affiliation and attendance. • Sources of social data including, the Census, British Social Attitudes Survey and independent surveys. 	<p>Quizzes</p> <p>Extended writing</p> <p>End of Unit Assessment</p>

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."

Cultural capital/enrichment

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Place value and calculation	Students will be able to: <ul style="list-style-type: none"> Decompose a number into its place values Perform Mental Calculations Use written methods Multiplication and division Complete a complex calculation involving different operators. 	Students will know <ul style="list-style-type: none"> Number bonds and facts Methods for the addition and subtraction of numbers, mentally and written. written methods for multiplication and division. BIDMAS 	Key skills 5 minutes starters End of topic reviews Base line assessment Marked piece
	Sequences	Students will be able to: <ul style="list-style-type: none"> Recognise, describe and generate sequences that use a simple rule. How to work out missing terms in a sequence. Working out missing terms 	Students will know <ul style="list-style-type: none"> The different terminology used with sequences. Term to term rules Of common sequences (eg Even numbers) 	Key skills 5 minutes starters End of topic review Spelling Bee
	Metric Units	Students will be able to: <ul style="list-style-type: none"> How to convert between different metric units How to measure accurately 	Students will know <ul style="list-style-type: none"> The origins of the metric and imperial units How to recognise and use appropriate metric units The conversion rates between metric units Which metric unit is appropriate in measurements 	Key skills 5 minutes starters End of topic review

Autumn 2	Statistical Diagrams	<p>Students will be able to:</p> <ul style="list-style-type: none"> • How to read interpret, pictograms and bar charts • How to create tally charts • Interpret pie charts (no angles) 	<p>Students will know</p> <ul style="list-style-type: none"> • That a pie chart shows proportions • The purpose of using a tally chart for data collection • Reasons why a bar chart is used • The data handling cycle 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
	Multiples, factors, primes and squares	<p>Students will be able to:</p> <ul style="list-style-type: none"> • How to find multiples and factors. • What and how to find LCM and HCF • square numbers and find simple square roots. • Problem solve with multiples, factors and primes 	<p>Students will know</p> <ul style="list-style-type: none"> • Multiples and common multiples • Factors and common factors • Prime and square numbers • Square roots • What prime numbers are, and recognise all prime numbers up to 100 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Marked piece</p> <p>Winter summative exam.</p>
	Negative numbers	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use a number line to compare different negative numbers • Perform addition and subtraction with negative numbers • Perform multiplication of negative numbers • Perform division with negative numbers. 	<p>Students will know</p> <ul style="list-style-type: none"> • The concept of negative numbers • The < and > symbols • Where negative numbers are used outside of the classroom. 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>

Spring 1	Angles	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Measuring and drawing angles • Calculating angles • Solve problems with angles in triangles • Solve problems with angles in quadrilaterals 	<p>Students will know</p> <ul style="list-style-type: none"> • 360° in a circle • Sum of angles on a line is 180° • Sum of the angles in a triangle is 180°. • Sum of the angles in a quadrilateral is 360°. • Names of types of angles 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Marked piece</p>
	Perimeter and area	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Find the perimeter of rectangles • Find the area of rectangles • Find the area of Parallelogram • Find the area of Triangle 	<p>Students will know</p> <ul style="list-style-type: none"> • What perimeter is. • What area is. • Efficient methods of finding areas. • Units of area 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
	Averages and range	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Find the Mode, Median, Mean and range of simple data sets 	<p>Students will know</p> <ul style="list-style-type: none"> • The definitions of the common measures of centrality. • Range is a method of spread. • Understand the advantages and disadvantages of each Measure 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
Spring 2	Fractions	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Find Equivalent fractions • Simplify fractions • Convert between Mixed numbers and Improper fractions • Add and subtract fractions with same denominators 	<p>Students will know</p> <ul style="list-style-type: none"> • And understand fractions • What are proper and improper fractions are. • What a mixed number is 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Marked piece</p>

	<p>Geometry</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use coordinates to locate points in all four quadrants. • Plot coordinates in all 4 quadrants • Recognise shapes with reflective symmetry and be able to show the lines of symmetry • Recognise and find what order of rotational symmetry a shape has. 	<p>Students will know</p> <ul style="list-style-type: none"> • Names of different triangles and quadrilaterals. • What parallel and perpendicular lines are. 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
	<p>Algebra expressions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Forming expression • Substitution values into an expression • Collect like terms and simplify 	<p>Students will know</p> <ul style="list-style-type: none"> • Standard notation for algebra • Key algebra terminology • The key concepts of algebra 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>

Summer 1	Decimals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Order decimal numbers • Round numbers to the nearest 10,100 and 1000 • Round numbers to decimal places • Multiply and divide numbers by 10, 100 and 1000 • Add and subtract decimal numbers • Multiply decimal numbers by any whole number. • Divide decimal numbers by any whole number. 	<p>Students will know</p> <ul style="list-style-type: none"> • What decimals represent • Witten methods of addition and subtraction • Written methods of multiplication and division 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Marked piece</p>
	Transformations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Translate a shape (no vectors) • Reflect a shape in a given mirror line • Use coordinate to reflect a shape in all four quadrants • Rotate a shape about a given point • Tessellate a shape 	<p>Students will know</p> <ul style="list-style-type: none"> • Definitions of key words 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
	Fractions and percentages of amounts	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Find a fraction of a quantity • Find a percentage of a quantity 	<p>Students will know</p> <ul style="list-style-type: none"> • Pictorial and more efficient methods of finding a fraction of a quantity • Know the relationship between percentages and fractions. 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Marked piece</p>

Summer 2	Intro to probability	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use words to describe the probability of an event. • Place events on a probability line. • Be able to list outcomes in a systematic way. 	<p>Students will know</p> <ul style="list-style-type: none"> • The key descriptive words used in probability. • The probability line 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Summer summative exam</p>
	Intro to equations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Solve using the inverse method • Solve using the balance method • Setting up and solving equation 	<p>Students will know</p> <ul style="list-style-type: none"> • The definition of equal • The inverse off operations • Key concepts of algebra 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
	Multiplying large and small numbers.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Multiplying large and small numbers • Dividing large and small numbers. 	<p>Students will know</p> <ul style="list-style-type: none"> • Formal written methods of multiplication and division. 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>

Curriculum Map Year 7: MFL French



Intent VISION

Our department's vision is to develop our students skills and confidence to consider themselves **global citizens** who belong to a **multicultural world**. We aim to cultivate our students' **curiosity of other countries' culture and language**.

We aim to **empower our students with the cognitive skills and metacognitive strategies** which make them successful and resilient learners and which give them a **competitive edge** in future careers.

INTENT

Our intent is to provide Sale High students with a **breadth and depth of knowledge** that promotes **cultural awareness and communication skills to access the wider world**.

Creating learners that are **resilient**, open-minded language detectives **empowered** to demonstrate skills in reading, listening, writing, translation and speaking another language.

Why I study a modern language?

- It makes me a better learner
- It opens doors to a better future
- It makes me a global citizen

Cultural capital/enrichment

Culture spotlight on greetings: students consider the cultural differences between greetings, gestures and kisses. Students understand the notion of 'familiar' and 'formal' speech.

Research HAITI and create project of information (cross-curricular link with Geography): Students expand their understanding of other Francophone countries across the globe.

