



St Benedict's  
Catholic High  
School

1971

# YEAR 7 CURRICULUM INFORMATION 2025 – 2026



*Through love of Christ, delight in Virtue*



# OUR CURRICULUM

Our curriculum is designed to take pupils from the secure close-knit feel of good primary schooling to high levels of independent learning. We always have high aspirations for all our pupils, support them to progress during their time at St Benedict's, and encourage them to achieve the best that they are able to. We regularly review and refine our curriculum so that it meets the personal needs and interests of all our pupils, supporting and challenging each individual. Pupil progress is tracked across all years with regular reports sent home to provide information to parents and carers.

For any pupil who may not be reaching their full progression potential, we implement a series of interventions to ensure that pupils achieve their best. We believe that learning should be interesting and enjoyable. While we support pupils to develop their knowledge and skills, we encourage them to ask questions, develop their understanding and build confidence in their own abilities. We provide our pupils with a wide range of opportunities for them to develop, both during their time at school, and also externally. The values and virtues of the Roman Catholic Church are at the heart of everything we do at St Benedict's. We promote care and respect for all and expect high standards in all aspects of school life.

Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life in the 21st century. It also enables them to be the best they can be by providing a secure learning environment, a rigorous academic and vocational curriculum, high expectations and best practice in teaching and learning, enhanced by wide-ranging extra-curricular opportunities and excellent pastoral care.



## YEAR 7 CURRICULUM TIME

| SUBJECT                                  | NUMBER OF LESSONS A WEEK |
|------------------------------------------|--------------------------|
| RELIGIOUS EDUCATION                      | 3                        |
| ENGLISH                                  | 4                        |
| MATHEMATICS                              | 4                        |
| SCIENCE                                  | 3                        |
| COMPUTER SCIENCE                         | 1                        |
| GEOGRAPHY                                | 2                        |
| HISTORY                                  | 2                        |
| ART & DESIGN                             | 1                        |
| DESIGN TECHNOLOGY: PRODUCT DESIGN        | 1                        |
| DESIGN TECHNOLOGY: TEXTILES AND CATERING | 1                        |
| PHYSICAL EDUCATION                       | 2                        |
| MUSIC                                    | 1                        |
| LANGUAGES (FRENCH or SPANISH)            | 2                        |
| PERSONAL DEVELOPMENT (PSHE)              | 1                        |

5

DAYS A WEEK

6

LESSONS A DAY  
MON-WED

5

LESSONS A DAY  
THU-FRI

28

LESSONS A WEEK

55

MINUTES A LESSON

# RELIGIOUS EDUCATION

## PURPOSE OF STUDY

Religious Education is at the heart of everything we do at St Benedict's. Our aim is to develop a sense of faith that will ignite pupils' appreciation of the world around them just as Jesus did through his mission; by nurturing pupils' gifts and talents and making learning active, fun, and interesting. Religious Education is an important subject as aspects of faith impact on every part of life and affect every society. Teaching in Religious Education should enable pupils to think critically, reflect on life's philosophical questions and search for true meaning and purpose in life.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### CREATION AND COVENANT

In Year 7 pupils will begin by exploring some big questions about what caused the universe and why are we on earth? This topic will focus on the mystery of God and how we can know God: revelation. This topic will give pupils the opportunity to explore the ways in which we are called to care for creation and why.

### PROPHECY AND PROMISE

In this topic pupils will focus on the mystery of God and how we can know God, through divine revelation. Pupils will explore and learn about the Bible, understanding the relationship between sacred scripture and sacred tradition. Pupils will learn what is meant by the inspired word of God and how the Bible impacts on family and culture more widely.

### GALILEE TO JERUSALEM

In this topic, pupils will learn about Jesus as the Son of God and will make connections between the Incarnation and the Trinity. Pupils will learn about Jesus as the perfect revelation and why Christians believe Jesus is the Son of God.

### DESERT TO GARDEN

In this topic, pupils will learn about the sacraments, in particular the Eucharist as the 'source and summit' of Christian life. Pupils will focus on the celebration of Mass and will gain a deeper understanding of how and why the Mass is celebrated.

