Year 7

Curriculum Map 2025

SALE HIGH SCHOOL

Curriculum Map Year 7: Art

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. This includes drawing, painting, printing, mixed media, and the principles of design.

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 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.

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.

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 personal thoughts and feelings through engagement with a variety of art forms.

- Creative collaboration to build relationships beyond existing friendship groups.
- Giving and receiving constructive criticism on peer 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	Students will begin the year by taking a baseline test to gauge their initial art skills. Their baseline test will be a self-portrait where they will work from direct observation in a mirror. Students will develop their knowledge of portraiture and be able to compare historical portraiture to contemporary studies. They will be taught the formal elements of line, shape, form, texture and shape through the use of a variety of materials and techniques such as pen, pencil, oil pastel, sgraffito and collage. In this term, the students will use ink and collage artist Florian Nicolle to inspire them. The portraiture project will be briefly paused in October to allow students the opportunity to enter the Christmas card competition in which they draft and create their festive designs. There will be multiple winning cards selected from each Year 7 form, these are then printed and sold by the school nearer to Christmas time.	In a Year 7 portraiture project using pencils and focusing on understanding proportion and tone, students will learn a range of key skills. These skills are fundamental for creating realistic and expressive portrait drawings. Here are the key skills they will acquire: 1. **Observational Skills**: Students will develop the ability to carefully observe the subject's features, proportions, and facial expressions. 2. **Proportional Understanding**: They will learn how to accurately capture facial proportions, ensuring that eyes, nose, mouth, and other features are correctly positioned and sized in relation to each other. 3. **Measurement Techniques**: Students will use measuring techniques such as comparative measurement and sighting to ensure correct proportions and angles in their portraits. 4. **Tone and Shading**: Understanding how to use different pencil grades to create a range of tones is essential. They will learn to use shading techniques to represent the three-dimensionality of the face. 5. **Highlight and Shadow**: Students will be able to identify and depict highlights and shadows on the face, giving dimension and depth to the portrait. 6. **Texture Rendering**: They will practice creating various textures, such as skin, hair, and clothing, using different pencil strokes and pressure.	Baseline assessment (self portrait) on the second Art lesson of the year. First homework and any key writing pieces will be marked.

			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.	

SPRING	Mixed media and skills	Students continue to work on the theme of portraiture and are given the opportunity to use a wider range of materials. They will learn how to create oil pastel transfers and complete a follow up oil pastel scratch away piece which is the formally marked piece for the term. Students will develop their understanding of negative space and how this can form a portrait with a hidden image. Students then begin their introduction to Pablo Picasso's Cubist and Surrealist work. They develop their understanding through a series of copies and pastiches in a range of materials such as coloured pencil, layered collage and watercolour paint.	1. **Oil Pastel Techniques**: Students will learn how to handle and manipulate oil pastels to create rich, vibrant, and textured effects on their artworks. 2. **Negative Space Awareness**: Students will develop an understanding of negative space and its role in composition, allowing them to use it effectively to define and enhance the subject in their portraits. 3. **Mixed Media Exploration**: They will experiment with a variety of mixed media, such as collage, watercolour, and ink, to add depth and dimension to their artworks. 4. **Collage Techniques**: Students will learn how to incorporate collage elements into their portraits, adding an extra layer of texture and visual interest. 5. **Emphasis on Texture**: Understanding and creating various textures in the background and foreground of their artwork to enhance the overall composition. 6. **Layering and Transparency**: Learning how to layer oil pastels and other media to create transparent or translucent effects, adding depth and complexity to their artwork. 7. **Detail and Precision**: Developing precise detailing skills to capture the intricacies of the subject's features, clothing, and surroundings. 8. **Composition and Design**: Exploring different compositional techniques to	Negative space assessment in the form of an oil pastel transfer. Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.

			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 painting application; colour mixing, blending/layering, and colour theory.	1. **Understanding Picasso's Style**: Students will develop an understanding of Pablo Picasso's unique style, including his use of geometric shapes, distortion, and abstraction in portraiture. 2. **Cubist Techniques**: Learning the principles of Cubism, students will explore how to break down subjects into geometric forms and represent them from multiple viewpoints. 3. **Colour Theory**: Understanding colour theory, including the use of complementary colours, warm and cool colours, and colour harmony, to create visually engaging and expressive portraits. 4. **Composition and Design**: Exploring different compositional techniques to create dynamic and aesthetically pleasing portraits that incorporate abstract and Cubist elements. 5. **Geometric Abstraction**: Developing the ability to abstract facial features and elements of the subject into geometric shapes, emphasizing form and structure. 6. **Layering and Transparency**: Understanding how to layer colours, textures, and shapes to create depth, dimension, and transparency in their artworks. 7. **Texture and Surface**: Exploring various texturing techniques, such as impasto and scumbling, to add tactile and visual interest to their artworks.	Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.

			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.	

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
Aut	"Gaining support for a good cause"	Formatting fundamentals	Learn to choose the most accurate and appropriate formatting styles for	assessment opportunities are provided through hands down questioning, discussions, brain storming, spider

		Identifying appropriate software Features of a word processor How to avoid Licencing and Copyright claims Referencing/Cross-referencing How to avoid Plagiarism	documents (Word, Excel, PowerPoint etc) Be able to look at a scenario/task and develop informed decisions on which software would best suit the task at hand. Using previously learnt formatting techniques, students will be able to think about how best to make a word document appropriate and fit for purpose. Learn to use content and media available for free use and understand the potential hazards and risks attached to licencing and copyright issues. Make better decisions based on information read from media outlets. Students will be able to make informed decisions on if something is believable or not, what is real or fake, students will know how they can validate information they have seen. 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.	diagrams, quizzes, verbal feedback, self and peer assessment. There will also be 2 assessed written pieces. Test at the end of rotation which will go through all topics covered in the rotation. Two written pieces answering the following questions: "Should everyone use Social Media" Where students explain their ideas and thoughts on the pro's and cons of social media sites and preventative/precautionary measures they can take to protect themselves online. "After completing your research topic evaluate your findings" 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.