Christmas in France: Students look at French Christmas traditions how families celebrate.

Research: Florian Nicole and describe a portrait (Links with Art). Students revisit a French artist introduced in Art and use his portraits to describe physical appearance in French.

Easter in France-'Mardi Gras' - Cultural project: make a mask. Students discover the French origins of Mardi Gras and explore the French traditions and festivals.

Bastille day project: Students explore the significance of the 14 July as the start of the French Revolution and the change to French politics.

Half term	Topic	Key knowledge	Key skills I will learn in this topic:	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Introductions	<p>Key knowledge</p> <p>Grammar focus (TOPCAT)</p> <p>Introduce / retrieve</p> <p>T= tenses and verbs</p> <p>O=opinions</p> <p>P= pronoun use</p> <p>C= conjunctions and complexity</p> <p>A= adjectival rules</p> <p>T= translation.</p> <ul style="list-style-type: none"> Say and understand greetings, numbers 1-31, give their name, age, birthday , where they live and ask others. Give simple opinions with cognates say what they do and do not have in their school bag and what they need say the French alphabet <p>TOPCAT:</p> <p>T:2 verbs. Present tense. 1st 3rd Person Singular of 'appeler' and 'avoir' TIF = full conjugation. Also 1st person sing of 'habiter' and 'aller;</p> <p>O: simple opinions with cognates</p> <p>C. Mais / aussi / parce que</p>	<p>Key skills I will learn in this topic:</p> <p>L= Listening skills</p> <p>S= Speaking skills</p> <p>R= Reading skills</p> <p>W= Written skills</p> <p>AVOW (Adjectives, Verbs, Order of Words) refers to students' self-regulation for accuracy.</p> <p>TOPCAT is used for self-regulation of linguistic complexity</p> <ul style="list-style-type: none"> understanding of nouns and verbs. understand and give simple responses to key questions about self and school bag begin to link together simple details take part in short conversations of 6+ exchanges. Seek and give key details use negative expressions express simple opinions 	<ul style="list-style-type: none"> Baseline Reading test.(October) -prior knowledge/ teaching and learning to date / guessing the meaning from context/ recognising cognates Key written task: A first letter to a penfriend.

Autumn 2	Family and pets	<ul style="list-style-type: none"> • Talk about their family and others' families. • Talk about pets. • Describe pets. <p>TOPCAT <i>T: introduce full conjugation of 'etre. Je veux avoir, je voudrais avoir. Introduce IESAO mnemonic (I East Strawberries And Oranges- il y a / est / sont / a/ ont)</i> <i>O: simple opinions with family and pets and some simple reasons</i> <i>P.Ça m'intéresse, Ça m'amuse, Ça m'énerve, Ça m'ennuie</i> <i>C. Aussi/ mais/ parce que / cependant / que, qui / ou / car</i> <i>A. Colours and some simple adjectives. Introduce concept of word order and adjectival agreement</i></p>	<ul style="list-style-type: none"> • Develop an understanding of masculine/ feminine / plural definite and indefinite articles and how to predict gender. • L R> understand the key details from short texts on familiar topics • W> sequence a number of short sentences, with basic connectives. Form short passages. • S> Using a model, take part in short dialogues which include opinions and some added detail. • S.W.> Seek information using a number of interrogatives. Give and elicit opinions. 	<ul style="list-style-type: none"> • Key written piece: <i>A written response to 4 bullet points 40-80 words. (Aut 1 and 2 content)</i> • Winter exam. Reading and Listening assessment (summative) <i>Aut 1 and 2 content.</i>
Spring 1	Describing self and others.	<ul style="list-style-type: none"> • describe self and others • describe character of self and others • give extended details and opinions of family and pets • Name countries and nationalities <p>TOPCAT <i>T: present tense conjugation of 's'appeler' 'etre' 'avoir' . Also, 'Je voudrais'.</i> <i>Introduce regular 'ER' verb present tense pattern with 'porter' (porter des lunettes)</i> <i>Re-use IESAO</i></p>	<ul style="list-style-type: none"> • W>an awareness of technical accuracy is developing. Students use the 'take AVOW' mnemonic (adjectives-verbs - order of words) to self-regulate their accuracy. • W> sentence length is extending and varied connectives are used to create short texts. Dependence on a model is still needed for most but others begin to write with less support. • S W> Opinions are becoming justified 	<ul style="list-style-type: none"> • Key written piece: <i>translations 2 ways (self , family, school bag- retrieval)</i> • Reading assessment. Retrieval <i>(Autumn and Spring 1 content)</i>

		<p>O: simple opinions with family and pets and some simple reasons</p> <p>C. Aussi/ mais/ parce que / cependant / que, qui / ou / car</p> <p>A. Colours and some simple adjectives. Introduce concept of word order and adjectival agreement</p>	<ul style="list-style-type: none"> • R W> Students are identifying successful language structures that aid complex sentence building using the TOPCAT mnemonic. Self-regulation is beginning to develop • RW> Students are recognising, using and transferring patterns in linguistics across topics. • L> Students listen to native speakers and pick out key details 	
Spring 2	School subjects and opinions. Talk about teachers.	<ul style="list-style-type: none"> • Talk about school subjects. • Give opinions about school subjects. • Talk about your teachers: descriptions and opinions. <p>TOPCAT</p> <p>T: present tense conjugation of 'llamarse' 'ser' 'tener' Me gustaría . Regular 'AR' verb present tense pattern with 'llevar' and estudiar Embed SHET</p> <p>O: more varied opinions with a range of reasons, some extended justifications</p> <p>P. Me chifla / me irrita me interesa / me molesta</p> <p>C. Pero/ también/ que/ sin embargo. Porque/dado que Phrases + inf (quiero /suelo /tengo que / me gustaría)</p> <p>A. Revisit descriptions and introduce a wide range of adjectives. embed concept of word order and adjectival agreement</p>	<ul style="list-style-type: none"> • S. W. > opinions are more varied and include varied pronoun phrases. Students use a range of justifications. Plural opinions are attempted. • G> Grammatical accuracy begins to develop. Students begin to proofread for accuracy using AVOW criteria. • S.W.> further detail is added to texts and dialogue using prior learning from former topics • S>.Students begin to rely on memorised language to conduct dialogues • RW> students develop the skill of understanding complexities in texts and of self-regulating the quality of their own responses. 	<ul style="list-style-type: none"> • Key written piece: translations 2 ways AVOW focus subjects and opinions. • non-formal peer assessment (or recorded) Speaking. Conversations about school subjects • Formative reading assessment: identifying TOPCAT.

