

Stanborough






Year 7

Curriculum Maps

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Subject: ART, DESIGN & TECHNOLOGY

	Autumn Term	Spring Term	Summer Term
<p>Content</p> <p>Art</p> <p><i>1 lesson a week</i></p>	<p>To explore the formal elements of art through a variety of colour theory workshops inspired by the format of a 'Wreck this Journal'</p> <p>Students creatively explore texture, tone, shape, form, colour and pattern.</p>	<p>Students explore the cultural significance of Islamic art through the traditional application of Henna and the intricate tessellated designs which featured within interior and exterior architecture.</p>	<p>Students explore observational skills through a range of insect inspired studies. They are challenged on their motor skills in continuous line and their precision through mono print. A selection of insect inspired artists allow for a range of media and materials to be further explored in the style of.</p>
<p>Content</p> <p>Technology Rotations</p> <p><i>1 lesson a week for 12 weeks</i></p>	<p> Graphics: To explore design elements in the style of 'monster themed' illustrator Chris Ryniak and effectively respond to a design brief.</p> <p> Three Dimensional Design: To create of a robotic 'block bot' form, incorporating the use of components for aesthetic and functional purposes and experimenting with the basics of timber through workshop materials and tools.</p> <p> Photography: To experiment with basic camera functions such as aperture, white balance and saturation whilst creatively manipulating images and photographs in the style of famous photographers and experimenting with photographic techniques such as cyanotype.</p>		
<p>Key Questions</p>	<p>How do the use of the formal elements connect between each of the subject disciplines? And why are they important?</p> <p>What is a design brief and how does this work in the creative industry?</p> <p>How have particular artists, designers and photographers inspired the art world through their use of medium?</p>		
<p>Assessment</p>	<p>Students receive teacher feedback as per the marking policy, providing opportunity to reflect and refine as their work progresses</p> <p>Opportunities for self and peer assessment against success criteria provide visual clarity and understanding and allow students to address misconceptions.</p> <p>Work is further assessed at Progress Update points in which the sketchbook/ booklet is reviewed to date, providing students with a current working grade on all mediums and techniques explored.</p>		

Subject: IT & COMPUTING

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Students will complete 2 units of work.</p> <p>Unit 1 Digital Communication (Online Safety) –</p> <p>In the first half term, students will explore the power of online communication and how to stay safe online. Students will understand how to use digital tools responsibly and the legal implications of online publishing. Students will also develop their research techniques, using search tools more effectively and being able to make judgements on reliability. Students create their own digital posters to show others how they can be safe online.</p> <p>Unit 2 Digital Graphics –</p> <p>In the second half term, students will complete a digital graphics design unit. This unit will teach students how to use IT in a business context. Students are given a product/service which they have to promote using a variety of digital media. Students will explore how graphics are used in the real world, producing their own graphic products using bitmap and vector tools.</p>	<p>Unit 3 Computers and Coding –</p> <p>Students will develop their understanding about the fundamentals of Computer Science. They will be able to identify the main components that make up a computer system and explain how they fit and work together, to create real world systems.</p> <p>Students will learn how to use algorithms as a tool to think logically, supporting them to solve computational problems. They will learn how to convert between binary and denary values, as well as applying simple Boolean logic to programming.</p> <p>Students will apply this knowledge using BBC Micro:bit technology. Supporting them in creating programs and following instructions, using a graphical, drag and drop code editor. Learning the basics of program flow and building on programs that they create.</p>	<p>Unit 4 Game Design (Scratch) –</p> <p>Students will cover one unit of work; Game Design using Scratch.</p> <p>Students will learn the basic concepts of programming using a visual, drag and drop programming software called Scratch. They will develop their skills each week by creating different programs in the form of games, interactive stories and animations.</p> <p>This will lead them to plan, design and create a game of their own choice.</p>
Skills	Students will learn to use presentation software effectively to suit the needs of their audience and purpose. Students	Students learn how to use basic computational thinking skills such as Algorithms, decomposition and abstraction	Students will build on their block based programming knowledge using Scratch programming software. Creating a variety of