### TO THE ENDS OF THE EARTH

Pupils learn about the role of the Holy Spirit plays in the life of the Church and in the lives of individuals. Pupils will explore how the Holy Spirit links Pentecost and the Sacrament of Confirmation and how the life of the Spirit is found in the Church today.

### DIALOGUE AND ENCOUNTER

In this topic pupils will explore different religions and non-religious worldviews.



# ENGLISH

## PURPOSE OF STUDY – NATIONAL CURRICULUM

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### WAR HORSE

In this unit, pupils read the WWI novel, War Horse. Context is studied and pupils are introduced to the idea of writer's intention; this unit also introduces pupils to forming points in response to a question as well as gathering evidence to offer interpretations. Pupils will understand how key characters are presented.

### CREATIVE WRITING: WAR THEME

Pupils build their knowledge and vocabulary linked to the theme of war and use it to inspire descriptive writing, which allows pupils to build on their writing skills from primary school and encourages them to use sensory detail, ambitious vocabulary, as well as a range of linguistic and structural devices; pupils are encouraged to get used to sustaining high quality writing under timed conditions.

### LANGUAGE CHANGE SPOKEN LANG (TO INFORM) ON LANGUAGE CHANGE

Pupils study developments in language with a focus on spoken language from Old English through to Modern English. By studying the etymology of words, the approach to language is scaffolded in preparation for the Shakespeare unit. The unit ends with a planned spoken presentation about how language has changed since Shakespeare was writing and how he influenced the language.

### A MIDSUMMER NIGHT'S DREAM

Some pupils have studied Shakespeare plays already at primary and some have not; this unit caters for the mixed background of our pupils by exposing them to the whole plot of their Shakespeare play and considering how it reflects the context of C16th society. Pupils are introduced to the idea of a patriarchal society and C16th gender roles. In this unit, pupils continue to develop their ability to write points and offer interpretations from evidence.

### SEMINAL POETRY

As part of this unit, pupils study poems that are celebrated for their cultural impact. By looking at poems from different themes such as: love and relationships, war and conflict, the role of women and nature, this unit allows our pupils to develop empathy and tolerance at the same time as allowing them to develop their essay writing skills from previous reading units. As part of this unit, pupils begin to focus on analysing writer's methods. This unit also provides pupils with the opportunity to use the studied poems as inspiration for writing their own poems.

The remaining time is for summer exam preparation, summative assessment, revision and feedback.

# MATHEMATICS

## PURPOSE OF STUDY – NATIONAL CURRICULUM

Mathematics is a creative and highly interconnected 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.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### PLACE VALUE

Pupils will learn to:

- Understand place value
- Round numbers to nearest 10,100,1000, decimal places and significant figures
- Multiply and divide numbers by powers of 10

### THE FOUR OPERATIONS

Pupils will learn to:

- Add, subtract, multiply and divide integers, negative numbers and decimals
- Identify factors and multiples of numbers
- Express numbers as a product of their prime factors
- Find the highest common factor and lowest common multiple of two numbers

### PERIMETER, AREA AND UNITS

Pupils will learn to:

- Convert between units of length
- Calculate the perimeter of shapes including compound shapes
- Calculate the area of a rectangle, triangle, parallelogram
- Calculate the area and circumference of a circle

### ANGLES AND 2D SHAPES

Pupils will learn to:

- Measure and draw angles
- Calculate missing angles on a straight line and around a point
- Calculate missing angles in triangles and quadrilaterals

### FRACTIONS

Pupils will learn to:

- Compare and order fractions
- Add and subtract fractions with different denominators
- Convert improper fractions to mixed numbers and vice versa
- Add and subtract mixed numbers

*The mathematics curriculum continues on the next page*

# MATHEMATICS – continued

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### FRACTIONS, DECIMALS AND PERCENTAGES

Pupils will learn to:

- Identify equivalent fractions, decimals and percentages and order a mix
- Find a fraction of an amount including increase and decrease questions
- Find a percentage of an amount including increase and decrease questions

### INTRODUCTION TO ALGEBRA

Pupils will learn to:

- Use a function machine to find an input, output or identify a function
- Form simple expressions and substitute into expressions
- Simplify expressions with and without powers
- Expand and simplify single brackets
- Factorise into single brackets
- Find the next term of a sequence, identify the term-to-term rule and the nth term rule.