Summer 1	School life	<ul style="list-style-type: none"> telling the time talking about school timetable food and meal times talking about what you eat, opinions and reasons <p>TOPCAT</p> <p>T: Embed Regular 'ER' verb present tense pattern with 'manger' and introduce 're' verb endings with 'boire'</p> <p>O: more varied opinions with a range of reasons, some extended justifications.</p> <p>P. As previous + je 'le/la' trouve....</p> <p>C. As previous Embed: Phrases + inf (je doit, il faut, je peut je voudrais ,).</p> <p>Introduce frequency phrases.</p> <p>A. introduce a new range of adjectives. Introduce intensifiers (vraiment / trop/ tellement / un peu) Embed concept of word order and adj agreement</p>	<ul style="list-style-type: none"> R.> students can systematically read for different linguistic aspects of a text (DARTS/ TOPCAT) R.L.> students can read for key details and also to deduce cultural differences S.W.> varied opinions are embedded with a focus on accuracy of justifications (adjectival agreement/ plurals) and with the introduction of intensifiers LSWR> Students can understand and give details about others by recognising and applying verb conjugations into sentences. 	<ul style="list-style-type: none"> Key written piece: responding to a photo card. <i>school and description, includes retrieval Spring 1 and TOPCAT</i> SUMMER exam summative assessment. L R W
Summer 2	Freetime – technology	<p>talk about using technology (your phone and computer)</p> <p>TOPCAT</p> <p>T: Embed Regular 'ER' verb present tense pattern with new verbs.</p> <p>O: more varied opinions with a range of reasons, some extended justifications</p> <p>P. As previous + me fache, me rend content/triste</p>	<ul style="list-style-type: none"> End of year skills: By now, most students can: -skim and scan texts for key details and are beginning to recognise specific linguistic features. They understand that they can deduce key details and 'gist' without the need to understand every word - write more complex sequences of sentences. They are learning to identify 	<ul style="list-style-type: none"> Key written piece: responding to 4 bullet points (<i>apply TOPCAT + AVOW</i>) Speaking assessment. Summative. <i>3 general conversation responses.</i>

		<p>C. As previous + alors que. Embed: Phrases + inf Introduce frequency phrases. Introduce sequencers: puis, ensuite , en fin , avant de.. A. introduce a new range of adjectives. revisit intensifiers Embed concept of word order and adj agreement</p>	<p>success and begin to self-regulate their own success -apply linguistic features and grammatical patterns across several contexts. -understand and talk about their own and others' actions and preferences (across several familiar contexts) using conjugated verb forms in the present tense, which may include frequency words and intensifiers.</p>	
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Curriculum Map Year 7: MFL Spanish



Intent VISION

Our department's vision is to develop our students skills and confidence to consider themselves **global citizens** who belong to a **multicultural world**. We aim to cultivate our students' **curiosity of other countries' culture and language**.

We aim to **empower our students with the cognitive skills and metacognitive strategies**, which make them successful and resilient learners, and which give them a **competitive edge** in future careers.

INTENT

Our intent is to provide Sale High students with a **breadth and depth of knowledge** that promotes **cultural awareness and communication skills to access the wider world**.

Creating learners that are **resilient**, open-minded language detectives **empowered** to demonstrate skills in reading, listening, writing, translation and speaking another language.

Why I study a modern language?

- It makes me a better learner
- It opens doors to a better future
- It makes me a global citizen

Cultural capital/enrichment

Culture spotlight on greetings: students consider the cultural differences between greetings, gestures and kisses. Students understand the notion of 'familiar' and 'formal' speech.

Research PERU and create project of information (cross_curricular link with Geography) Students expand their understanding of other Spanish speaking countries across the globe.

October cultural project: Mexico's 'Day of the dead'. Students look at the Mexican tradition and how families celebrate.

Christmas in Spain: Students look at Spanish Christmas traditions how families celebrate.

Research Picasso and describe a portrait Salvador Dali authentic text. (Links with Art) Students revisit a Spanish artist introduced in Art and use his portraits to describe physical appearance in Spanish.

Easter in Spain -'Semana Santa' - Cultural project: make a 'Paso'. Students discover the importance of 'Holy week' and explore the Spanish traditions and festivals.

Feria de abril: Students explore the spectacles of dance, music, costumes and food that fill the city of Seville during the month of April.

Half term	Topic	Key knowledge	Key skills I will learn in this topic:	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Introductions	<p>Grammar focus (TOPCAT) Introduce / retrieve <i>T= tenses and verbs</i> <i>O=opinions</i> <i>P= pronoun use</i> <i>C= conjunctions and complexity</i> <i>A= adjectival rules</i> <i>T= translation.</i></p> <ul style="list-style-type: none"> Say and understand greetings, numbers 1-31, give their name, age, birthday, where they live and ask others. Give simple opinions with cognates say what they do and do not have in their school bag and what they need say the Spanish alphabet <p>TOPCAT: <i>T:2 verbs. Present tense. 1st 3rd Person Singular of 'llamarse' and 'tener' TIF = full conjugation. Also 1st person sing of 'vivir' and 'ser'</i> <i>O: simple opinions with cognates</i> <i>P. me hace falta</i> <i>C. Pero/ también/ que</i></p>	<p><i>L= Listening skills</i> <i>S= Speaking skills</i> <i>R= Reading skills</i> <i>W= Written skills</i></p> <p>AVOW (<i>Adjectives, Verbs, Order of Words</i>) refers to students' self-regulation for accuracy. TOPCAT is used for self-regulation of linguistic complexity</p> <ul style="list-style-type: none"> have an understanding of nouns and verbs. understand and give simple responses to key questions about self and school bag begin to link together simple details take part in short conversations of 6+ exchanges. Seek and give key details use negative expressions express simple opinions 	<ul style="list-style-type: none"> Baseline Reading assessment (October) <i>prior knowledge/ teaching and learning to date / guessing the meaning from context/ recognising cognates</i> Key written task: A first letter to a penfriend

Autumn 2	Family and pets	<ul style="list-style-type: none"> • Talk about their family and others' families. • Talk about pets. • Describe pets. <p>TOPCAT <i>T: present tense conjugation of 'llamarse' 'ser' and introduce full conjugation of 'tener' Me gustaría . Introduce SHET mnemonic (son/ hay / es / tiene)</i> <i>O: simple opinions with family and pets and some simple reasons</i> <i>P. Me chifla / me irrita</i> <i>C. Pero/ también/ que/ sin embargo</i> <i>A. Colours and some simple adjectives. Introduce concept of word order and adjectival agreement</i></p>	<ul style="list-style-type: none"> • develop an understanding of masculine/ feminine/ plural definite and indefinite articles and how to predict gender. • L R.> understand the key details from short texts on familiar topics • W.> sequence a number of short sentences, with basic connectives. Form short passages. • S. > Using a model, take part in short dialogues which include opinions and some added detail. • S.W.> Seek information using a number of interrogatives. Give and elicit opinions. 	<ul style="list-style-type: none"> • Key written piece: <i>A written response to 4 bullet points 40-80 words. (Aut 1 and 2 content)</i> • Winter exam. Reading and Listening assessment (summative) <i>Aut 1 and 2 content.</i>
Spring 1	Describing self and others.	<ul style="list-style-type: none"> • describe self and others • describe character of self and others • give extended details and opinions of family and pets • Name countries and nationalities <p>TOPCAT <i>T: present tense conjugation of 'llamarse' 'ser' 'tener' Me gustaría . Introduce regular 'AR' verb present tense pattern with 'llevar' (lleva gafas) Re-use SHET</i> <i>O: simple opinions with family and pets and some simple reasons</i> <i>P. Me chifla / me irrita me interesa /me molesta</i> <i>C. Pero/ también/ que/ sin embargo porque</i></p>	<ul style="list-style-type: none"> • W.>an awareness of technical accuracy is developing. Students use the 'take AVOW' mnemonic (adjectives-verbs - order of words) to self-regulate their accuracy. • W.> sentence length is extending and varied connectives are used to create short texts. Dependence on a model is still needed for most but others begin to write with less support. • S W > Opinions are becoming justified • R W.>Students are identifying successful language structures that aid complex sentence building using the TOPCAT mnemonic. Self-regulation is beginning to develop 	<ul style="list-style-type: none"> • Key written piece: responding to 4 bullet points (self , family, school bag-retrieval)