	<p>will be able to communicate their understanding of and follow safe practice when using digital devices online. Students will learn how to effectively research information using trusted secondary sources.</p> <p>Students will be able to effectively design and plan products to meet the needs of their audience and task purpose. From their designs, students are able to use a range of digital tools using a graphics editing software to create digital artefacts.</p>	<p>when planning a program. Students will learn how to convert denary to binary and vice versa. Students will learn how to use block based programming online software to create a variety of programs that demonstrate key programming constructs.</p>	<p>programs that demonstrate key programming constructs. Students will have the skills to plan and create a game of their own choice.</p>
Key Questions	<p>What is meant by Online Safety? What dangers should we be aware of when online? How can we keep ourselves safe when using our devices online? Who can we ask for help? What makes a good presentation?</p> <p>What is a Bitmap image? What is a Vector image? What makes an effective logo design? What is meant by target audience and purpose?</p>	<p>What is Computational Thinking? Decomposition? Abstraction? What is an Algorithm? What are the main parts of a computer system? What is Binary? What is a BBC Micro:bit and how do I program using block based programming?</p>	<p>What do each of the blocks do within the Scratch programming block palette? How do I get my sprites to interact? What is a Variable? What is iteration (looping)? What is Selection? How can I incorporate these within my programs?</p>
Assessment week and content	<p>Unit 1 Digital Communication (Online Safety) – wb 16/10</p> <p>Unit 2 Digital Graphics – wb 11/12</p>	<p>Unit 3 Computers and Coding – 18/03</p>	<p>Unit 4 Scratch Programming – 08/07</p>

Subject: ENGLISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	'The Graveyard Book' by Neil Gaiman. Biography.	Media and Rhetoric. Poetry by Heart.	Shakespeare in Context. 'A Midsummer Night's Dream' by William Shakespeare.
Skills	Analysis of a text, including inference, selecting of evidence, and identifying genre elements. Recognising links between different narratives and genres. Using personal experience as part of a narrative. Planning, structuring and writing fiction and non-fiction narratives.	Identification and analysis of different types of media text. Planning, structuring and writing factual and non-fiction texts. Using language to write persuasively. Effective reading of a poem to an audience.	Analysis of language in a dramatic text. Planning, structuring and writing in a specific poetic genre (the sonnet form). Identification and understanding of dramatic techniques.
Key Questions	How are narratives begun? How do different narratives link to one another? How do different writers use different genres and genre conventions? What makes an engaging biography? Why have some biographies been written, but not others? How can personal experience make my writing more engaging?	What different types of media exist, and how are they similar/different? What is rhetoric, and how can it be used to influence someone's opinion? How are rhyme, rhythm, meter and sound important aspects of poetry? What makes an engaging poetry performance?	What was the Shakespearean theatre like? Why is Shakespeare still read today? What are the conventions of a sonnet? What are the conventions of Shakespearean comedy? How might a modern audience view a Shakespearean play differently? How is a dramatic text reflected in a performance?

<p>Assessment week and content</p>	<p>The Graveyard Book: pupils write an essay exploring Gaiman’s narrative choices in chapter 1 of the book.</p> <p>Biography: Pupils write an autobiographical text, based on a real-life experience.</p>	<p>Media and Rhetoric: pupils write a newspaper article.</p> <p>Poetry Out Loud: pupils perform a poem to the class.</p>	<p>End of Year exam: pupils are assessed on the knowledge and skills they have learned since the start of Year 7.</p> <p>A Midsummer Night’s Dream</p>
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Subject: FRENCH