### COORDINATES AND GRAPHS

Pupils will learn to:

- Plot and read coordinates from all four quadrants
- Plot coordinates from a rule or table of values to generate a straight line
- Identify horizontal and vertical straight lines
- Interpret  $y=mx + c$
- Identify parallel lines

### ORDER OF OPERATION

Pupils will learn to:

- Apply equal priority laws to calculations including  $+$ ,  $-$ ,  $\times$ ,  $\div$  and brackets
- Calculate integer powers and roots
- Apply equal priority laws to calculations including  $+$ ,  $-$ ,  $\times$ ,  $\div$ , powers, roots and brackets

### RATIO

Pupils will learn to:

- Form and simplify ratios
- Share an amount into given ratios
- Calculate the best value of items
- Use proportion to scale up or down a recipe
- Solve direct proportion problems

### WORKING WITH DATA

Pupils will learn to:

- Read from and draw charts to represent data including frequency tables, two-way tables, bar charts, pictograms, stem and leaf diagrams and scatter graphs
- Comment on correlation and draw a line of best fit on a scatter graph to make predictions
- Calculate the mean, mode, median and range



# SCIENCE

## PURPOSE OF STUDY – NATIONAL CURRICULUM

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

- Cells, organs, tissues and systems
- Mixtures and separation
- Energy
- Sexual reproduction in mammals
- Acids and alkalis
- Muscles and bones
- Current electricity
- Particle model
- Forces
- Ecosystems
- Atoms, elements and compounds

# COMPUTER SCIENCE

## PURPOSE OF STUDY – NATIONAL CURRICULUM

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### STAYING SAFE IN A DIGITAL WORLD?

The aim of this unit is to equip pupils with digital literacy skills and the essential knowledge relating to how we use technology in our daily lives and how humans use technology to explore, connect, study and do work. The way we use technology decides whether its effects are a benefit or a negative for society. This unit will look at how to stay safe online and look at password security, phishing, and cyberbullying. The unit will also cover using media such as licensing images through creative commons and checking the credibility of sources. Pupils will learn to compare technology tools to traditional tools to complete a task. An example for this would be writing a letter and sending it in the post and comparing it to sending an email. Pupils will explore the benefits and drawbacks of technology.

### DATA MODELLING

The spreadsheet unit for Year 7 takes pupils from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress pupils from using basic formulas to writing their own COUNTIF statements. This unit will give pupils a good set of skills that they can use in computing lessons and in other subject areas.

### MICRO:BIT – SENSING

In this unit, pupils will explore the Micro:Bit as an input, process, output device that can be programmed. They will begin by familiarising themselves with the device and the programming environment, progressing to creating and running their own programs. Pupils will delve into if, then, else statements, initially relating them to real-world situations before applying them in a project. They will learn to use the Micro:Bit buttons and accelerometer to change variable values and understand how variables function within a program. Further, pupils will study the importance of order in programs and use operands in selection to direct program flow, modifying a program to transform the Micro:Bit into a navigational device and compass. Finally, pupils will implement their design, create the code, and test and debug their Micro:Bit step counter, demonstrating their accumulated programming knowledge.

# COMPUTER SCIENCE – continued

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### COMPUTER NETWORKS

Imagine a world without computer networks, and how different your life would be. There would be no more YouTube, Google, instant messaging, online video gaming, Netflix, and iTunes. There would be no online shopping, or quickly looking up directions to a location at the click of a button. There would be no more sharing of files or peripherals such as a printer, and no more central backups of information. As networks have evolved, society has become increasingly reliant on the services that they provide. They have changed the way we learn, work, play, and communicate. This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Pupils will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.