		<p><i>A. Colours and some simple adjectives. Introduce concept of word order and adj agreement</i></p>	<ul style="list-style-type: none"> • RW>. Students are recognising, using and transferring patterns in linguistics across topics. • L.> Students listen to native speakers and pick out key details 	
Spring 2	<p>School subjects and opinions. Talk about teachers.</p>	<ul style="list-style-type: none"> • Talk about school subjects. • Give opinions about school subjects. • Talk about your teachers: descriptions and opinions. <p>TOPCAT <i>T: present tense conjugation of 'llamarse' 'ser' 'tener' Me gustaría . Regular 'AR' verb present tense pattern with 'llevar' and estudiar Embed SHET</i> <i>O: more varied opinions with a range of reasons, some extended justifications</i> <i>P. Me chifla / me irrita me interesa /me molesta</i> <i>C. Pero/ también/ que/ sin embargo. Porque/dado que Phrases + inf (quiero /suelo /tengo que / me gustaría)</i> <i>A. Revisit descriptions and introduce a wide range of adjectives. embed concept of word order and adjectival agreement</i></p>	<ul style="list-style-type: none"> • S. W. > opinions are more varied and include varied pronoun phrases and students use a range of justifications. Plural opinions are attempted • G> Grammatical accuracy begins to develop as students begin to embed patterns across topics. Students begin to proofread for accuracy using AVOW criteria. • S.W.> further detail is added to texts and dialogue using prior learning from former topics • S>.Students begin to rely on memorised language to conduct dialogues • RW students develop the skill of understanding complexities in texts and of self regulating the quality of their own responses 	<ul style="list-style-type: none"> • Key written piece: translations 2 ways AVOW focus subjects and opinions. • non-formal peer assessment (or recorded) Speaking. • Formative reading assessment: identifying TOPCAT.
Summer 1	<p>School life</p>	<ul style="list-style-type: none"> • telling the time • talking about school timetable • food and meal times • talking about what you eat, opinions and reasons <p>TOPCAT <i>T: Embed Regular 'AR' verb present tense pattern with ' tomar'</i></p>	<ul style="list-style-type: none"> • R.> students can systematically read for different linguistic aspects of a text (DARTS/ TOPCAT) • R.L.> students can read for key details and also to deduce cultural differences • S.W.> varied opinions are embedded with a focus on accuracy of justifications (adjectival agreement/ plurals) and with the introduction of intensifiers 	<ul style="list-style-type: none"> • Key written piece: responding to a photocard - school and description (teacher) = retrieval Spring 1 + TOPCAT

		<p>'desayunar' 'merendar' 'cenar' and introduce 'er' verb endings with 'comer / beber'</p> <p>O: more varied opinions with a range of reasons, some extended justifications. Focus on plural opinions</p> <p>P. As previous + me repugna</p> <p>C. As previous Embed: Phrases + inf (quiero /suelo /tengo que / me gustaría). Introduce frequency phrases.</p> <p>A. introduce a new range of adjectives. Introduce intensifiers (realmente/ sumamente / un poco/ demasiado) Embed concept of word order and adj agreement</p>	<ul style="list-style-type: none"> LSWR> Students can understand and give details about others by recognising and applying verb conjugations into sentences. 	<ul style="list-style-type: none"> SUMMER exam summative assessment. L R W
Summer 2	School description	<ul style="list-style-type: none"> talk about school facilities describe your school say how you travel to school <p>TOPCAT</p> <p>T: Embed Regular 'AR' verb present tense pattern with 'llegar' and revisit 'tener'</p> <p>O: more varied opinions with a range of reasons, some extended</p>	<ul style="list-style-type: none"> End of year skills: By now, most students can: -skim and scan texts for key details and are beginning to recognise specific linguistic features. They understand that they can deduce key details and 'gist' without the need to understand every word 	<ul style="list-style-type: none"> Key written piece: responding to 4 bullet points (apply TOPCAT + AVOW) Speaking assessment. Summative. 3x general conversation responses.

		<p>P. As previous + me repugna C. As previous Embed: Phrases + inf (quiero /suelo /tengo que / me gustaría). Introduce frequency phrases. justifications</p> <p>A. introduce a new range of adjectives. revisit intensifiers</p> <p>Embed concept of word order and adj agreement</p>	<ul style="list-style-type: none"> - write more complex sequences of sentences. They are learning to identify success and begin to self-regulate their own success -apply linguistic features and grammatical patterns across several contexts. -understand and talk about their own and others' actions and preferences (across several familiar contexts) using conjugated verb forms in the present tense, which may include frequency words and intensifiers. 	
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Curriculum Map Year 7: Physical Education



Intent: At the start of year 7 all students take part in a range of activities to enable class setting and help inform individual student targets. Students are assessed in team and individual activities, along with the opportunity to show creativity and problem solving. Setting is used to ensure all students have the opportunity to be stretched and challenged as appropriate to their ability and confidence within the subject.

Through year 7 students experience a broad range of activities developing confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Students are taught a range of tactics and strategies to overcome opponents in direct competition, whilst looking to develop technique to improve performance.

Throughout the year students will begin developing knowledge and understanding in highlighted areas from the GCSE syllabus. This will be beneficial as the students will gain knowledge about exam PE before selecting their options in year 9.

Why I study Physical Education?

Cultural capital/enrichment

- lunchtime and after school extra-curricular programme
- School teams and fixtures as part of the many Trafford Schools Leagues
- Inter-house competitions
- KS3 visit opportunity to the Manchester Institute of Health
- Coaching from Sale FC with links to Trafford Rugby

Block 1	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Football	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p> <p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p>	<p>Ball mastery</p> <p>Receiving and releasing</p> <p>Ball striking</p> <p>Creating and manipulating space</p> <p>Moving with the ball</p> <p>Attacking</p> <p>Defending</p> <p>Implementation of skills into small sided games</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and</p>
	Basketball	<p>This will involve accurate application</p> <p>Making and applying decisions</p>	<p>Ball familiarisation</p> <p>Passing</p> <p>Dribbling</p> <p>Movement</p> <p>Shooting</p> <p>Implementation of skills into small sided games</p>	
	Rugby	<p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p>	<p>Grip and carry</p> <p>Ball handling</p> <p>Receiving and releasing</p> <p>Tackling</p> <p>Rucks</p> <p>Implementation of skills into small sided games</p>	

		<ul style="list-style-type: none"> Names of major muscles Components of fitness Movement and muscle contractions 		who take part in extra-curricular activities
Block 1 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Netball	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p> <p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p>	<p>Ball familiarisation</p> <p>Footwork</p> <p>Passing</p> <p>Dribbling</p> <p>Movement</p> <p>Shooting</p> <p>Implementation of skills into small sided games</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the</p>
	OAA	<p>This will involve accurate application</p>	<p>Teamwork</p> <p>Map reading</p> <p>Compass work</p> <p>Problem solving</p> <p>Planning</p>	
	HRF	<p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p>	<p>CV endurance</p> <p>Speed</p> <p>Muscular Strength</p> <p>Muscular Endurance</p> <p>Flexibility</p> <p>Agility</p> <p>Power</p> <p>Training methods</p>	
	Football	<p>Team work and cooperation</p> <p>Working independently and in small groups</p>	<p>Ball mastery</p> <p>Receiving and releasing</p> <p>Ball striking</p> <p>Creating and manipulating space</p>	