Time Period	Autumn Term	Spring Term	Summer Term
<p>Content</p>	<ul style="list-style-type: none"> • Describing a thing or person • Saying what people have • Distinguishing between having and being • Talking about doing and making things • Saying what people do • Saying ‘you’ (singular and plural) 	<ul style="list-style-type: none"> • Saying how many there are, numbers • Describing people (family) • Saying what people have • Saying what people do (sports) • Saying where people go (places) • Asking questions • Talking about yourself, to and about someone else 	<ul style="list-style-type: none"> • Using question words • Describing things and people • Asking questions • Expressing future intentions • Saying what you <i>want to, can</i> and <i>must</i> do • Saying what you <i>don’t want to, can’t</i> and <i>don’t have</i> to do • Saying what you <i>know how</i> to do
<p>Skills</p>	<p>French pronunciation and phonics - Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. Grammar - Useful verbs in the present tense – être, avoir, faire. Vocabulary - to discuss topics such as family and friends, physical description and personality. Useful classroom</p>	<p>Students will build on their knowledge of phonics, grammar and vocabulary, which they started in the Autumn term. We will continue to follow the NCELP SOW as they ensure the skills and language are revisited. Vocabulary selection is based on word frequency; with a special emphasis on the most common verbs. Also students will learn how to translate sentences from French to</p>	<p>Students will continue to follow the NCELP scheme of work which builds on their knowledge of phonics, vocabulary and grammar. They will be able to construct sentences using the present tense and be able to translate from French into English and vice versa.</p> <p>Students will begin to develop the skills of reading aloud in French and writing from</p>

	language and expressions to communicate in the classroom in French.	English and from English to French.	dictation.
Key Vocabulary	<ul style="list-style-type: none"> Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. 	<ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) 	<ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ALLER)
Assessment	Reading and listening	Reading and speaking	Listening and writing

Subject: GEOGRAPHY

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p><u>Geography, Maps and Skills:</u> Students will be taught key map skills in geography through a school murder mystery activity. Pupils will practice all the skills required to become a great geographer!</p> <p><u>What is geography?</u> Introduces students to some of the big ideas in geography including sustainability, globalisation, landscape and sustainability and will explore how these ideas shape the world.</p>	<p><u>UK Physical Geography:</u> Students will explore the key physical characteristics that have shaped the British Isles including weather and climate, geology and rivers.</p> <p><u>UK Human Geography:</u> Students will look at the human geography of the UK including population density and distribution, reasons for settlement, the UK economy and complete some fieldwork on Welwyn Garden City.</p>	<p><u>Geography in the News and RGS Project:</u> Geography is all around us! The geography in the news topic is a synoptic topic that puts into context the skills and knowledge the students have learned in year 7, applying it to important items in the news.</p> <p>Students will also be given the option to work on the RGS young geographer of the year project.</p>
Skills	<ul style="list-style-type: none"> Using maps Interpreting graphs Describing and explaining Problem solving Locational knowledge 	<ul style="list-style-type: none"> Explaining natural cycles Locating key physical map features Using, plotting and evaluating data GIS 	<ul style="list-style-type: none"> Applying knowledge and understanding to current affairs Describing, explaining and evaluating, reading and comprehension Using data Problem solving

<p>Key Questions</p>	<ul style="list-style-type: none"> • How can we use maps and why might some maps be misleading? • What is geography? • What key parts of geography shape the world? 	<ul style="list-style-type: none"> • Why does the UK look like it does? • What influences weather and climate? • How and why do rivers form? • Who lives where in the UK and why? 	<ul style="list-style-type: none"> • What major problems does the world face? • How are human and physical geography news stories communicated? • How can some of the world's major problems be solved.
<p>Assessment week and content</p>	<p>Assessment:</p> <p>Formal assessment:</p> <ul style="list-style-type: none"> • Baseline assessment on knowledge of geography from KS2 • End of topic test on mapskills and what is geography • Textbook page redesign on a landscape <p>Formal assessment: Take place within the 2 weeks in the build up to October half term and within 2 weeks of the end of term.</p> <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>	<p>Assessment:</p> <p>Formal assessment:</p> <ul style="list-style-type: none"> • Rock cycle cartoon • Physical geography test • Choropleth map and description of population density and distribution in a place in the UK • Human geography test (year 7 end of year) <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>	<p>Assessment:</p> <p>Formal assessment:</p> <ul style="list-style-type: none"> • RGS project submitted • Comprehension based activity on a news item based on geography. <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>