		Creative process	Learn to plan, create and redevelop presentations, showcasing an over arching design process which started with a mind map and ends with a informative blog.	
		Creating and presenting	Be able to develop and present ideas to the class.	
		Peer Feedback	Learn to give feedback to peers based on their work. A focus on constructiveness and affective feedback.	
		Understand how to improve and refine ideas and design	Be able to follow on from peer feedback and take this is an opportunity rather than a criticism. Look at work created and look for areas of development, both their own work and the work of others.	
	"Excel"	Cell Referencing	Learn to locate and identify cells on a Microsoft Excel Spreadsheet	
		Identifying rows and columns	Identify the difference between a row and a column	
		Formatting spreadsheets	Develop and present ideas a on a spreadsheet in an appropriate fashion	
Spring		Information vs Data	Learn to explain and demonstrate the difference between information and data	

		Collating and presenting data	Accurately analyse collected data and create appropriate charts to represent findings.	
		Basic Formulas	Learn to use Microsoft Excel formulas to perform basic calculations (+,-,/,*)	
		Further Formulas	Be able to use formulas for more challenging tasks. (AVERAGE , COUNTIF, IF)	
	“Networks”	What is a computer network	Identify and define what is a computer network whilst being able to explain how data is transmitted between computers.	
		Protocols	Learn to define what is meant by computing and non-computing protocols	
		Hardware vs Software	Comparing Hardware and Software and knowing the difference	
Summer			Define ‘bandwidth’, using the appropriate units for measuring the	

	“Programming”	Bandwidth Wired vs Wireless networks What is the internet What is the difference between the internet and WWW Introduction to Algorithms	rate at which data is transmitted, and discuss familiar examples where bandwidth is important Develop the ability to compare wired and wireless networks with advantages and disadvantages on both sides 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’ Investigate and explain the different components (servers, browsers, pages, HTTP and HTTPS protocols, etc.) and how they work together Learn to define and decompose tasks in to simple Algorithms, eventually looking at larger problems and breaking them down into smaller more manageable problems	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 High level programming language.

		Sequencing	Compare the difference between how a human would carry out an instruction to how a computer would. Look at the input / process / output sequence	
		Selection	To understand the concept of selection statements and how they can be used to control the flow of a program	
		Variables	Examine the meaning of variable in everyday life then attribute it to computing. Be able to use variables within a sequence.	
		Loops	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: Drama

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, 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 containing either a written, devised or scripted aspect that prepares them for GCSE and beyond. Topics are chosen to develop creativity and 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, crucial skills for life beyond Sale High School. Students develop knowledge of theatrical styles, script writing, vocal skills and physical skills to build confidence and enhance communication skills and literacy skills. Students implement, improve and transfer these skills through a variety of context, 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

-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
-Observing different types of theatre from different time periods and countries
-Writing for particular audiences, considering the emotions/experiences of the character they are portraying
-Working with challenging topics in order to expand their understanding of 'real' issues, including mental health issues and peer pressure
- Participating in our Extra-curricular drama company 'Platinum Stars' (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)
-Participating in the whole school production allows students to experience performing in a theatre, to 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	Students will learn how to use storytelling through performance. Students will use body language, facial expressions, and their voice to communicate with the audience. Students will learn how to use mime. Students will perform a fairy tale effectively, combining physical and vocal skills to engage the audience and bring characters to life.	Convey emotions and messages through controlled body movements and facial expressions. Express actions, emotions and objects without words through physical movements and gestures. Adjust tone, pitch, volume, and pace of speech to convey character traits and emotions. Pronounce words clearly and articulating sounds precisely for effective communication. Express a wide range of emotions vocally, from joy to sadness to fear. Create well-rounded characters with distinct physical and vocal attributes. Build a connection with the audience through compelling physical and vocal storytelling.	Baseline assessment End of topic performance of a given scenario.

AUTUMN 2	Silent Movies	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. 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. 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.	Convey actions, emotions, and objects through precise physical movements and gestures. Use facial expressions to communicate emotions and intentions effectively. Control the body to create clear and expressive movements, maintaining balance and coordination. Learn techniques for miming objects, actions, and scenarios without using words. Hone skills in physical humour, including slapstick and comedic timing. Master the precise timing needed for delivering comedic actions and reactions. Combine mime, melodrama, slapstick comedy, and music to create a cohesive and engaging silent movie scene. Use music to convey emotions and engage the audience when there is no spoken dialogue.	End of topic performance of a Silent Movie devised by students Winter exam based on key knowledge studied in year 7

SPRING 1	Greek Theatre	Understanding of the layout and features of an amphitheatre and knowledge of how the design influences the presentation of performances. 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.	Identify the layout and features of an amphitheatre Use choral speaking, maintaining rhythm and unity among a group of speakers. Combine choral speaking with coordinated movements Understand how movement enhances the overall impact of choral speaking. Create of a performance based on a Greek myth using choral speaking, canon (synchronized group movements), and unison movement techniques.	End of topic performance of a Greek Myth including choral speaking and unison movement techniques.
SPRING 2	Storytelling	Students will gain knowledge of the concept of split focus and how it involves dividing attention between multiple characters or elements within a scene. Students will learn the techniques and methods for effectively playing multiple roles within a single scene. Students will understand the concept of a cliff hanger ending in drama, including its purpose and how it creates suspense and engagement in storytelling.	Learn how to divide attention between multiple characters or elements within a scene through the use of split focus. Effectively use thought tracking to verbalise the inner thoughts and emotions of characters during a scene. Develop the ability to play multiple roles within a single scene. Understand how to use gestures effectively to convey stereotypes or character traits, using body language to communicate without words. Understand how to create a structured dramatic performance ending on a cliff hanger.	End of topic performance of ‘Waxworks’ story.

SUMMER	Performing a script	Students will learn how to create convincing and well-defined characters, relatable to an audience. 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 and Verruca Salt. 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. Students will apply their understanding of characters and drama techniques by performing an extract from the script with appropriate characterisation.	Be able to analyse a script to understand character motivations, relationships, and the context of the scene. Understand characters from "Charlie and the Chocolate Factory". Know how to convey the character's emotions and intentions with authenticity and impact. Create a convincing character and deliver a compelling performance of a script extract.	End of topic performance of script extract from Charlie and the Chocolate Factory. Summer exam assessing all knowledge covered in year 7.

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 included seeing some of the biggest performances in Manchester's theatre district, such as 'Matilda' and '42nd Street'. Year 7 are also welcome to join Mrs Robinson's mindful colouring club. There will also be the opportunity, towards the end of the autumn term, to participate in the 'Classroom to Care Home' Inter-house competition. Within the classroom students will also be participating in a poetry day celebration by writing their own Haikus. Additionally, this year, Year 7 will have the opportunity to visit the Scholastic book fair during lesson time to explore and purchase a range of literature. We have also previously offered – and continue planning to offer – events such as Meet the Author and Writers' Workshops.