### MEDIA: VECTOR GRAPHICS

This unit offers pupils the opportunity to design graphics using vector graphic editing software. By the end of the unit pupils will have produced an illustration, a logo, or some icons using vector graphics. The lessons are tailored to Inkscape ([inkscape.org](https://inkscape.org)), which is open source and cross-platform. Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, pupils will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own. Pupils will learn how to create images and develop an understanding of what images are made up of

# GEOGRAPHY

## PURPOSE OF STUDY – NATIONAL CURRICULUM

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### PASSPORT TO GEOGRAPHY

In Year 7, pupils spend time unpicking what "Geography" actually is from topic work they have completed at primary school. Pupils are reminded of the three strands of Geog. – Human, Physical & Environmental. Basic map skills are re-introduced and developed by the end of this unit.

### GEOGRAPHY ROCKS

Pupils will be introduced to the Lithosphere. The Sphere that studies the Earth's crust, including landforms, rocks and soils. pupils will be introduced to the rock cycle, rock keys and rock types found across the UK.

### AWESOME AFRICA

This unit is designed to explore the continent of Africa. To discover population distributions & the level of urbanisation. Within Africa, pupils will explore different countries including ecosystems and synoptic links between both physical & human geography.

### RAGING RIVERS

Physical processes will be introduced alongside the water cycle. This first introduction to hydrology will ensure pupils learn the basic erosion processes through river activity.

### MONEY MAKES THE WORLD ROUND

Human Geography is the primary focus of our final unit in Year 7, based around the ideas presented by Hans Rosling in his book "Factfulness"



# HISTORY

## PURPOSE OF STUDY – NATIONAL CURRICULUM

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### WHAT IS HISTORY?

Year 7 pupils will spend the first half-term assessing the History skills acquired in Primary School and then taking them further. Pupils will develop their understanding of chronology and all aspects of how we divide time. They will also re-visit the idea of Primary and Secondary sources before developing their evidence skills by making inferences and reaching a valid conclusion based on a thorough analysis of the available evidence.

### MUCK AND MISERY IN THE MIDDLE AGES

Pupils will investigate the lives of ordinary people during the Middle Ages including life as a peasant, whether that be a freeman or a villein. They will also learn about life in a medieval town, developing an appreciation that life was not the same for everybody. The 1348 Black Death is a key event that affected the lives of medieval people and will be examined. A comparison with medieval life in the Middle East will also form part of this unit, again to allow pupils to develop an appreciation for diversity. Just before Christmas, pupils will find out about medieval Christmas traditions as well!

### RULERS AND RULED 1066–1500

Pupils will investigate the power and control exercised by those people in charge from the 11th century criteria for kingship, through an examination of the 1066 Succession Crisis, to how medieval battles were won. The primary focus for this unit is based on how the Normans took control of England after 1066. Pupils will also investigate the power of the medieval Church when they examine the death of Archbishop Thomas Becket and how power was challenged during the Middle Ages with the signing of the Magna Carta.

### RULERS AND RULED 1500–1750

Pupils will continue to study the way in which England has been ruled with a different context of the early modern period. Pupils will examine how the Tudors increased the control of the Crown through the Break with Rome and their varied religious policies, including an analysis of "Bloody Mary". Tudor propaganda is analysed through a study of Elizabethan portraiture. Pupils will go on to study how the Stuarts were challenged, whether that be with the Gunpowder Plot or through the outbreak of the English Civil War. Pupils will study how the English king, Charles I, was eventually beheaded by his own subjects.

# ART AND DESIGN

## PURPOSE OF STUDY – NATIONAL CURRICULUM

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### COLOUR THEORY

Pupils will learn:

- The colour wheel, hot and cold colours, complementary and harmonic colours, how to add tone.
- Developing different painting skills and colour mixing.
- Introduction to artists: The impressionists and post impressionists.

### DRAWING SKILLS

Pupils will learn:

- Basic drawing skills using line and tone.
- Introduction to artists: Escher.
- Extended drawing skills using tone, texture, and colour.

### PORTRAITURE DRAWING

Pupils will learn:

- Portraiture drawing. Learning to draw using rulers. Proportions of the face.
- Introduction to portrait artists.
- Extended drawing skills using tone, texture, and colour. Looking at blending and the subtlety of colours.
- Looking at the different approaches to portraits; use of ICT and digital cameras to develop work in the style of pop art.