Subject: HISTORY

	Autumn Term	Spring Term	Summer Term
Content and Key Questions (Delivery of the course and assessments may vary depending on timetabling and staff)	Key Skills: An introduction to History - What is History? - What is Chronology? - What problems are there with evidence? Medieval Britain 1066-1509: Anglo Saxon and Norman England - What was England like before 1066? - What was the Norman invasion? - How did the Normans change England? Medieval Britain 1066-1509: The Crusades - What was Medieval religion? - What were the Wars of the Cross? - What did the Crusades do for us?	Medieval Britain 1066-1509: The Middle Ages - What was life like in the Middle Ages? Medieval Britain 1066-1509: England at War in the Middle Ages - How and why did England wage war? (The War of the Roses) A Local History Study: Hertfordshire and Welwyn Garden City - How did Hertfordshire change through the ages? - What is the History of Welwyn Garden City? - What was Welwyn Garden City's experience of war?	World History: Voyages of Discovery - Why did European explorers go on voyages of exploration? - What discoveries were made by European explorers? - What impact did the voyages of exploration have? Britain 1901-Present: Titanic - How did the Titanic disaster happen? - What were the consequences of the Titanic sinking? - What was life like in 1912? - How can we assess whether evidence about Titanic is reliable?
Skills - History Disciplinary Concepts	- Cause and consequence. - Change and continuity. - Significance. - Sources and evidence.	- Cause and consequence. - Change and continuity. - Significance. - Sources and evidence.	- Cause and consequence. - Change and continuity. - Sources and evidence. - Interpretations.
Assessment and content	Why did William win the Battle of Hastings? Assessing causation. What was the significance of the Crusades? Assessing evaluation of consequence.	Black Death leaflet on causes and cures. This will be assessing Independent research, analysis of information from different sources and report writing. Causes and consequences of the Peasants revolt Assessing cause and consequence.	How useful is the film Titanic as a secondary source of evidence? Beginning to evaluate how reliable sources of evidence really are. End of Year Exam. Assessing revision and understanding of key terms.

Subject: MATHS, STANDARD

Time Period	Autumn Term	Spring Term	Summer Term
Content	<ul style="list-style-type: none"> Negative numbers Basic Algebra Four operations with whole numbers and decimals, including rounding and BIDMAS Perimeter, Area & Volume Sequences 	<ul style="list-style-type: none"> Fractions Percentages Angles Coordinates and graphs Statistics Probability Revision of key topics from Autumn Term 	<ul style="list-style-type: none"> Linear Equations Ratio Symmetry Interpreting data 3D shapes Revision of key topics from Spring Term
Skills	<p>Number charts (bank statements, gas meters, distance charts) and arithmetic related to financial mathematics, simple arithmetic with negative numbers</p> <p>square numbers and square roots, rounding (decimal places), order of operations (BIDMAS), multiplication & division problems without a calculator, units of measurements (conversions)</p> <p>multiplying and dividing by 10, 100, 1000 and 10 000, ordering decimals, estimating, adding, subtracting, multiplying & dividing by decimals</p> <p>Algebra expressions and substitution, simplifying expressions, using and writing simple formulae</p> <p>function machines, sequences and rules, missing terms, special sequences</p>	<p>Number equivalent fractions, simplifying and comparing fractions, adding and subtracting fractions, converting between mixed numbers and improper fractions, adding and subtracting mixed numbers, percentage, fraction and decimal equivalence, work out a fraction or a percentage of an amount, work out percentage increase and decrease</p> <p>Algebra recognise lines in the form $x = a$, $y = b$ and the line $y = x$ (straight line graphs)</p> <p>Geometry calculate angles at a point, on a straight line and in a right angle, properties of triangles and quadrilaterals, calculate missing angles in triangles and quadrilaterals</p>	<p>Algebra solving one and two step equations, set up and solve simple equations</p> <p>Ratio and Proportion understand the relationship between fractions and ratios, simplifying ratios, sharing and comparing quantities using ratios</p> <p>Geometry lines of symmetry, rotational symmetry, reflection and tessellations, identifying 3D shapes, work out faces, edges and vertices of 3D shapes, drawing and constructing nets of 3D shapes</p> <p>Statistics data from pie charts, use of averages and range to compare data, interpret data from various charts/graphs</p>