		<p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> Names of major muscles Components of fitness Movement and muscle contractions 	<p>Moving with the ball</p> <p>Attacking</p> <p>Defending</p> <p>Implementation of skills into small sided games</p>	<p>students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
Block 2 Boys	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	OAA	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Teamwork</p> <p>Map reading</p> <p>Compass work</p> <p>Problem solving</p> <p>Planning</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full</p>
	HRF	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p>	<p>CV endurance</p> <p>Speed</p> <p>Muscular Strength</p> <p>Muscular Endurance</p> <p>Flexibility</p> <p>Agility</p> <p>Power</p> <p>Training methods</p>	
	Badminton	<p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p>	<p>Setting up a court</p> <p>Correct grip and stance</p> <p>Selection of shots</p> <p>Movement around the court</p> <p>Service rules - Singles and doubles</p>	

		<p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> Names of major muscles Components of fitness Movement and muscle contractions 		<p>competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
Block 2 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Tag Rugby	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Grip and carry</p> <p>Ball handling</p> <p>Receiving and releasing</p> <p>Creating and manipulating space</p> <p>Implementation of skills into small sided games</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly,</p>
	Football	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p> <p>Making and applying decisions</p>	<p>Ball mastery</p> <p>Receiving and releasing</p> <p>Ball striking</p> <p>Creating and manipulating space</p> <p>Moving with the ball</p> <p>Attacking</p> <p>Defending</p> <p>Implementation of skills into small sided games</p>	
	Badminton	Evaluating and improving performance	<p>Setting up a court</p> <p>Correct grip and stance</p>	

		<p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> • Names of major muscles • Components of fitness • Movement and muscle contractions 	<p>Selection of shots</p> <p>Movement around the court</p> <p>Service rules – Singles and doubles</p>	<p>with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
Block 3 Boys	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Athletics	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Sprinting</p> <p>Pacing</p> <p>Jumping</p> <p>Throwing</p> <p>Relay technique</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p>
	Cricket	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p>	<p>Throwing</p> <p>Catching</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p> <p>Rules and Regulations</p> <p>Implementation of skills into conditioned games</p>	
	Softball		<p>Throwing</p>	

		<p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> • Names of major muscles • Components of fitness • Movement and muscle contractions 	<p>Catching with mitt</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p> <p>Rules and Regulations</p> <p>Implementation of skills into conditioned games</p>	<p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
Block 3 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Athletics	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Sprinting</p> <p>Pacing</p> <p>Jumping</p> <p>Throwing</p> <p>Relay technique</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of</p>
	Rounders	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p>	<p>Throwing</p> <p>Catching</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p> <p>Rules and Regulations</p>	

	Cricket	<p>This will involve accurate application</p> <p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> • Names of major muscles • Components of fitness • Movement and muscle contractions 	<p>Implementation of skills into games</p> <p>Throwing</p> <p>Catching</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p> <p>Rules and Regulations</p> <p>Implementation of skills into games</p>	<p>fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>

Curriculum Map Year 7: PSHE



PSHE Intent Statement - ‘PSHE lessons are designed to help students to prepare for a happy, safe, fulfilling and considerate life in the 21st Century. Students are to be empowered to make well-informed decisions which take into account the needs of others and which support them in becoming healthy, productive and respected members of their community.’

Cultural capital/enrichment: Assemblies include: school ethos, House icons, Black History month, Bonfire night, antibullying week, Manchester- why is our city great?, rights and responsibilities
 Student Leadership: school council, ambassadors, student council

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities Key pieces
Autumn 1	New school transition	Students will learn how to identify change and the impact on their lives, especially regarding to starting a new school and settling in and how to be successful in secondary school Students will learn about the area we live in and how we can stay safe on roads, railways and around water and fireworks Students will learn how to revise for exams	Skills to manage change and transition Demonstrate how to be respectful and responsible Identify personal values and use these to set realistic and ambitious targets Recognise and manage personal safety around the roads, railways, water and fireworks. Anticipate – take and manage risks Develop different skills to improve revision Organise time and resources, prioritising actions.	assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, responding to scenarios, continuums, verbal feedback, self and peer assessment
Autumn 2	Relationships	Students will learn about what makes a good friend, the difference between bullying and banter and the best ways to respond to bullying and cyberbullying Develop knowledge in what does a healthy relationship look like and how to avoid conflict	Identify qualities of positive, healthy and unhealthy relationships and develop strategies for dealing with challenges in friendship	assessment opportunities are provided through hands down questioning, discussions, brain storming, spider

		<p>Students learn about how gender stereotypes damage relationships and how they can recognise child exploitation and know how to report abuse</p>	<p>Develop strategies for managing this including peer influence online. Empathising and understanding how another person feels</p> <p>To recognise warning signs of abusive behaviours and how to report it.</p>	<p>diagrams, quizzes, responding to scenarios, continuums, verbal feedback, self and peer assessment</p>
Spring 1	Physical and mental health	<p>Students learn to manage basic hygiene and understand why sleep is important</p> <p>Students manage the physical and emotional effects of puberty including managing anger</p>	<p>Describe strategies for maintaining personal hygiene</p> <p>Describe sleep strategies and the importance of sleep</p> <p>Strategies to manage physical and mental changes as we grow up</p> <p>Strategies in anger management and self-regulation.</p>	<p>assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, responding to scenarios, continuums, verbal feedback, self and peer assessment</p>
Spring 2	Physical and mental health	<p>Students learn what is mental and physical health is and to promote emotional wellbeing</p> <p>Students ensure they have digital resilience</p> <p>Students recognise the difference between unhealthy coping strategies and healthy strategies</p> <p>Students can develop, changes, loss and grief</p> <p>Students learn how to maintain physical health and make choices about diet and exercise?</p>	<p>Articulate emotions and develop characteristics of mental and emotional coping strategies</p> <p>Develop healthy strategies to promote wellbeing</p> <p>Develop strategies to build resilience</p> <p>Influence decisions about maintaining health through diet and exercise</p>	<p>assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, responding to scenarios, continuums, verbal feedback, self and peer assessment</p>

Summer 1	British values	<p>Students develop their understanding of British values, democracy, respect and law. They can investigate ways in which Manchester is a multicultural city.</p> <p>Students consider what it means to be a global citizens and develop their understanding of why human rights are important</p> <p>Students understand what HBT discrimination is and how can it be stopped</p>	<p>Identify British values such as democracy and tolerance.</p> <p>Describe why human rights are important and how HBT discrimination can be stopped</p> <p>Describe ways to promote inclusion safely.</p> <p>Empathising and understanding how another person feels</p>	<p>assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, responding to scenarios, continuums, verbal feedback, self and peer assessment</p>
Summer 2	Careers	<p>Students can explore a range of careers and how they can get there including gender stereotypes about careers</p> <p>Students can explore their personal qualities</p>	<p>Describe strengths, interests and skills and the ones employers value</p> <p>Develop critical thinking as part of decision-making.</p> <p>Make informed decisions about next steps and career choices</p>	<p>assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, responding to scenarios, continuums, verbal feedback, self and peer assessment</p>



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 Exploring Science Year 7 – 9 structure. At Key Stage 4 we offer both Combined and Triple Science GCSEs through the Edexcel 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. Sale Scholars have the opportunity to experience an additional science experiment beyond the Key Stage 3 curriculum.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Safety lessons – Introduction to science. 7A&C – Cells tissues and organ systems, muscles and bones.	Pupils will learn: -that cells are 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 hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. Pupils will also learn: -the structure and functions of the gas exchange system in humans, including adaptations to function	Pupils will use appropriate techniques, apparatus, and materials during laboratory work, paying attention to health and safety (using a light microscope and preparing light microscope slides) Pupils will 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. Pupils will ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.	Baseline assessment. End of topic test - 7A&C – Cells tissues and organ systems, muscles and bones. Literacy – 6 mark question. Compare the structures and functions of plant and animal cells.