### THREE DIMENSIONS

Pupils will learn:

- Sculpture and art and design work in 3D and relief.
- Design development.
- How to work with 3D materials.

# DESIGN AND TECHNOLOGY: PRODUCT DESIGN

## PURPOSE OF STUDY – NATIONAL CURRICULUM

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### DT SKILLS PASSPORT

Pupils will develop an understanding of the importance of health and safety in the workshop as well as the need for accuracy when making a product. They are introduced to a range of hand tools as well as the acrylic line benders and the polisher. They will learn how to recognise a hazard in the workshop and understand safe practice and the expectations of the department. Pupils develop practical skills such as using templates, filing, finishing and using a wide range of tools and equipment safely and successfully.

### DESIGNING THROUGH SKETCHING AND MODELLING

Pupils will demonstrate an ability to sketch ideas in 2D and use a variety of mark making techniques to express their ideas on paper effectively adding depth and form using shading. They will learn how to create oblique and isometric views of simple forms and be able to define 'perspective', 'horizon line' and 'vanishing point' and understand how they are used to create a perspective drawing. They will learn how to create an accurate net for a cube and a pyramid and understand the importance of creating 3D physical models. They will work with materials and equipment to make physical models including computer aided design (CAD).

### ACRYLIC PEN

Pupils will learn how to design a product that is fit for use and produce an accurate high quality finished product. Pupils are also reminded about the properties and characteristics of plastics. They will also learn about health and safety symbols used in industry and how to work to a range of restrictions. They will learn about working drawings and how to produce and use them as well as how to accurately mark out material using templates. Practical skills such as marking out, drilling, sawing, finishing will also be explored.

### ACRYLIC TORCH

Pupils will develop understanding of the design process with the main focus being on their ability to design and develop a range of ideas using the theme of 'organic design'. They are introduced to a range of graphical and presentation techniques and develop their ability to produce a high-quality finished product and use a wider range of tools and equipment within the workshop. They use Acrylic to produce their product and are introduced to some basic electronics and how to assemble the components correctly. They learn how to recognise an LED, how to use a design brief when designing and examine the properties of thermoplastics and thermosetting plastics. They will be expected to work to a tight specification throughout and to evaluate work at all stages of the project to ensure a successful finished outcome.

### PHONE STAND STORAGE POT

Pupils will develop understanding of the making process with the main focus being on their ability to produce a high-quality finished product. They are introduced to the properties and characteristics of timbers and manmade boards and learn how to identify them. They will use at least two different types of material to produce their product (softwood, hardwood, man-made) and are introduced to how to shape and form wood correctly. They learn how to use a manufacturing specification and how to analyse existing products using ACCESSFM. Pupils develop evaluative practical skills including making, planning and using templates.

### CAD CAM SHARPENER

Pupils will be introduced to the programme Fusion 360 whilst gaining experience and confidence of using the 3D printer. Pupils are introduced to the basic tools on Fusion 360 and shown how apply these. They will also work with a new material, either PLA or ABS to produce their product. Skills learned during this CAD CAM project include how to dimension a product, sketch simple shapes, boss extrude shapes, shell shapes, produce a linear pattern, smart dimension a shape and combine shapes, all using Fusion 360.

# **DESIGN AND TECHNOLOGY: TEXTILES AND CATERING**

## **PURPOSE OF STUDY – NATIONAL CURRICULUM**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## **YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?**

### **E TEXTILES – DAY OF THE DEAD SKULL**

Pupils are introduced to some basic life skills through a small textiles project. They will be introduced to a range of equipment and learn why they are used. Pupils will understand how to create an E-textiles circuit. They will learn a range of different hand sewing techniques that can then be applied to their project. They will also develop basic textiles skills like pinning, cutting and applique. They will make a skull shaped fabric torch with light up LED eyes. The eyes are made using e-textiles which are electronic components specially designed for use with textiles fabrics. During the project there will be some cross curricular links where pupils explore the holiday tradition of Dia de Muertos (The Day of the Dead).