	<p>Geometry perimeter and area of 2D shapes on a grid, use simple formulae to work out perimeter and area of rectangles, work out perimeter and area of compound shapes made from rectangles, volume of cubes and cuboids</p>	<p>Probability and Statistics calculate the mean, mode, median and range, read and interpret pictograms, tally charts, bar charts and line graphs, use grouped frequency tables, use keywords related to probability, probability scales, understand the difference between theoretical and experimental probability</p>	
<p>Assessment week and content</p>	<p>w/c 20.11.23 All of the above (students will also be give a topic list, with reference to MathsWatch clips, to support them with revision)</p>	<p>w/c 12.02.24 All of the above (students will also be give a topic list, with reference to MathsWatch clips, to support them with revision)</p>	<p>w/c 13.05.24 All of the above (students will also be give a topic list, with reference to MathsWatch clips, to support them with revision)</p>

Subject: MATHS, ACCELERATED

Time Period	Autumn Term	Spring Term	Summer Term
<p>Content</p>	<ul style="list-style-type: none"> Negative numbers Basic Algebra Four operations with whole numbers and decimals, including rounding and BIDMAS Perimeter, Area & Volume Sequences 	<ul style="list-style-type: none"> Fractions Percentages Angles Coordinates and graphs Statistics Probability Revision of key topics from Autumn Term 	<ul style="list-style-type: none"> Linear Equations Ratio Symmetry Interpreting data 3D shapes Revision of key topics from Spring Term
<p>Skills</p>	<p>Number charts (bank statements, gas meters, distance charts) and arithmetic related to financial mathematics, simple arithmetic with negative numbers</p>	<p>Number Equivalent fractions, comparing fractions, adding and subtracting fractions, mixed numbers and improper fractions, fractions of quantities, calculating simple percentages, problems related</p>	<p>Algebra solving one and two step equations using 'balance method'/use of 'function machines', setting up and solving equations</p> <p>Ratio and Proportion</p>