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

Autumn 1	Robert Louis Stevenson's 'Treasure Island'	This unit builds on many of the skills students will have acquired in KS2, such as reading and comprehension. Pupils will have read adventure stories and quest narratives in KS2. The increased challenge of a 19th century text makes it a suitable transition to KS3 where the genre and narrative type are revisited, but in the context of a challenging historical novel. Students also revisit key writing strategies from KS2, such as describing characters and settings. Key terminology (such as adjectives, verbs and expanded noun phrases) enables students to recognise links with their prior learning in KS2.	In this unit, students being their journey as scholars of literature. As an introduction to literary analysis, this unit focuses on broader writer's methods such as characterisation and narrative structure. These analysis skills are developed further in subsequent KS3 units. Pupils will use these methods to craft their own range of creative writing materials, specifically focused on characterisation.	Baseline Assessment: Students will complete a baseline assessment that checks their understanding of fundamentals such as key terminology, identifying the explicit and implicit, and making inferences. End of topic assessment: Students will craft their own piece of descriptive language, influenced by the genre and themes in 'Treasure Island'. Spelling Bees of key vocabulary & SPAG weekly focus, revisiting and recapping key skills and knowledge from across the Key Stage.
Autumn 2	Non-Fiction Writing & 'Run, Rebel', Manjeet Mann	This unit explores a range of non-fiction texts focused on contemporary topics raised in the verse novel 'Run, Rebel'. This includes: letters, newspaper articles and information leaflets. Students will learn about contemporary challenges facing young people such as domestic violence, bullying, how to make amends to those you have hurt, illiteracy etc. Students will also learn how to effectively write in a range of non-fiction styles, such as letters, information leaflets, newspaper articles etc.	-Key features of non-fiction writing, including how to structure and form articles etc. -Non-fiction techniques. -SPAG skills will be revised and built on.	End of unit assessment: Students will respond to an extract from the text, analysing this and responding to a specific focus – students will be expected to produce an analytical response/essay. Spelling Bees of key vocabulary & SPAG weekly focus, revisiting and recapping key skills and knowledge from across the Key Stage.
Spring 1	Powerful Female Characters in Fiction.	This unit delves into the key traits of a powerful female, inviting students to learn from a range of different extracts from different time periods, featuring powerful female characters. Students will learn about the different female writers and how women were treated in these	-Students will revise and build on key writing skills e.g. using language techniques and powerful word choices. -Students will revise and build on their knowledge of SPAG (punctuation and	Mid-Year Exam: students will be assessed on their creative writing skills. They will be required to produce their own character description of a strong female character.

		different time periods, and will study the representation of females through a range of media types, all whilst developing their writing skills.	sentence forms) implementing them in their own writing. -Students will learn how to structure an effective story.	Spelling Bees of key vocabulary & SPAG weekly focus, revisiting and recapping key skills and knowledge from across the Key Stage.
Spring 2	Nature Poetry	Within this unit, students will learn: - how to read a collection of poems analytically; - how to build further on their skills of analytical writing e.g. by zooming into particular word choices and exploring their effects; - the historical context and background in which poets were writing; - how to appreciate and understand poetic techniques in a range of poems connected to the theme of nature.	Building on prior knowledge from KS2 as well as what will have been accumulated so far in Year 7, Autumn 1 and 2's unit of work, students' analytical writing will develop in depth and quality, providing more thoughtful and varied comments, aiming to include analysis of particular word choices whilst embedding their knowledge of context. Students will be able to incorporate and name specific poetic techniques.	End of topic assessment - students will be producing an analytical response based on a poem they have studied. Spelling Bees of key vocabulary & SPAG weekly focus, revisiting and recapping key skills and knowledge from across the Key Stage.
Summer 1	Conflict Diary – Non-fiction Anne Frank	This unit begins with the anchor text of 'The Diary of Anne Frank'. Students will be sensitively taught about anti-Semitism, the Holocaust, and the persecution of Jewish people. They will also explore a variety of other conflict materials from refugee children (in the form of newspaper articles), online news items regarding the contribution of Caribbean soldiers in WW2, letters against war from Siegfried Sassoon and speeches delivered in the House of Commons.	- Students will explore how tone is and can be used by writers to communicate deeper feelings/messages/meanings to their readers/audiences - Students will develop their knowledge of non-fiction writing from earlier in the year, looking at a range of different non-fiction materials and media types, exploring how they vary in style, purpose and impact for an audience - Students will make cross-curricular links when returning to prior learning.	End of topic assessment - students will be assessed on their oracy skills for this unit, and will be assessed on their spoken language and delivery of a well planned & prepared piece. Spelling Bees of key vocabulary & SPAG weekly focus, revisiting and recapping key skills and knowledge from across the Key Stage.

Summer 2	Fantasy Fiction	This unit explores the key features and conventions (setting, character archetypes, themes etc.) of the fantasy genre through looking at a variety of fantasy extracts. Students will explore: - The history of the genre (including influences of famous mythological stories); - How to further refine their analytical writing skills, experimenting with the inclusion of contextual information as well, and how this may have influenced the writer as well as the audience the text was intended for, and why. Students will also have the opportunity to use these conventions in their own piece of creative writing, leaning on the inspiration taken from a range of extracts and fantasy fiction media types.	Students will further develop their skills of analytical writing, specifically regarding unseen extracts and texts. Students will be encouraged to apply skills to new, unseen extracts, as well as utilising new writing skills (conventions, archetypes etc.) to their own piece of writing.	End of Year Exam: students will sit a full unseen paper, assessing both reading and writing skills. Spelling Bees of key vocabulary & SPAG weekly focus, revisiting and recapping key skills and knowledge from across the Key Stage.

Curriculum Map Year 7: Geography

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

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

Why do I study Geography?

I study Geography because:

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

Cultural capital/enrichment

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

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

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

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Introduction to Geographical Skills	• How to use maps using different skills • Recognising features of the world including continents and oceans, lines of latitude and longitude	• Map symbols • Grid references • Identifying relief	• Checkpoint Assessment: short answer questions to check knowledge of topic. • This topic will be tested in the Mid-Year and End of Year Exams.