### **CATERING SKILLS PASSPORT**

Pupils will develop an understanding of the importance of health and safety in the kitchen as well as the need for accuracy when cooking or baking. They are introduced to a range of equipment including knives, weighing scales, the cooker and the grill. They will learn how to recognise a hazard in the kitchen and understand safe practice and the expectations of the department. Pupils develop practical skills such as knife skills, weighing and measuring, using the cooker and grill plus food safety.

### **EAT WELL GUIDE**

Pupils will learn about a healthy balanced diet and explore the Eatwell Plate and '5 a day'. They will learn about the different food groups including carbohydrates, vitamins, minerals and sugars.

### **GRILL, OVEN AND HOB**

They will develop their practical skills including safe knife skills, baking skills by producing an apple crumble and boiling skills by making tuna pasta. Pupils will continue to develop their skills in the kitchen. They will have the opportunity to make fish fingers / chicken nuggets (depending on stock / availability) and small cakes. They will also start to develop an understanding of the different groups of people that may need to be catered for, age groups, lifestyle, vegans etc

# PHYSICAL EDUCATION

## PURPOSE OF STUDY – NATIONAL CURRICULUM

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### Subject content Key Stage 3

- Specifically in Year 7 pupils will experience a vast array of new sports and sports they may already be familiar with.
- Usually, the sports will be delivered in 6-week blocks with the emphasis on skill acquisition, technical proficiency, understanding of new rules, increased confidence and fitness and enjoyment.

### Pupils should:

- Build on and embed the physical development and skills learned in key stages 1 and 2.
- Become more competent, confident, and expert in their techniques.
- Apply them across different sports and physical activities.
- They should understand what makes a performance effective and how to apply these principles to their own and others' work.
- They should develop the confidence and interest to get involved in exercise, sports, and activities out of school and in later life.
- Pupils should understand and apply the long-term health benefits of physical activity.

### Pupils should be taught/encouraged to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, cross-country, badminton, basketball, cricket, football, hockey, netball, rounders, rugby, softball, handball, tennis, athletics & orienteering
- Develop their technique and improve their performance in a range of competitive sports
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group For example orienteering.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best for example athletics, cross-country and health related fitness.
- Be encouraged and offered the opportunity to take part in competitive sports and activities outside school through community links or extra-curricular sports clubs.

## CROSS COUNTRY

### Pupils will learn:

- Development of cardiovascular fitness through completion of the short course
- Learn how to pace themselves in competitive situations.
- Learn how exercise benefits the human body
- Attempt to improve their performance and set new personal best times



# PHYSICAL EDUCATION – continued

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### RUGBY LEAGUE

Pupils will learn:

- Ball familiarisation, grip, carry, passing & receiving (stationary, leading to dynamic)
- Tackling technique explored bags and peers & playing the ball after being tackled
- Creating space in conditioned games e.g. creating 2 v 1s
- Modified games/competition e.g. contact games or touch/tag belts (dependent upon confidence)
- Competition weeks x 2, implementing skills, techniques, strategies & tactics

### NETBALL

Pupils will learn:

- Movement and footwork on court & using the chest pass
- Sprint dodge & creation of space
- Positioning on court
- Modified games to incorporate basic rules and positions

### HOCKEY

Pupils will learn:

- Push and open-hand slap passing, receiving on the forehand & forehand dribbling with Indian dribble and block tackling
- Slap to shoot & tactics related to circle entry
- Understanding of basic rules including feet, back stick and pitch markings
- Small-sided matches to apply K & U

### BADMINTON

Pupils will learn:

- Racket grip, shuttle and court familiarisation & serving methods/rallying
- Underhand clear & overhead clear & tactical positioning on court
- Applying the scoring system – single/doubles
- Modified games – singles/doubles

### BASKETBALL

Pupils will learn:

- Basic dribbling technique, chest and bounce passing
- Lay-up shooting & Zonal defence
- Understanding the double dribble and travelling rules in game scenarios
- Applying K & U to simplified 3v3 matches

### FOOTBALL

Pupils will learn:

- Short & long ground passing and control using instep and sole. Passive skill acquisition.
- Dribbling and turning with the ball. Passive skill acquisition
- Shooting technique using laces. Stationary passive skill acquisition
- Movement off the ball and into space

# PHYSICAL EDUCATION – continued

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?