		<ul style="list-style-type: none"> -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 -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 - the impact of exercise, asthma and smoking on the human gas exchange system -the effects of recreational drugs (including substance misuse) on behaviour, health and life processes 	<p>Literacy & Communication skills • use conventions in writing (such as ordered subheadings, ordered lists).</p> <p>Maths skills: use symbols for units</p>	Spelling Bees – Topic 7AC
Autumn 2	<p>7G&H – The particle model, atoms, elements and molecules.</p> <p>7I&K –Energy and Forces start and continue into spring 1.</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure -similarities and differences, including density differences, between solids, liquids and gases -Brownian motion in gases - the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice– water transition. <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -the concept of a pure substance and mixtures, including dissolving -differences between atoms, elements and compounds -chemical symbols and formulae for elements and compounds -Combustion, thermal decomposition, oxidation and displacement reactions -the varying physical and chemical properties of different elements -the composition of the Earth -the difference between chemical and physical changes atoms and molecules as particles (physics). <ul style="list-style-type: none"> -comparing energy values of different foods (from labels) (kJ) - comparing amounts of energy transferred (J, kJ, kW hour) -fuels and energy resources and other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels - energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change <p>-forces as pushes or pulls, arising from the interaction between two objects</p>	<p>Pupils will learn 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, make predictions using scientific knowledge and understanding and present observations and data using appropriate methods, including tables and graphs.</p> <p>Literacy Skills: Summarising texts. Taking notes from presentations and videos.</p> <p>Maths skills: unit conversion. Calculating volumes using simple formulae, qualitative and quantitative data, the use of: tables; line graphs; scatter graphs; pie charts; and bar charts and using ratios to compare experimental results.</p>	<p>End of topic test.7G&H – The particle model, atoms, elements and molecules.</p> <p>Winter Exam – Knowledge based.</p> <p>Literacy – 6 mark question. Describe and compare the structures of solids, liquids and gases. Giving examples of each.</p> <p>Spelling bees – topic 7GH</p>

		<ul style="list-style-type: none"> -using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces -forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water - forces measured in newtons, measurements of stretch or compression as force is changed - pressure measured by ratio of force over area – acting normal to any surface -forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion and change depending on direction of force and its size 		
Spring 1	<p>7I&K – Energy and Forces complete.</p> <p>7B&D – Sexual reproduction in animals and ecosystems.</p>	<p>As above for the bottom two sections plus pupils will learn:</p> <ul style="list-style-type: none"> -reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops -how organisms affect, and are affected by, their environment, including the accumulation of toxic materials - differences between species and the variation between individuals within a species being continuous or discontinuous. -the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material 	<p>Pupils will understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas.</p> <p>Pupils will select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate 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.</p> <p>Literacy skills: Pupils will be making effective notes from text, including different ways of organising notes depending on purpose.</p> <p>Maths skills: an understanding of number, size and scale and the quantitative relationship between units. Pupils will also learn how data can be presented in bar charts, data can be presented in scatter graphs and data can be presented in frequency diagrams.</p>	<p>End of topic test 7I&K – Energy and Forces</p> <p>End of topic test 7B&D – Sexual reproduction in animals and ecosystems</p> <p>Literacy task – Complete a method for how you could find out which food contains the most stored energy.</p> <p>Spelling bees – topic 7IK</p>
Spring 2	7E&F – Mixtures, separation,	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -what mixtures are and dissolving -simple techniques for separating mixtures: filtration, evaporation, evaporation, distillation and chromatography. 	<p>Pupils will learn to use appropriate techniques, apparatus, and materials during laboratory work, paying attention to health and safety.</p>	<p>End of topic test - 7E&F – Mixtures, separation, acids and alkalis.</p>

	acids and alkalis.	<p>Pupils will also learn:</p> <ul style="list-style-type: none"> -chemical reactions as the rearrangement of atoms -representing chemical reactions using formulae and using equations - defining acids and alkalis in terms of neutralisation reactions - the pH scale for measuring acidity/alkalinity; and indicators -reactions of acids with alkalis to produce a salt plus water 	<p>Literacy skills: Use flow charts to present sequences.</p> <p>Maths skills: Reading and plotting line graphs and drawing bar charts</p>	<p>Knowledge test</p> <p>Literacy task – Describe what neutralisation is and give examples of how it is used in everyday life.</p> <p>Spelling bees. – Topic 7EF</p>
Summer 1	<p>7J&L Current, electricity and sound</p> <p>End of year summer exam revision 2 weeks</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -that electric current is measured in amperes. - the difference in circuits, series and parallel. -current as flow of charge -potential difference, measured in volts - resistance as the ratio of potential difference (p.d.) to current measured in ohms - the differences in resistance between conducting and insulating components. <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -waves on water as undulations which travel through water with transverse motion -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, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal and the auditory range of humans and animals - waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone <p>Pupils will revisit previous topics covered and use a variety of revision techniques.</p>	<p>Pupils will use physical models to help to explain phenomena, explaining why models are used and planning a fair test.</p> <p>Literacy skills: presenting information in tables, classifying data as qualitative or quantitative. Interpreting observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.</p> <p>Maths skills: The use of symbols when communicating science and presenting data graphically.</p>	<p>End of year exam</p> <p>End of topic test - 7J and L Current, electricity and sound</p> <p>Literacy – Plug & Safety (6marks)</p> <p>Spelling bees – Topic 7JL</p>
Summer 2	8 A&B – Food, nutrition, plants and their reproduction.	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed - calculations of energy requirements in a healthy daily diet. -the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food. 	<p>Pupils will make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvement.</p>	<p>End of topic test -8 A&B – Food, nutrition, plants and their reproduction.</p>

	<p>- the role of diffusion in the movement of materials in and between cells.</p> <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -how plants make carbohydrates in their leaves by photosynthesis and gain mineral nutrients and water from the soil via their roots. -reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. -the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops. -the importance of plant reproduction through insect pollination in human food security. -heredity as the process by which genetic information is transmitted from one generation to the next. <p>differences between species and the variation between individuals within a species being continuous or discontinuous.</p> <ul style="list-style-type: none"> -the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material. 	<p>Maths skills: use appropriate units for area measurements</p>	<p>45 Mark Knowledge test</p> <p>Literacy task – Describe how the digestive system works include: the parts and functions (6 marks)</p> <p>Spelling bees – 8A and B</p>
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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

In year 7 students are encouraged to take part in 'Coding Club' where students will programme and create everything to computer generated art to a ChatBot. Students also have the opportunity to take part in our interhouse competition where they are tasked with creating a robot with materials they can find at home.