	Introduction to Climate Change	• Causes of climate change • Impacts of climate change • What we can do to reduce the impacts of climate change	• Using thematic maps • Describing graphs to show change over time • Photograph analysis	• 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Autumn 2	Development	• How countries can be categorised according to wealth • How we can measure development in other ways • The pattern of wealth around the world • How countries can become better developed • The role of aid in supporting development in different countries	• Using and comparing data • Photograph analysis • Choropleth maps	• Literacy piece 'How can places become better developed?' • This topic will be tested in the Mid-Year and End of Year Exams. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Spring 1	Rivers	• Features of drainage basins • The water moves in a cycle within drainage basins • Characteristics of the long profile of rivers • The role of erosion in transforming rivers • How different river landforms are made: waterfalls, meanders and levees	• Drawing diagrams • Labelling and annotating diagrams • Plotting long profiles • Photograph analysis	• Literacy piece 'How do rivers change along their long profile?' • This topic will be tested in the Mid-Year and End of Year Exams. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Spring 2	Flooding	• The reasons why some places flood • How rivers can be managed to prevent flooding • How a flood event has affected the UK	• Fieldwork Skills: permeability survey, drawing graphs and coming to conclusions. • Photograph analysis	• Checkpoint Assessment: short answer questions to check knowledge of topics studied so far. • This topic will be tested in the Mid-Year and End of Year Exams. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Summer 1	World of Work	• Employment sectors • How employment sectors and industries have changed over time • The impacts that industries have • How trade affects different parts of the world • What the economy of Russia is like • Factors that have affected Russian trade • The global economy	• Using graphs e.g. pie charts and line graphs • Flow line maps • Using atlas maps	• This topic will be tested in the End of Year Exam. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.

Summer 2	The Middle East	• The location of the Middle East. • The characteristics of the deserts in the Middle East. • Resources in the Middle East. • The characteristics of Dubai as a futurist city. • The issues relating to Neom.	• Physical and political maps • Location on the globe • Aerial photographs • Thematic maps • Flow line maps of migration • Using photographs	• Literacy piece 'Issue Evaluation: Should Neom be built?' • Half term summative assessment consisting of knowledge, skill and extended writing sections. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.

Curriculum Map Year 7: History

Intent:
History is an essential subject, needed 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. 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. Next is an in-depth study of the Medieval world by considering three aspects of life in England – Religion, Rulership and Medicine. Lastly, we examine how other dynastic 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. As a department we encourage a wide range of knowledge and experiences in order to support the development of such skills. Sale High School provides opportunities for trips which often have cross-curricular links with other departments. In Year 7 we offer an enriching visit to Beeston Castle which links well with our Medieval Realms and Tudors and Stuarts unit. In year 7 students complete 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, through videos such as Horrible Histories and online channels such as Simple History (often recommended for 13+ due to certain graphic images or topics) can also bolster classroom knowledge.

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: • 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 • 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)	Quizzes (in class and homework) Online learning tasks Mid-Unit Assessment End of Unit Assessment
Autumn 2	The Norman Conquest	Students will be able to: • 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	Students will know • 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)	Quizzes (in class and homework) Online learning tasks End of Unit Assessment Winter Exam
Spring 1	Medieval Realms (Medieval Religion)	Students will be able to: • 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)	Students will know • 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	Quizzes (in class and homework) Online learning tasks Mid-Unit Assessment

Spring 2	Medieval Realms (Medieval Rulership)	Students will be able to: • 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	Students will know • 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	Quizzes (in class and homework) Online learning tasks End of Unit Assessment
Summer 1	Medieval Realms (Medieval Medicine)	Students will be able to: • 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	Students will know • 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	Quizzes (in class and homework) Online learning tasks End of Unit Assessment
Summer 2	Tudors & Stuarts	Students will be able to: • 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	Students will know • 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	Quizzes (in class and homework) Online learning tasks Mid-Unit Assessment End of Unit Assessment Summer Exam

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 by 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: • Decompose a number into in to it's place values • Perform Mental Calculations • Use written methods Multiplication and division • Complete a complex calculation involving different operators.	Students will know • 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: • 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 • 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: • How to convert between different metric units • How to measure accuratly	Students will know • 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	Students will be able to: • How to read interpret, pictograms and bar charts • How to create tally charts • Interpret pie charts (no angles)	Students will know • 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	Key skills 5 minutes starters End of topic review

	Multiples, factors, primes and squares	Students will be able to: • 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	Students will know • 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	Key skills 5 minutes starters End of topic review Marked piece Winter summative exam.
	Negative numbers	Students will be able to: • 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.	Students will know • The concept of negative numbers • The < and > symbols • Where negative numbers are used outside of the classroom.	Key skills 5 minutes starters End of topic review
Spring 1	Angles	Students will be able to: • Measuring and drawing angles • Calculating angles • Solve problems with angles in triangles • Solve problems with angles in quadrilaterals	Students will know • 360^o in a circle • Sum of angles on a line is 180^o • Sum of the angles in a triangle is 180^o. • Sum of the angles in a quadrilateral is 360^o. • Names of types of angles	Key skills 5 minutes starters End of topic review Marked piece
	Perimeter and area	Students will be able to: • Find the perimeter of rectangles • Find the area of rectangles • Find the area of Parallelogram • Find the area of Triangle	Students will know • What perimeter is. • What area is. • Efficient methods of finding areas. • Units of area	Key skills 5 minutes starters End of topic review

	Averages and range	Students will be able to: • Find the Mode, Median, Mean and range of simple data sets	Students will know • The definitions of the common measures of centrality. • Range is a method of spread. • Understand the advantages and disadvantages of each Measure	Key skills 5 minutes starters End of topic review
Spring 2	Fractions	Students will be able to: • Find Equivalent fractions • Simplify fractions • Convert between Mixed numbers and Improper fractions • Add and subtract fractions with same denominators	Students will know • And understand fractions • What are proper and improper fractions are. • What a mixed number is	Key skills 5 minutes starters End of topic review Marked piece
	Geometry	Students will be able to: • 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.	Students will know • Names of different triangles and quadrilaterals. • What parallel and perpendicular lines are.	Key skills 5 minutes starters End of topic review
	Algebra expressions	Students will be able to: • Forming expression • Substitution values into an expression • Collect like terms and simplify	Students will know • Standard notation for algebra • Key algebra terminology • The key concepts of algebra	Key skills 5 minutes starters End of topic review

Summer 1	Decimals	Students will be able to: • 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.	Students will know • What decimals represent • Witten methods of addition and subtraction • Written methods of multiplication and division	Key skills 5 minutes starters End of topic review Marked piece
	Transformations	Students will be able to: • 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	Students will know • Definitions of key words	Key skills 5 minutes starters End of topic review
	Fractions and percentages of amounts	Students will be able to: • Find a fraction of a quantity • Find a percentage of a quantity	Students will know • Pictorial and more efficient methods of finding a fraction of a quantity • Know the relationship between percentages and fractions.	Key skills 5 minutes starters End of topic review Marked piece