	<p>square numbers and square roots, rounding (decimal places), order of operations (BIDMAS), multiplication & division problems without a calculator, units of measurements (conversions)</p> <p>multiplying and dividing by 10, 100, 1000 and 10 000, ordering decimals, estimating, adding, subtracting, multiplying & dividing by decimals</p> <p>Algebra expressions and substitution, simplifying expressions, using and writing formulae</p> <p>function machines, sequences and rules, missing terms, working out nth term, special sequences</p> <p>Geometry perimeter and area of compound shapes made from rectangles, area of other 2D shapes (triangles, parallelograms and trapezia), surface area and volume of cubes and cuboids</p>	<p>to percentage increase and decrease</p> <p>Algebra coordinates in all four quadrants, graphs in the form $y = ax$ and $x + y = a$ (straight line graphs), graphs in the real world</p> <p>Geometry measuring and drawing angles, work out missing angles on straight lines and around a point, in triangles and in quadrilaterals, know rules related to corresponding, alternate and interior angles in parallel lines</p> <p>Probability and Statistics calculating the mode, median, mean and range, reading and interpreting statistical diagrams (including grouped frequency tables), collecting and using discrete and continuous data</p> <p>probability scales, combined events and understand the difference between theoretical and experimental probability</p>	<p>understand the relationship between fractions and ratios, simplifying ratios, sharing and comparing quantities using ratios</p> <p>Geometry lines of symmetry, rotational symmetry, reflection and tessellations, identifying 3D shapes, work out faces, edges and vertices of 3D shapes, drawing and constructing nets of 3D shapes</p> <p>Statistics data from pie charts, using averages and range to compare data, interpreting data from various charts/graphs</p>
<p>Assessment week and content</p>	<p>w/c 20.11.23</p> <p>All of the above, except content highlighted in green</p> <p>(students will also be give a topic list, with reference to MathsWatch clips, to support them with revision)</p>	<p>w/c 12.02.24</p> <p>Content highlighted in green</p> <p>(students will also be give a topic list, with reference to MathsWatch clips, to support them with revision)</p>	<p>w/c 13.05.24</p> <p>All the content covered over the year</p> <p>(students will also be give a topic list, with reference to MathsWatch clips, to support them with revision)</p>

Subject: MUSIC

Time Period	Autumn Term	Spring Term 1	Spring Term 2
<p>Content</p>	<p>Elements of Music and Beginners Composition</p> <ul style="list-style-type: none"> • Ensemble performance of <i>Tom's Diner</i> • Solo performance of <i>Tom's Diner</i> on keyboard with or without chords • Composing a piece inspired by storyboard • Describing Music using Musical language • Christmas Song writing: Lessons 11 + 12 	<p>Ostinato and Ground Bass</p> <ul style="list-style-type: none"> • Use ostinato and how it can take the form of a rhythm, melody or bass. • Aurally recognise repeated patterns in given musical extracts. • Create different types of ostinato patterns and put them together with others to make a composition. • Understand the term ground bass. • Develop a knowledge and understanding of improvisation and how it can be used to create change and interest in music. • Perform Pachelbel's Cannon in D 	<p>Descriptive Music</p> <ul style="list-style-type: none"> • Listen to Carnival of the Animals. Identify instruments and specific textures. • Compose music for similar timbre based on theme of an animal. • Perform compositions and evaluate effectiveness of chosen timbre. • Listen to Peter and the Wolf and identify characters' themes. • Listening activities that reinforce the understanding of homophonic and monophonic textures. • Compose and perform music for variety of timbres and textures.
<p>Skills</p>	<ul style="list-style-type: none"> • Learning to read, perform and write using music notation • Perform accurately, using a score • Developing creativity through composition • Using musical vocabulary to describe Music 	<ul style="list-style-type: none"> • Develop performance skills • Develop notation reading skills • Perform accurately, using a score • Developing creativity through composition • Further develop creativity through composition • Using musical vocabulary to describe Music 	<ul style="list-style-type: none"> • Recognising changes in tonality • Perform accurately, using a score • Developing creativity through composition • Using musical vocabulary to describe Music

Key Questions	<ul style="list-style-type: none"> • How do I read notation? • Where are the notes on a staff? • Where is C on the keyboard? • How can I perform accurately? • How can I make music which reflects what's in happening in the story? 	<ul style="list-style-type: none"> • How can I read Music? • How can I improve my keyboard technique? • How can I improve my performance confidence? 	<ul style="list-style-type: none"> • What is an accidental? • How can you tell if something is major or minor? • How can we tell a story using music? • How do we play chords?
Assessment week and content	Solo Performance of <i>Tom's Diner</i> : Lesson 4 Performance of Composition: Lesson 10	Performance of Pachelbel's Canon: Lesson 6	Performance of composition: Lesson 6