### ORIENTEERING

Pupils will learn:

- Introduction to using photographs/maps to orientate
- Introduction to orienteering basics. Star course completed in pairs –Animal theme x 10 controls)
- Develop K & U to complete longer star course X 15 controls.
- Introduction to using numbered ground controls/punches (red/white) in pairs x 25 controls (Loop course)  
– Timed competition.

### DANCE

Pupils will learn:

- Group motif introduced: Robotics
- Develop the group motif and begin choreographing their own sequence
- Development of small group sequence/story linking to group motif
- Developing group sequence- emphasis on timing performance

### CRICKET

Pupils will learn:

- Ground fielding and over arm throwing & batting techniques focussing on grip, stance and front foot shots
- Bowling technique focussing on grip and stationary overarm seam bowling
- Quick running between the wickets
- Basic laws around batting and bowling into competitive pairs cricket

### TENNIS

Pupils will learn:

- Racquet head position, angle and grip & serving underarm from the base line
- Forehand technique practised. Stationary in pairs. Self-feed.
- Backhand technique practised. Stationary in pairs. Self-feed.
- Court positions, pitch markings and rules taught into modified games

### ATHLETICS

Pupils will learn:

- The skills & techniques required to compete in a number of track & field athletic events

### ROUNDERS/SOFTBALL

Pupils will learn:

- Throwing & Catching underarm fielding techniques
- Batting & Bowling techniques
- Fielding Positions
- Conditioned games encompassing main rules of play
- Competition weeks x2 implementing skills, techniques, strategies & tactics

# MUSIC

## PURPOSE OF STUDY – NATIONAL CURRICULUM

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### ELEMENTS OF MUSIC

We start year 7 by exploring the building blocks of music. We find out about the elements that combine to make music work and learn about pitch, duration, dynamics and texture. Practical tasks will include rhythm games, singing and composing in groups using percussion instruments.

### CELEBRATION MUSIC

This unit looks at how music is used in different types of celebration. We will identify different events & occasions throughout the year where music is used to help people celebrate. By the end of term pupils will be performing & recording Christmas Carols on keyboards and ukuleles.

### OSTINATO

Repetition is used in all styles of music. Pupils will learn how to identify and perform repeated patterns (known as ostinatos) in different styles of music. They will work in pairs & groups to prepare and performance based on an ostinato.

### RHYTHMIC DEVELOPMENT

Building on the work done so far, we will explore note values & more complicated rhythms using crotchets, quavers & rests. Pupils will become familiar with rhythmic notation & perform some basic drum kit rhythms.

### MINIMALISM

Taking inspiration from the music of minimalist composer Steve Riech, pupils will listen to several pieces of minimalist music before composing their own group minimalist piece based on some of Riech's ideas and techniques.

### STEP AND LEAP

The final unit of year 7 looks at how melodies are constructed and what it is that makes a good tune. Pupils will perform tunes and examine how they move by step & leap. Using these ideas, they will then compose their own melody.

# LANGUAGES: **FRENCH** or **SPANISH**

## **PURPOSE OF STUDY – NATIONAL CURRICULUM**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## **FRENCH**

### **TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?**

#### **LA RENTRÉE**

In this unit, year 7 will learn how to introduce themselves, how to describe their classrooms and request classroom objects, how to give opinions on a range of hobbies while learning the basic rules of pronunciation and grammar.

#### **EN CLASSE**

This unit is all about school and will lay the foundations of the knowledge needed at GCSE level. Pupils will learn to give justified opinions on school subjects, to describe their school routine, to describe their school uniform and express an opinion on it and to describe their school's characteristics.

#### **MON TEMPS LIBRE**

Pupils will extend their knowledge on giving justified opinions on a range of hobbies and will learn to describe the sports they do in different types of weather. They will also learn to talk about how they use technology.

#### **MA VIE DE FAMILLE**

In this unit, pupils will learn how to describe their pets family, physically and personality-wise. They will also learn to introduce family members, to talk about where they live and to describe a typical breakfast.