Summer 2	Intro to probability	Students will be able to: • Use words to describe the probability of an event. • Place events on a probability line. • Be able to list outcomes in a systematic way.	Students will know • The key descriptive words used in probability. • The probability line	Key skills 5 minutes starters End of topic review Summer summative exam
	Intro to equations	Students will be able to: • Solve using the inverse method • Solve using the balance method • Setting up and solving equation	Students will know • The definition of equal • The inverse off operations • Key concepts of algebra	Key skills 5 minutes starters End of topic review
	Multiplying large and small numbers.	Students will be able to: • Multiplying large and small numbers • Dividing large and small numbers.	Students will know • Formal written methods of multiplication and division.	Key skills 5 minutes starters End of topic review

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 know**ledge 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	Skills	Assessment opportunities (Summative and formative) Key pieces
	Introduction to Spanish	• Greetings and introductions • Classroom vocabulary and instructions	• Phonics and Pronunciation • Dictation	Extended writing: oral presentation about yourself. End of unit Listening and Speaking

Autumn 1/2		• Alphabet and phonics • Numbers and birthdays • Nationalities • Free time and hobbies	• Reading & Listening for key information • Writing and speaking spontaneously • Comparatives • Photo descriptions • Translations from and into Spanish • The present and future tenses	
Spring 1	Family	• Introduction to family members • Physical descriptions • Character descriptions • Other peoples' hobbies • Pets and colours	• Phonics and Pronunciation • Dictation • Reading & Listening for key information • Writing and speaking spontaneously • Comparatives • Photo descriptions • Translations from and into Spanish • The present and future tenses	Extended writing: write about -your family -what they like to do -your personality -pets • End of unit: Reading and Writing
Spring 2/ Summer 1	School.	• Days of the week and time • School subjects and opinions • Describing teachers • School facilities and clubs • Breaktime activities • Uniform and opinions	• Phonics and Pronunciation • Dictation • Reading & Listening for key information • Writing and speaking spontaneously • Comparatives • Photo descriptions • Translations from and into Spanish • The present and future tenses	Extended writing: -favourite subject -opinion of school -breaktime -after school • End of Unit: Speaking and reading

Summer	Where I live	• Houses and locations • Describing your house • Describing your bedroom • Activities in town • Weather • Where I am going to live in the future	• Phonics and Pronunciation • Dictation • Reading & Listening for key information • Writing and speaking spontaneously • Comparatives • Photo descriptions • Translations from and into Spanish • The present and future tenses	Extended writing: -where you live -where you would like to live • End of Year Assessment: Listening, reading, writing..

Curriculum Map Year 7: Music

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

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

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: 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.

Students develop a basic declarative and procedural knowledge of Motor Competence, rules, strategies and tactics and healthy participation.

Why I study Physical Education?

- I get to experience different sports
- It supports my physical, social and mental wellbeing
- It develops my confidence, leadership and teamwork skills

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 and UA 92
- Links to local clubs

Block 1	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Football	How to perform a skill in an isolated/less pressured situation? How to perform a skill in a more pressured situation and how to alter decisions based on the new information.	Ball mastery Receiving and releasing Ball striking Creating and manipulating space Moving with the ball Attacking	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.

		How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact. This will involve accurate application Making and applying decisions Evaluating and improving performance Developing skills and performance Outwitting opponents Team work and cooperation Communication skills Elements of GCSE content will be included such as: • Names of major muscles • Components of fitness • Movement and muscle contractions	Defending Implementation of skills into small sided games	Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block. 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. 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
	Basketball		Ball familiarisation Passing Dribbling Movement Shooting Implementation of skills into small sided games	
	Rugby		Grip and carry Ball handling Receiving and releasing Tackling Rucks Implementation of skills into small sided games	
Block 1 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Netball	How to perform a skill in an isolated/less pressured situation? How to perform a skill in a more pressured situation and how to alter decisions based on the new information.	Ball familiarisation Footwork Passing Dribbling Movement Shooting Implementation of skills into small sided games	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. Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.

	OAA	How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact. This will involve accurate application Making and applying decisions Evaluating and improving performance Developing skills and performance Outwitting opponents Team work and cooperation Working independently and in small groups Communication skills Elements of GCSE content will be included such as: • Names of major muscles • Components of fitness • Movement and muscle contractions	Teamwork Map reading Compass work Problem solving Planning	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. 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
	HRF		CV endurance Speed Muscular Strength Muscular Endurance Flexibility Agility Power Training methods	
	Football		Ball mastery Receiving and releasing Ball striking Creating and manipulating space Moving with the ball Attacking Defending Implementation of skills into small sided games	
Block 2 Boys	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	OAA	How to perform a skill in an isolated/less pressured situation? How to perform a skill in a more pressured situation and how to alter decisions based on the new information. How to perform a skill in a fully competitive situation and when to select	Teamwork Map reading Compass work Problem solving Planning	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. Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.
	HRF		CV endurance Speed Muscular Strength Muscular Endurance	

		the skill at the right time to have maximum impact. This will involve accurate application	Flexibility Agility Power Training methods	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. 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
	Badminton	Making and applying decisions Evaluating and improving performance Developing skills and performance Outwitting opponents Team work and cooperation Communication skills Elements of GCSE content will be included such as: • Names of major muscles • Components of fitness • Movement and muscle contractions	Setting up a court Correct grip and stance Selection of shots Movement around the court Service rules - Singles and doubles	
Block 2 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Tag Rugby	How to perform a skill in an isolated/less pressured situation? How to perform a skill in a more pressured situation and how to alter decisions based on the new information. How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.	Grip and carry Ball handling Receiving and releasing Creating and manipulating space Implementation of skills into small sided games	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. Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block. Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of
	OAA		Ball mastery Receiving and releasing Ball striking Creating and manipulating space Moving with the ball Attacking	

		This will involve accurate application Making and applying decisions Evaluating and improving performance Developing skills and performance Outwitting opponents Team work and cooperation Communication skills Elements of GCSE content will be included such as: • Names of major muscles • Components of fitness • Movement and muscle contractions	Defending Implementation of skills into small sided games	pressure. Thirdly, in full competition against other students. 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
	Badminton		Setting up a court Correct grip and stance Selection of shots Movement around the court Service rules – Singles and doubles	
	HRF			
	Lacrosse			
Block 3 Boys	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Athletics	How to perform a skill in an isolated/less pressured situation? How to perform a skill in a more pressured situation and how to alter decisions based on the new information. How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact. This will involve accurate application Making and applying decisions	Sprinting Pacing Jumping Throwing Relay technique	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. Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block. 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. Heart – their ability to lead and make good, kind choices. We look for the students that
	Cricket		Throwing Catching Batting Bowling Ground Fielding Rules and Regulations Implementation of skills into conditioned games	
	Softball		Throwing Catching with mitt Batting	