Subject: PE

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Individual activities/games • Team activities/games • Aesthetic activities <p>Fitness</p>	<p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Individual activities/games • Team activities/games • Aesthetic activities • Fitness <p>Athletics</p>	<p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Athletics <p>Striking & Fielding</p>
Skills (Practical)	<ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques <p>Tactics</p>	<ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques <p>Tactics</p>	<ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques <p>Tactics</p>
Key Questions (Concept)	<p>Am I able to demonstrate a growth mind-set?</p> <p>Can I demonstrate resilience in a variety of</p>	<p>Am I able to demonstrate integrity and a positive attitude?</p>	<p>Am I able to demonstrate good inter-personal skills, such as communication, teamwork and empathy?</p>

	situations?		
Assessment week and content	Continuous throughout the term, end of activity/concept assessment.	Continuous throughout the term, end of activity/concept assessment	Continuous throughout the term, end of activity/concept assessment

Subject: RELIGION, PHILOSOPHY & ETHICS (RP&E)

Time Period	Autumn Term	Spring Term	Summer Term
Content	<u>Beliefs & Practices</u> <ul style="list-style-type: none"> • What is a belief? • Christian beliefs • Sikh beliefs • Hindu beliefs • Buddhist beliefs 	<u>Identity & Belonging</u> <ul style="list-style-type: none"> • What is identity? • My identity • Relationships • Jewish, Buddhist and Muslim religious identity 	<u>Prayer, Worship & Reflection and Sacred Spaces</u> <ul style="list-style-type: none"> • Christian Worship • Worship in Judaism, Hinduism, Islam, Sikhism & Buddhism • Churches, Mosques, Viharas, Synagogues, Mandirs, Gurdwaras •
Skills	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating 	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating • 	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating
Key Questions	<ul style="list-style-type: none"> • What is a belief? • How do beliefs impact on practices? • What are the similarities and differences between different religious beliefs & practices? 	<ul style="list-style-type: none"> • What is identity? • What does it mean to belong to a community? • How do relationships impact on identity? • How do religion add to the identity of Jews, Buddhists and Muslims? 	<ul style="list-style-type: none"> • How do different religions worship? • What similarities and differences in how different faiths worship both within and between religions? • What are different places of worship like?
Assessment week and content	Beliefs & Practices Assessment	Identity & Belonging Assessment	Year 7 RP&E Exam Sacred Spaces Assessment

Subject: SCIENCE

Time Period	Autumn Term	Spring Term	Summer Term
Content	Lab safety Introduction to scientific skills Cells Forces Particles	Organisation in plants and animals Light Elements and compounds Mixtures	Health and digestion Sound Space Reactions
Skills	Predicting, making inferences and describing relationships Using apparatus confidently and safely Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically	Predicting, making inferences and describing relationships Using apparatus confidently and safely Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically	Predicting, making inferences and describing relationships Using apparatus confidently and safely Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically
Key Questions	How can I work safely in the lab? What are variables? How do I write a method? How do I construct a table? How do I draw graphs? How do I analyse results? What is a cell? How do substances move in and out of cells? How can I see cells? What is a particle? What are changes of state? What are forces? How can they work together or against each other?	What is a; tissue, organ and organ system? How do my muscles and skeleton work? How do I breathe? What is Photosynthesis? What are reflection and refraction? How does my eye work? How are different colours made? What are; elements, compounds and mixtures? How can we work out the formula of different compounds? What is solubility? How can we separate mixtures? What is diffusion?	What is a healthy diet? How are bacteria used to make food? What are the dangers of; smoking drinking alcohol and taking illegal drugs? What are waves? How can I hear sounds? What is echolocation and ultrasound? What is in our solar system? What is the structure of the earth? What are seasons? What are the main types of chemical reactions?
Assessment week and content	Baseline test WC 4 th September Forces test W/C 10 th November	Cells test W/C 4 th January Elements and compounds test W/C 5 th	Organisation test W/C 25 th March Mixtures test W/C 6 th May