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"	<p>Formatting fundamentals</p> <p>Identifying appropriate software</p> <p>Features of a word processor</p> <p>How to avoid Licencing and Copyright claims</p> <p>Referencing/Cross-referencing</p>	<p>Learn to choose the most accurate and appropriate formatting styles for documents (Word, Excel, PowerPoint etc)</p> <p>Be able to look at a scenario/task and develop informed decisions on which software would best suit the task at hand.</p> <p>Using previously learnt formatting techniques, students will be able to think about how best to make a word document appropriate and fit for purpose.</p> <p>Learn to use content and media available for free use and understand the potential hazards and risks attached to licencing and copyright issues.</p> <p>Make better decisions based on information read from media outlets.</p>	<p>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.</p> <p>Test at the end of rotation which will go through all topics covered in the rotation.</p> <p>Two written pieces answering the following questions:</p> <p>"Should everyone use Social Media"</p> <p>Where students explain their ideas and thoughts on the pro's and cons of social media sites and preventative/precautionary</p>

		<p>How to avoid Plagiarism</p> <p>Creative process</p> <p>Creating and presenting</p> <p>Peer Feedback</p> <p>Understand how to improve and refine ideas and design</p>	<p>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.</p> <p>Develop the ability to use content created from other creators without it falling under 'Plagiarism'. How to use things for inspiration rather than to copy from.</p> <p>Learn to plan, create and redevelop presentations, showcasing an overarching design process which started with a mind map and ends with a informative blog.</p> <p>Be able to develop and present ideas to the class.</p> <p>Learn to give feedback to peers based on their work. A focus on constructiveness and affective feedback.</p> <p>Be able to follow on from peer feedback and take this is an opportunity rather than a criticism.</p>	<p>measures they can take to protect themselves online.</p> <p>"After completing your research topic evaluate your findings"</p> <p>In this piece, students are asked to reflect and review their work thus far. Students will reflect honestly on what they did well throughout the project and what areas they could have improved upon, all whilst drawing from peer feedback they would have received during the rotation.</p>
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	<p>“Excel”</p>	<p>Cell Referencing</p> <p>Identifying rows and columns</p> <p>Formatting spreadsheets</p> <p>Information vs Data</p> <p>Collating and presenting data</p> <p>Basic Formulas</p>	<p>Look at work created and look for areas of development, both their own work and the work of others.</p> <p>Learn to locate and identify cells on a Microsoft Excel Spreadsheet</p> <p>Identify the difference between a row and a column</p> <p>Develop and present ideas a on a spreadsheet in an appropriate fashion</p> <p>Learn to explain and demonstrate the difference between information and data</p> <p>Accurately analyse collected data and create appropriate charts to represent findings.</p> <p>Learn to use Microsoft Excel formulas to perform basic calculations (+,-,/,*)</p>	
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<p>CS Rotation 2</p>	<p>“Networks”</p>	<p>Further Formulas</p> <p>What is a computer network</p> <p>Protocols</p> <p>Hardware vs Software</p> <p>Bandwidth</p>	<p>Be able to use formulas for more challenging tasks. (AVERAGE , COUNTIF, IF)</p> <p>Identify and define what is a computer network whilst being able to explain how data is transmitted between computers.</p> <p>Learn to define what is meant by computing and non-computing protocols</p> <p>Comparing Hardware and Software and knowing the difference</p> <p>Define ‘bandwidth’, using the appropriate units for measuring the rate at which data is transmitted, and discuss familiar examples where bandwidth is important</p>	
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	<p style="text-align: center;">“Programming”</p>	<p>Wired vs Wireless networks</p> <p>What is the internet</p> <p>What is the difference between the internet and WWW</p> <p>Introduction to Algorithms</p>	<p>Develop the ability to compare wired and wireless networks with advantages and disadvantages on both sides</p> <p>Learn to define what the internet is Explain how data travels between computers across the internet Describe key words such as ‘protocols’, ‘packets’, and ‘addressing’</p> <p>Investigate and explain the different components (servers, browsers, pages, HTTP and HTTPS protocols, etc.) and how they work together</p> <p>Learn to define and decompose tasks in to simple Algorithms, eventually looking at larger problems and breaking them down into smaller more manageable problems</p>	<p>Students will have one written assessed piece this rotation where they are asked to discuss the following question “Scratch is better then Python” Students will be calling upon knowledge gained this rotation about Block Coding and weighing up its positives and negatives whilst comparing it to a</p>
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		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	High level programming language.
		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	Develop the use loops within code to repeat instructions and begin using code efficiently	
		Effective problem solving	Learn to use the skills learnt to effectively solve problems, using efficiency and computational thinking.	

Curriculum Map Year 7: Design & Technology



Intent

Design & Technology teaches students to make informed technological choices, considering its global impact and the influence of cultural, ethical, environmental, political, and economic factors. They learn to innovate using diverse resources, merging traditional and digital technologies to improve the world around them, focusing on creativity and imagination.

The subject integrates disciplines like mathematics, science, engineering, computing, geography, business studies, and art. It offers more than practical skills, providing knowledge about the world's creation and how designed objects assist in daily life, enabling students to solve real problems through product design.

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. Emphasizing 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.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
DT rotation	<p>Project: Chair Prototype</p> <p>Design Process</p> <p>Biomimicry</p> <p>Designers</p> <p>Task analysis</p> <p>Product analysis</p> <p>Project: packaging project</p> <p>Packaging</p>	<p>Have an understanding of the Design Process and iterative design and key words and definitions used in DT.</p> <p>Understand how biomimicry is used in design</p> <p>Recognise and understand the work of Philippe Starck</p> <p>Understand a design problem and context and how to solve it.</p> <p>Understand what a product analysis is.</p> <p>Understand the purpose and function of packaging.</p>	<p>Students will learn to design a product that is well thought out due to carrying out each of the stages in the design process</p> <p>Students will be able to develop skills of presentation and explain design ideas and an approach used to generate creative design.</p> <p>Students will learn to analyse the work of other designers and design products inspired by those designers.</p> <p>Students will learn to analyse a task effectively to inform their next steps and research focus.</p> <p>Students will learn to carry out a product analysis on a range of products to enhance future design decisions.</p> <p>Students will learn why packaging design is vital for products.</p>	<p>Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment.</p> <p>In each rotation students will complete 2 assessed pieces with the opportunity to complete directed improvement reflective time activities.</p> <p>Chair prototype key assessed pieces :</p> <ul style="list-style-type: none"> • Product analysis • Final prototype • End of rotation test. <p>Packaging key assessed pieces:</p> <ul style="list-style-type: none"> • Specification • Final prototype • End of rotation test. <p>Desk tidy key assessed pieces:</p> <ul style="list-style-type: none"> • Evaluation • Final prototype • End of rotation test.