		Evaluating and improving performance Developing skills and performance Outwitting opponents Team work and cooperation Communication skills Elements of GCSE content will be included such as: • Names of major muscles • Components of fitness • Movement and muscle contractions	Bowling Ground Fielding Rules and Regulations Implementation of skills into conditioned games	want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities
Block 3 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Athletics	How to perform a skill in an isolated/less pressured situation? How to perform a skill in a more pressured situation and how to alter decisions based on the new information. How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.	Sprinting Pacing Jumping Throwing Relay technique	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. Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block. Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of
	Rounders		Throwing Catching Batting Bowling Ground Fielding Rules and Regulations Implementation of skills into games	

	Cricket	This will involve accurate application Making and applying decisions Evaluating and improving performance Developing skills and performance Outwitting opponents Team work and cooperation Communication skills Elements of GCSE content will be included such as: • Names of major muscles • Components of fitness • Movement and muscle contractions	Throwing Catching Batting Bowling Ground Fielding Rules and Regulations Implementation of skills into games	pressure. Thirdly, in full competition against other students. 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

Curriculum Map Year 7: Religion and Ethics

Intent:

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

Sequencing:

At KS3, students will begin by exploring the fundamental philosophical inquiries such as "What is a worldview?", leading into an in-depth examination of various religious traditions, such as the Abrahamic Religions in Year 7 and the Dharmic Religions in Year 8. In Year 8, students will also be encouraged to consider atheism as a worldview, and the challenges that it poses to religious belief. Students will also receive an opportunity to apply the knowledge gained in Year 7 and 8 by considering questions around matters of ethics, life and death, equality and extremism. These 'big questions' encourage students to use the disciplinary knowledge that is acquired across other humanities subjects to analyse and examine contemporary topics. This will also allow students to critically explore the significance and impact that different interpretation of scripture can bring to different worldviews and religious practices.
At KS4, students can opt to complete the Religious Education GCSE course through the AQA exam board. This GCSE course builds upon students' knowledge of Islam and Christianity, whilst also continuing to develop the disciplinary knowledge to critically analyse scripture and examine the influences of religious belief on human behaviour. It also encourages students to develop skills of empathy and cultural understanding, preparing them for thoughtful and inclusive engagement in an increasingly diverse world.

I study RE because:

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

Cultural capital/enrichment

RE provides opportunities for authentic interfaith dialogue, 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.

Unit	Topic (Lens)	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces Each unit will contain 'Spelling Bees' of keyword vocabulary (once across the half term, with revision HW opportunities)

Unit 1	Religion Locally and Nationally: Exploring worldviews. (Sociology)	Students will be able to: - Explain the importance of understanding different worldviews. - Use sociology skills to critically examine census data. - Outline the 6 major religions in the UK. - Explain the similarities and differences between the area local to the student's school and the national data.	Students will know: - The aim of Religious Studies in the United Curriculum, and how the tool of social science contributes to this. - What the followers of the major world religious and non-religious traditions are known as, what symbols are typically associated with the religion and what special building is commonly associated with the religion. (Christianity, Islam, Hindu Dharma, Sikhi, Buddhism, Judaism, Humanism). - A summary of what the 2021 census shows about religious belief in England and Wales and the changes from 2011.	Keywords
Unit 2	Origins of the Abrahamic Faiths. (Theology)	Students will be able to: - Explain the story of Abraham and its significance in the Abrahamic Faiths. - Explain the importance of the concept of monotheism. - Examine the experience of the leaders in the emergence of Judaism, Christianity and Islam. - Identify the similarities and differences in the origins of the Abrahamic faiths.	Students will know: - Abraham is a foundational figure in the Abrahamic faiths. - The Abrahamic and Mosaic Covenants. - That Moses, Jesus and Muhammad are all believed to be descendants of Abraham. - Moses, Jesus and Muhammad all gave revelations from God about how to act and rebuild the relationship between God and humanity. -	Keywords, Key Concepts, Extended Writing: "Describe how an important figure in Judaism / Christianity / Islam is linked to Abraham / Ibrahim and one of the stories we have learnt about them"

Unit 3	Abrahamic Faith: What is Jewish Faith and Culture? (Theology & Sociology)	Students will be able to: - Explain the importance of understanding different worldviews. - 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.	Students will know - Core concepts in Judaism of Covenant, Mitzvot and the Patriarchs. - The key sources of Authority in Judaism: The Torah, Nevi'im and Ketuvim; The Talmud and Halakha. - The significance of the Shema and Amidah prayer. - The prophecies of the Messiah in the Tanakh. - Tikkun Olam ('Repair the World') as a foundational concept in Jewish ethics and social justice. - The roles of the synagogue and rabbi in central worship and study for Jewish communities. - Jewish Practises of Kosher, Bar/Bat Mitzvah, Passover/Pesach, Shabbat. - Diversity within the Jewish community	Keywords, Key Concepts, Extended Writing: "Compare important Jewish practices in Orthodox and Progressive Judaism: Shabbat / The Synagogue / Bar/Bat Mitzvahs"
Unit 4	Abrahamic Faith: Why is Christianity important? (Theology & Sociology)	Students will be able to: - 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.	Students will know - Core concepts in Christianity: Trinity, Incarnation, Messiah and Resurrection. - Significance of the life and teachings / parables of Jesus. - The Great Commission and the significance of St Paul, as well as the roles of Phoebe and Lydia in this work. - The reformation and establishment of the Protestant Church. - How denominations developed and the core differences which led to their formation. - The sacraments of Baptism, Eucharist, Matrimony. - Sources of authority and the difference in interpretation across denominations.	Keywords, Key Concepts, Extended Writing: "Explain different beliefs amongst Christians about the sacrament of baptism / marriage / eucharist"