#### **EN VILLE**

In this last unit of year 7, pupils will learn to describe where they live, starting with general information about the location. They will also learn to describe their weekend activities. Finally, they will learn how to order food and plan a visit somewhere different.

# SPANISH

## TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### MI VIDA

In this first unit, Year 7 will learn how to introduce themselves, including their age and birthday, and how to describe their personality. They will also learn how to talk about their pets and say whether they have any siblings while learning basic grammar and pronunciation rules.

### MI TIEMPO LIBRE

This unit is all about hobbies and describing what people do in their spare time, with references to different types of weather. They will start giving opinions on a range of sports and hobbies and will start having longer conversations in Spanish.

### MI INSTI

Through this unit about school, pupils will now give opinions and justify these opinions on different school subjects. They will also describe their school and talk about what they do at break time.

### MI FAMILIA Y MIS AMIGOS

In this unit, pupils will learn to describe themselves and their family, with their and their family's physical descriptions. They will also learn to talk about their home using descriptive language.

### MI CIUDAD

In this final unit, pupils will learn how to describe their town or village and how to talk about the local facilities. They will also learn how to order food and drink and to discuss their weekend plans in their town using the future tense.



# PERSONAL DEVELOPMENT (PSHE)

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### TRANSITION AND SAFETY

**Transition to secondary school and personal safety in and outside school, including first aid.**

Pupils will learn:

- How to identify, express and manage their emotions in a constructive way, Code of Conduct
- How to manage the challenges of moving to a new school
- How to establish and manage friendships
- How to improve study skills
- How to identify personal strengths and areas for development
- Personal safety strategies and travel safety, e.g. road, rail, water & phone
- How to use social networking sites safely
- How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation
- About age restrictions when accessing different forms of media
- And how to make responsible decisions
- How to respond in an emergency situation
- Basic first aid
- St Benedict's School Challenges for well being

### DEVELOPING SKILLS AND ASPIRATIONS

**Careers, teamwork and enterprise skills, and raising aspirations.**

Pupils will learn:

- Communication, teamwork, leadership, risk-management, and creativity
- About a broad range of careers and the abilities and qualities required for different careers
- Introduction to Unifrog
- Logging Skills and Activities
- Equality of opportunity
- Low to challenge stereotypes, broaden their horizons and how to identify future career aspirations
- About the link between values and career choices
- Personal safety strategies fireworks

### DIVERSITY

**Diversity, prejudice, and bullying**

Pupils will learn:

- About identity, rights, responsibilities and the British Values
- About living in a diverse society
- How to challenge prejudice, stereotypes, discrimination, the Protected Characteristics
- The signs and effects of all types of bullying, including online
- How to respond to bullying of any kind, including online
- How to support others
- Listening
- The importance of good manners and courtesy

# PERSONAL DEVELOPMENT (PSHE) – continued

## YEAR 7 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### HEALTH

Pupils will learn:

- Healthy routines, influences on health
- How to make healthy lifestyle choices including diet, dental health, physical activity and sleep
- Consequences of not eating healthily
- How to manage influences
- Energy Drinks
- Personal hygiene
- Work life balance

### OURSELVES AND OTHERS

#### Building relationships.

Pupils will learn:

- How to develop self-worth and self-efficacy
- About qualities and behaviours relating to different types of positive relationships
- How to recognise unhealthy relationships
- How to recognise and challenge media stereotypes
- About consent, and how to seek and assertively communicate
- How to manage emotional changes during puberty
- How to recognise and respond to inappropriate and unwanted contact about FGM and how to access help and support

### FINANCIAL DECISION MAKING

#### Saving, borrowing, budgeting and making financial choices

Pupils will learn:

- How to make safe financial choices
- To identify future career aspirations
- About ethical and unethical business practices and consumerism
- About saving, spending and budgeting
- How to manage risk-taking behaviour
- Budgeting and Bank accounts
- Money and feelings
- What affects their choices about money?
- Careers and the Future
- Staying safe in the summer



# St Benedict's Catholic High School

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## CONTACT INFORMATION

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