	Materials and their properties.	Learn the properties and uses of a range of materials including woods and boards.	Students will learn to design new products and select and use appropriate materials to improve their designs.	
	Sustainability	Understand the impact products have on the environment and how designers can reduce this impact through design choices. This will then inform the design specification.	Students will learn to reduce impact products have on the environment by making informed design decisions.	
	Specification	Understand what a design specification is and how to write one.	Students will learn to write specifications that reflect on research undertaken to inform the design of innovative, functional, appealing products that meet the needs and wants of a specific target market.	
	Design skills	Understand a range of design presentation techniques including rendering, drawing techniques and CAD	Students will learn to develop and communicate design ideas using annotated sketches. Student will use Cad to enhance their design ideas and develop commercially viable products.	
	Project: Desk tidy			
	Planning	Understand the importance of health and safety when manufacturing products.	Students will learn to plan making activities that take Health and safety into consideration. They will develop skills such as risk assessment and hazard reduction.	
	Manufacturing.	Be able to select from and use specialist tools, techniques, processes, equipment and	Students will learn how to use workshop tools safely and accurately to develop high	

	Evaluating and testing.	machinery when in the workshop including CAD CAM Understand the importance of evaluating products.	quality products. They will be able to incorporate CAD CAM to enhance the final outcome. Student will learn to evaluate their design throughout the design process and be able to evaluate a final prototype against a design specification and make modifications to their design taking the views of users into consideration.	
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Curriculum Map Year 7: Food Preparation and Nutrition



Intent:

The Food Preparation and Nutrition curriculum is designed to develop and foster an interest in the love of food that equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. We aim to encourage learners to cook, make informed decisions about food and nutrition, and provide learning opportunities that enable them to acquire knowledge to be able to feed themselves and others nutritiously, now and later in life. Students are also taught about a how a range of factors influence food choice such as culture and religion to increase cultural awareness and foster inclusivity in our multicultural society. The 'hands-on' practical aspects of the course serve to develop our students' life skills and confidence. They learn how to use equipment safely and appropriately and how to select materials or ingredients according to their specific properties and uses.

In this subject the curriculum is planned to allow students to develop and progress within 6 key concepts of disciplinary knowledge; Nutrition & Diet; Science of Food; Where Food Comes From; Factors affecting food choice and Food commodities; Food preparation and cooking. The national curriculum statements provide the framework for these 6 key concepts and is incorporated in the schemes of learning to provide progression.

Why I study Food?

At KS3 we deliver a curriculum that encompasses both practical and theoretical work which together enables students to acquire sound subject knowledge and develop practical skills. The KS3 curriculum is designed so that in each year they learn about: the food commodities; food provenance; principles of nutrition; diet and good health; the science of food, as well as cooking and food preparation. As they progress through KS3 food these principle areas are progressively built upon and applied to enable students to make wise food choices and safely prepare and cook a range of predominantly savoury products.

At KS4 our students follow the Eduqas GCSE course in Food Preparation and Nutrition which further develops and challenges students' practical skills whilst deepening their knowledge of those key areas introduced at KS3. The KS4 curriculum prepares pupils for further education either studying the subject at A level or pursuing a vocational pathway.

I learn Food Technology because:

- it equips me with important skills for life.
- it allows me to make healthy choices for myself and others now and later in life.
- it empowers me to make informed decisions about food and nutrition.

Cultural capital/enrichment

Our carefully structured Food curriculum provides opportunities that are additional to the National Curriculum. Food Preparation and Nutrition helps to build cultural capital through exposure to life-skills. Our curriculum itself enables and nurtures a love of cooking and an understanding why this is an important aspect of becoming well rounded healthy adults. Students develop a range of skills required for their future working life.

We offer the 'Young Chef Club', which gives the students the opportunity outside the classroom to: to advance their knowledge and skills as well as increase interests, learn social cues and practice social skills

We teamed up with KS4 MFL to take students on a trip to France to give students the opportunity to experience other foods and culture outside of the classroom.

Students take part in baking competitions in school such as future chefs to encourage teamwork, build confidence enhance students' performance and motivation.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Technology rotation	<p>Introduction Baseline test</p> <p>Hygiene and safety</p> <p>Introduction to-Food Provenance</p> <p>Sensory properties of food and evaluation</p>	<p>*Know personal and food hygiene to prevent food poisoning.</p> <p>*Awareness of Food spoilage related to correct food storages</p> <p>*Identify high risk foods vs low risk food storage to prevent bacteria growth.</p> <p>*Understand types cross contamination and how to prevent this.</p> <p>*Know how to and the importance of following knife and cooker safety in the Food tech room.</p> <p>* Identify the signs of food spoilage, including enzymic action of fruits</p> <p>* Awareness of where fruits and vegetables come from, food miles and carbon foot print introduced.</p> <p>*Identify types and role of fruits and vegetables in the diet.</p>	<p>Be able to work hygienically and safely when storing, preparing and cooking food.</p> <p>Make informed decisions when selecting foods to reduce the negative impact on the environment.</p>	<p>Assessment opportunities are provided through:</p> <p>*Hands down questioning</p> <p>*Discussions</p> <p>*Brain storming</p> <p>*Quizzes</p> <p>*Verbal feedback for written and practical work</p> <p>*Self and peer assessment for written and practical work</p> <p>*Two assessment pieces with</p> <p>*DIRT marking opportunities.</p> <p>*End of rotation test.</p>

	<p>Healthy eating</p> <p>Introduction to Food Labelling</p> <p>Food Science- Chemical raising agents and scone making</p> <p>Preparation and cooking techniques *Work safely: follow correct personal and food safety as well as good hygiene practices and procedures.</p> <p>*Begin to learn how to select and use equipment safely and correctly.</p>	<p>* Carry out sensory evaluation of exotic fruits using a profile chart and sensory vocabulary.</p> <p><u>Diet and health:</u></p> <p>* Know the eat well guide and what is a balanced diet.</p> <p>*Awareness of how and why -reduce fat, sugar and salt. How and why to increase fibre.</p> <p>* Evaluating a meal and planning a healthy meal with reasons</p> <p>* Identifying some basic nutrients in food such as fats, sugars, protein, starch, fibre and calcium</p> <p>*Modifying a basic recipe.</p> <p>*Applying healthy eating knowledge to planning a Salad in a jar task based on foods from different cultures.</p> <p>Awareness of Food labelling:</p> <p>* Legal requirement</p> <p>*Use by and best before dates</p> <p>*Symbols and meaning</p> <p>*Role in informing food choices</p> <p>* Undertake experimental work to understand the working characteristics, functional and chemical properties of chemical raising agents in the making of scones.</p> <p><u>Preparing and cooking:</u></p> <p>*Prepare and make single dishes to develop basic making skills; manipulate sensory properties; seasoning and test for readiness: Vegetable crudities, Ratatouille, Bolognese, carrot cupcakes, Tortilla (Spanish Omelette), Salads, Chicken skewers/goujons, scones, cookies</p> <p>*Know how to Weighing and measuring ingredients as well as how to reduce or increase a recipe.</p>	<p>Be able to evaluate food based on their sensory properties.</p> <p>Be able to make healthy food choices</p> <p>Be able to modify meals to make them healthier</p> <p>Plan a simple healthy dish based on different cultures.</p> <p>Be able to make informed food choices using information on food labels.</p> <p>Be able to analyse the results of food experiment to draw basic conclusions</p> <p>Be able to prepare and make a range of basic dishes which are mainly savoury competently to produce good quality outcomes.</p> <p>Be able to correctly and safely use basic equipment for preparing and cooking foods.</p>	
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