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.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	7.01 Particles, Substance and Mixtures (18) 7.02 Fundamentals of Physics (12) - Start	Pupils will learn: • The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure. • Changes of state in terms of the particle model. • The differences in arrangements, in the motion and in the closeness of particles, explaining changes of state. • Changes in temperature in the motion of particles. • The concept of pure substances and mixtures, including dissolving. • The identification of pure substances. • Diffusion in terms of the particle model. • Simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography. Pupils will Learn: • Forces are pushes or pulls, arising from the interaction between two objects.	Pupils will learn to: • Ask questions based on observations of the real world. • Plan and carry out the most appropriate types of scientific enquiries. • Use appropriate techniques and apparatus, paying attention to health and safety. • Make and record observations and measurements using a range of methods for different investigations. • Present observations and data using appropriate methods, including tables. • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. • Use SI units. Pupils will be able to: • Pay attention to objectivity and concern for repeatability and reproducibility. • Scientific methods and theories develop over time partly due to peer review.	End of topic test Assessments. Literacy – Extended answer questions. Spelling Bees

		• Force arrows in diagrams are used to model forces, adding forces in one dimension, balanced and unbalanced forces. • Forces associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces. • Forces measured in newtons, measurements of stretch or compression as force is changed. • Non-contact forces: gravity forces acting at a distance on Earth and in space; opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface. • Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only); change depending on direction of force and its size.	• Ask questions and develop a line of enquiry based on observations of the real world. • Plan and carry out the most appropriate types of scientific enquiries. • Use appropriate techniques, apparatus, paying attention to health and safety. • Make and record observations and measurements using a range of methods for different investigations. • Apply mathematical concepts and calculate results. • Present observations and data using appropriate methods, including tables. • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. • Understand and use SI units. • Undertake basic data analysis including simple statistical techniques.	
Autumn 2	7.02 Fundamentals of Physics (12) - Finish 7.03 Cells and Organisation (11)	• Physics as above • Pupils will learn: • Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope • The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts • The similarities and differences between plant and animal cells • The role of diffusion in the movement of materials in and between cells • The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms • A word summary for aerobic respiration	Pupils will be able to: • Ask questions based on observations of the real world • Plan and carry out the most appropriate types of scientific enquiries • Use appropriate techniques and apparatus, paying attention to health and safety • Make and record observations and measurements using a range of methods for different investigations • Apply mathematical concepts and calculate results • Present observations and data using appropriate methods, including tables • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions • Use SI units and use and derive simple equations and carry out appropriate calculations	End of topic test Assessments. Literacy – Extended answer questions. Spelling Bees
Spring 1	7.04 Chemical Changes (15)	Pupils will learn: • Differences between atoms, elements and compounds. • Chemical symbols and formulae for elements and compounds. • Conservation of mass in chemical reactions. • Chemical reactions as the rearrangement of atoms.	Pupils will learn how to: • Pay attention to objectivity and concern for accuracy and precision. • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. • Make predictions using scientific knowledge and understanding.	End of topic test Assessments. Mid Year Assessment Literacy – Extended answer questions.

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

		Pupils will also learn: • Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound • Sound needs a medium to travel, the speed of sound in air, in water, in solids • Sound produced by vibrations of objects and the ear drum; auditory range of humans and animals • Transferring energy; use for cleaning and physiotherapy by ultra-sound • Light waves travelling through a vacuum; speed of light • The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface • Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye • Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras • Colours; differential colour effects in absorption and diffuse reflection	• Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. • Present reasoned explanations, including explaining data in relation to hypotheses. • Understand and use SI units. • Carry out appropriate calculations and undertake basic data analysis including simple statistical techniques. Pupils will also learn how to: • Pay attention to objectivity and concern for repeatability and reproducibility • Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience • Make predictions using scientific knowledge and understanding • Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety • Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements • Apply mathematical concepts and calculate results • Present observations and data using appropriate methods, including tables and graphs • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions • Present reasoned explanations, including explaining data in relation to predictions and hypotheses • Showing awareness of potential sources of random and systematic error • Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature • Carry out appropriate calculations • Undertake basic data analysis including simple statistical techniques	

Summer 1	7.06 Sound and Light (6) Finish 7.07 Material (8)	**Physics as above.** • Pupils will learn: Properties of ceramics, polymers and composites (qualitative).	Pupils will learn how to: • Pay attention to objectivity and concern for accuracy and precision. • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. • Make predictions using scientific knowledge and understanding. • Plan and carry out the most appropriate types of scientific enquiries, including identifying independent, dependent and control variables, where appropriate. • Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety. • Make and record observations and measurements using a range of methods for different investigations. • Apply mathematical concepts and calculate results. • Present observations and data using appropriate methods, including tables. • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. • Present reasoned explanations, including explaining data in relation to hypotheses. • Show awareness of potential sources of random error • Understand and use SI units. • Carry out appropriate calculations and undertake basic data analysis including simple statistical techniques.	End of topic test Assessments. Literacy – Extended answer questions. Spelling Bees
Summer 2	7.08 Life Cycles (17)	Pupils will learn: • Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. • Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. • Heredity as the process by which genetic information is transmitted from one generation to the next. • A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick,	Pupils will learn how to: • Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas. • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. • Plan and carry out the most appropriate types of scientific enquiries, including identifying independent, dependent and control variables, where appropriate. • Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety. • Make and record observations and measurements using a range of methods for different investigations. • Apply mathematical concepts and calculate results.	End of Year Assessment End of topic test Assessments. Literacy – Extended answer questions. Spelling Bees

		Wilkins and Franklin in the development of the DNA model. • Differences between species. • The variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation.	• Present observations and data using appropriate methods, including tables. • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. • Present reasoned explanations, including explaining data. • Understand and use SI units and carry out appropriate calculations and undertake basic data analysis including simple statistical techniques.	