	Particles test W/C 4 th December	February Light test W/C 22 nd January	Sound test W/C 25 th March Reactions test W/C 8 th July Health and digestion test W/C 8 th July Space test W/C 3 rd June
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Subject: SPANISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	<ul style="list-style-type: none"> Describing places and location. Saying what someone is like. Saying what people have. Saying what people do Colours Numbers (1 to 12) and talking about more than one thing Saying what there is around you and describing it Talking about the location of things and describing a place Giving and wanting (festive season and family) 	<ul style="list-style-type: none"> Describing family Describing some natural wonders of the Spanish-speaking world Asking and answering questions Contrasting what people <i>must, can</i> and <i>want</i> to do Places and locations Saying what people are like today vs in general 	<ul style="list-style-type: none"> Describing activities (travel) Talking about school subjects and school Describing what people do Describing what people do (technology) Discussing what people do and don't do Describing people and possessions Describing when and where people go Describing future plans
Skills	Spanish pronunciation and phonics - Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. Grammar - Useful verbs in the present tense – estar, ser, tener.	Students will build on their knowledge of phonics, grammar and vocabulary, which they started in the Autumn term. We will continue to follow the NCELP SOW as they ensure the skills and language are revisited. Vocabulary selection is based on word frequency; with a	Students will continue to follow the NCELP scheme of work which builds on their knowledge of phonics, vocabulary and grammar. They will be able to construct sentences using the present tense and be able to translate from Spanish into English

	Vocabulary - to discuss topics such as family and friends, physical description and personality. Useful classroom language and expressions to communicate in the classroom in Spanish.	special emphasis on the most common verbs. Students will learn how to translate sentences from Spanish to English and from English to Spanish.	and vice versa. Students will begin to develop the skills of reading aloud in Spanish and writing from dictation.
Key Vocabulary	<ul style="list-style-type: none"> Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. 	<ul style="list-style-type: none"> Revisiting of verbs, nouns and adjectives in relation to locations and family members. 	<ul style="list-style-type: none"> -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)
Assessment	Reading and translation	Reading and speaking	Exam: mixed skills Listening and writing

Subject: RSHE

Time Period	Autumn Term	Spring Term	Summer Term
RSHE Life Skills Content (Tutor Time)	<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Responsibility- for my device. What does this mean? The Rules for BYOD The importance of keeping passwords safe How to organise your folders How to name your documents How do use your device to access vocabulary <p><u>Our Community- My Universe</u></p> <ul style="list-style-type: none"> Getting to know each other What do I look for in a friend and what do I offer 	<p><u>Learning to Learn and Goal Setting</u></p> <p><u>My Jigsaw- Personality types</u></p>	<p><u>Taking care of myself</u></p> <ul style="list-style-type: none"> Rules of the Road—cycling Being a responsible pedestrian How do I budget for what I want? How do I open a bank account? Tips for saving money <p><u>Culture at Stanborough and Beyond</u></p> <ul style="list-style-type: none"> Travelling around the world Far east (Japan, South Korea and China) South east Asia (India and Pakistan) Middle east (gulf states) Africa (South, East and West - Mainly Kenya, South Africa and Nigeria) Europe 1: Ukraine and Poland

	<ul style="list-style-type: none"> • Circle of friends—types of friendships • What makes a good friend—making friends • What do I need to get from a relationship • Showing gratitude 		<ul style="list-style-type: none"> • Europe 2: Germany France Spain and Portugal • The UK
RSHE Content covered in curriculum subjects	<p><u>IT and Computing</u> <u>Online Safety</u> Including respectful relationships and internet safety and harms, includes Anti-bullying week and online behaviour.</p>	<p><u>Religion, Philosophy & Ethics</u> <u>Identity & Belonging</u> Students reflect on what makes up our identity and what it means to belong to a community.</p> <p><u>IT and Computing</u> Safer Internet Day</p>	<p><u>Science</u> Smoking, alcohol, drugs and the importance of healthy diets.</p>