Curriculum Map Year 7:Tech- 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	Introduction **Hygiene and safety** **Introduction to-Food Provenance** **Sensory properties of food and evaluation** **Healthy eating** **Introduction to nutrients**	*Know personal and food hygiene to prevent food poisoning. *Aware of types of hazards (Physical, chemical and Biological). *Awareness of Food spoilage related to correct food storages *Identify high risk foods vs low risk food storage to prevent bacteria growth. *Understand types cross contamination and how to prevent this. *Know how to and the importance of following knife and cooker safety in the Food tech room. * Know the signs of food spoilage, including enzymic action of fruits * Awareness of where fruits and vegetables come from, food miles and carbon foot print introduced. *Identify types and role of fruits and vegetables in the diet. * Carry out sensory evaluation of exotic fruits using a profile chart and sensory vocabulary. Diet and health: * Know the eat well guide and what is a balanced diet. *Awareness of how and why -reduce fat, sugar and salt. How and why to increase fibre. * Evaluating a meal and planning a healthy meal with reasons * Identifying some basic nutrients in food such as fats, sugars, protein, starch, fibre and calcium *Modifying a basic recipe. *Applying heathy eating knowledge to planning a Salad in a jar task based on foods from different cultures. Awareness of some of the key nutrients in food with a focus on vitamins (linked to food commodities Fruits and vegetables	Be able to work hygienically and safely when storing, preparing and cooking food. Make informed decisions when selecting foods to reduce the negative impact on the environment. Be able to evaluate food based on their sensory properties. Be able to make healthy food choices Be able to modify meals to make them healthier Plan a simple healthy dish based on different cultures. Identify types of vitamins, their basic sources and functions	Assessment opportunities are provided through: *Hands down questioning *Discussions *Brain storming *Quizzes *Verbal feedback for written and practical work *Self and peer assessment for written and practical work *Two assessment pieces with *Mini interim test. *DIRT marking opportunities. *Practical reflection *End of rotation test. ***Hygiene and safety key assessment piece** ***Healthy Eating key assessment piece** -Eat well guide -Planning and justifying a healthy packed lunch ***Mini Test** ***Formative and Summative practical assessment**

	Introduction to Food Labelling -How they informs and protects consumers -Symbols and meaning -The law	Awareness of Food labelling: * Legal requirement *Use by and best before dates *Symbols and meaning *Role in informing food choices	Be able to make informed food choices using information on food labels.	
	Food Science-Chemical raising agents and scone making	* Undertake experimental work to understand the working characteristics, functional and chemical properties of chemical raising agents in the making of scones.	Be able to analyse the results of food experiment to draw basic conclusions	
	Preparation and cooking techniques *Work safely: follow correct personal and food safety as well as good hygiene practices and procedures. *Begin to learn how to select and use equipment safely and correctly.	<u>Preparing and cooking:</u> *Prepare and make single dishes to develop basic making skills; manipulate sensory properties; seasoning and test for readiness: Vegetable crudities, Pizza toasty, Bolognese, carrot cupcakes, Tortilla (Spanish Omelette), Salads, Chicken skewers/goujons, scones, cookies *Know how to Weighing and measuring ingredients as well as how to reduce or increase a recipe.	Be able to prepare and make a range of basic dishes which are mainly savoury competently to produce good quality outcomes. Be able to correctly and safely use basic equipment for preparing and cooking foods.	
	Evaluating -sensory properties How well making was carried out -suitability based on special diets -Suggest realistic improvements	Understand the importance of evaluating finished outcomes using sensory words and suggesting realistic improvement. Know how to reflect on their making and suggest improvement	Be able to evaluate dishes made using appropriate sensory descriptors. Be able to reflect on skills and processes suggesting realistic improvements.	

Curriculum Map Year 7: Tech-Design & Technology

Intent

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

Why I study DT

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

I learn Design & Technology because:

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

Cultural capital/enrichment

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

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
DT rotation Throughout the rotation	**Design skills.** Design skills	Have an understanding of key design skills used to communicate design ideas	Students will be able to use skills such as rendering, line weighting, oblique drawing,	Assessment opportunities are provided through hands down questioning, quizzes, verbal feedback, self and peer assessment and whole class feedback sheets

students will complete 3 mini projects that cover a range of core subject content, skills and iterative design and development tasks.			isometric drawing and 1 point perspective drawing to communicate their design ideas.	In this rotation students will complete 5 assessed pieces with the opportunity to complete directed improvement reflective time activities. **Design skills key assessed pieces :** • specification. **Maze key assessed pieces:** • product analysis **Desk tidy key assessed pieces:** • Evaluation • Final prototype • End of rotation test.
	Biomimicry	Understand how biomimicry is used in design	Students will be able to explain what biomimicry is and give examples of biomimicry used in everyday design. Students will be able to apply the principals of biomimicry to their own design ideas	
	Task analysis	Understand a design problem and context and how to solve it.	Students will learn to analyse a task effectively to inform their next steps and research focus.	
	Specification	Understand what a design specification is and how to write one.	Students will be able to write a simple specification using ACCESSFM key words The specification will explain the wants and needs of the customer	
	Design process (design development)	Understand some of the basic principals of developing design ideas using an iterative process.	Students will be able to develop design ideas using previously acquired skills such as sketching, rendering and isometric drawing to develop designs that meet the needs of the specification. Students will be able to work collaboratively to test evaluate and improve their design ideas	
	Design process (final design)	Understand how to present a final design solution.	Students will be able to produce a final design that uses design skills such as isometric,1 point perspective and rendering. Students will be able to use annotation to fully explain their design decisions.	
	Project: maze	Understand the sources, properties and uses of a range of polymer materials.	Students will be able to explain the difference between thermoforming and	

	Materials and their properties.		thermosetting polymers. Students will be able to explain the properties of different polymer materials such as Acrylic and H.I.P.S. Students will also be able to explain some of the environmental impacts of using polymers to manufacture products.	
	Task analysis (Recall)	Understand a design problem and context and how to solve it.	Students will learn to analyse a task effectively to inform their next steps and research focus.	
	Product analysis.	Understand the importance of analysing existing products to help influence the development of new ones.	Students will learn how to conduct a product analysis on a range of products that takes into considerations what has influenced the design and how the design can be improved under the structure of ACCESSFM.	
	Design development	Understand some of the basic principles of developing design ideas using an iterative process.	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.	
	Manufacturing of a final prototype	Understand some of the processes used to manufacture a simple product out of plastics.	Students will be able to use tools and machinery safely and accurately such as vacuum formers and laser cutters to manufacture a high quality product.	
	Project: Desk tidy Materials and their properties.	Understand the sources, properties and uses of a range of timber materials.	Students will be able to explain what Soft wood, Hard wood and Manufactured boards are. Students will be able to describe the life cycle of a wooden product and explain the properties and uses of different types of wood.	
	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.	

	Manufacturing.	Be able to select from and use specialist tools, techniques, processes, equipment and machinery when in the workshop including CAD CAM	Students will learn how to use workshop tools safely and accurately to develop high quality products. They will be able to incorporate CAD CAM to enhance the final outcome.	
	Evaluation	Understand the importance of evaluating products.	Student will learn to evaluate their design throughout the design process and be able to evaluate a final prototype, explaining the process they have undertaken, what they like and dislike about the product and the how well the materials have worked in their final product.	
	Reflection	Understand the importance of reflecting on the learning that has taken place.	Students will be able to reflect and understand their own learning. they will be able to write a reflective diary that uses metacognition-based questions for structure.	