

St Peter's Catholic School

Curriculum Booklet Year 7 2021 - 22



hopeful
attentive
faith-filled
generous
eloquent
intentional
truthful
learned
prophetic
wise
grateful
discerning
compassionate
active



Dear parents of new Year 7 pupils

The purpose of this booklet is to share with you our whole school vision for the curriculum at St. Peter's and the principles that guide and underpin it. This booklet will detail how the content your child will learn in Year 7 fits into the bigger picture. Year 7 is a crucial time in your child's education: teachers build bridges from primary school to secondary and set firm foundations across a broad range of subjects to enable successful deeper learning in the initial years of secondary school.

Our Curriculum Vision at St. Peter's

We are proud to be a Catholic school. As our motto is 'Faith is our Foundation', we strive to live out the gospel values and virtues displayed in the Catholic Pupil Profile virtues on the front page of this booklet. At the very centre of our school mission are the pupils themselves; their welfare, their achievement, their progress and above all, happiness and engagement, are our core purpose. We want all our pupils to be confident and aspirational and exemplify the qualities displayed in the St Peter's Learner (also picture on the front page).

As Catholics, we believe every child is unique, so we seek to educate them to 'be the best they can be', whilst paying attention to their individual needs.

We strive to offer an outstanding curriculum which is innovative, allowing breadth and depth of study. We provide courses that ensure that there are clear progression routes and pathways from KS3 through to KS4 and beyond.

Our principles for the curriculum in Year 7 at Key Stage Three

Our Key Stage Three curriculum is based on the National Curriculum, allowing breadth and depth of study; underpinned by a clear focus on literacy, numeracy and communication skills.

St. Peter's is a truly comprehensive school and we pride ourselves in encouraging and supporting all our pupils, whatever their starting points, to achieve and make the best progress that they possibly can. All our KS3 pupils have exactly the same curriculum entitlement.

Overall purpose and aims of our KS3 curriculum:

- To build on the work of our Catholic primary feeder schools, including those in the OLAAS MAC, and to teach our pupils to be respectful, humble and tolerant.
- To build character through our Catholic ethos and to enable pupils appreciate concept of vocation as a holy calling and mission to fulfil our life's work.
- To provide all pupils with enriching spiritual, physical, artistic, cultural and intellectual experiences, whatever their background.
- To enable pupils to know, remember and be able to do more.
- To enable pupils to transform knowledge into the transferable skills of analysis, evaluation, problem-solving, creativity and independence.
- To equip pupils as life-long learners and to be global citizens.

I hope that the following pages prove useful in enabling you to support your child's learning across the curriculum through the important partnership between home and school.

RE – Year 7

Curriculum Intent: to enable pupils to become religiously literate and develop religious awareness and tolerance with particular focus on Catholicism.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
T	Induction: Our Catholic school, St Peter and Catholic Community.	Who is God? Exploring the different ways God reveals himself to us.	Family Life: Relationships and sex education.	Who is Jesus? The Gospels of Jesus Christ.	The Sacraments.	Hinduism: Exploring one of the major world religions.
Assessments	St Peter			Who is Jesus and who is God?		Cumulative learning all topics from Year 7 assessed.

Links to Catholic Pupil Profile	<p>Throughout the topics, pupils are learned and wise in the learning of God and how he reveals himself through Jesus, the Gospels and the Sacraments. Pupils are encouraged to be intentional and prophetic as they explore Catholic teaching upon relationship and sex education.</p> <p>Pupils become curious and active by exploring other world religions and faith filled and hopeful by developing their own understanding about God and their personal faith.</p> <p>Through the gospel values pupils learn how to become compassionate and loving through the gospel values which permeate the RE curriculum.</p>
Building on prior learning	All pupils build upon their understanding of Catholic Christianity and Hinduism which has been introduced at Key Stage Two. Focus of learning is on encouraging pupils to become religiously literate and deepen their understanding of Catholic values.
Cross curricular links	<p>RE and English are two curriculum areas which support pupils understanding of morals and religious teachings. English study texts which explore areas of world religions including Christianity.</p> <p>RE links to both scientific theories and geographical concepts about the creation of the world and the impact that human have upon the world.</p> <p>RE and History cover the reformation and learn about historical figures who have impacted upon Christianity throughout time.</p>
Key vocabulary	Omnipotent, omniscient, omnibenevolent, revelation, transcendent, immanent, eternal, parables, sacraments, salvation, grace, redemption, Trimurti, reincarnation, karma, atman, puja.
Enrichment and Extracurricular opportunities	<p>The Briar's religious retreat.</p> <p>The Rosary</p> <p>Form Masses</p> <p>Feast day Masses</p> <p>Collapsed timetable days.</p>
Positive impact on personal development (SMSC)	Through the study of SRE in the Family Life module and the study of morality and prayer, pupils are able to engage and develop with their own personal faith journey.
Links to next year	<p>Pupils will continue to explore the person of Jesus through the messianic prophecies founded in the covenants.</p> <p>They will also build upon their SRE studies focusing on relationships.</p> <p>Pupils will study a further world religion of the Book : Judaism.</p>

Ways to support your child's learning

- Encouraging pupils to read around the subject area.
- Guiding pupils towards appropriate documentaries/films that will enable them to further develop their understanding of the topic's studies.
- Encouraging tolerance of other faiths.

English – Year 7 ‘The Story’

Curriculum Intent: to provide a thorough understanding of the history, the medium and the methods used in all forms of literature. Pupils’ ability to convey this information articulately appreciating the choices text producers make when writing their work.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Development of reading, writing and oracy skills	Development of reading, writing and oracy skills	Shakespeare: ‘The Tempest’	Shakespeare: ‘The Tempest’	Class novel chosen by teacher used to embed analytical and narrative writing skills.	Class novel chosen by teacher used to embed analytical and narrative writing skills
Assessments	Summary writing, reading comprehension, inference and using references to support ideas.	Narrative Writing		Analytical writing based on a character from the play.		

Links to Catholic Pupil Profile	At its core, English requires pupils to be compassionate and curious in their exploration of a text’s themes, ideas and messages. Understanding experiences from different perspectives will enable a student Furthermore, the ability to write with eloquence
Building on prior learning	Reading: All topics will build upon key stage 2’s focus on word reading, comprehension and inference skills before we then extend pupils’ ability to apply analytical skills within their writing. Pupils will have been taught previously some evaluative content when exploring an author’s writing and have some understanding of how figurative writing techniques are used for effect on a reader. All of these components of English will be developed further including use of more secondary source material alongside more explicit links to social, political, cultural and historical events which have shaped a text. Writing: Pupils will have been taught some grammatical structures and have begun to explore how their own writing choices can develop characters and settings. In year 7, pupils will be taught and explore a wider range of writing methods including how short, moral narratives are shaped and structured. We will continue to develop pupils’ vocabulary and accuracy in writing while challenging pupils to extend their application of these skills.
Cross curricular links	English and history are two subjects which complement one another well. During year 7, there is a focus on the canon of English as part of a continuum and all topics place the text and authors within their historical context. English and RE are two further curriculum areas which support pupils understanding of morals and religious teachings. Many texts we explore have, at the very least, implicit references to religion and, where relevant, pupils are asked to draw upon their understanding from their religious studies to assist in their appreciation of an author’s work.
Vocabulary	Evolution, Morality, Cautionary, Semantic Change, Dialect, Hubris, Fatal Flaw, Soliloquy, Patriarchy, Sycophant
Enrichment	Where available theatre trips to see relevant productions including an annual Christmas theatre trip
Positive impact on personal development (SMSC)	The subject of English places pupils’ personal development at its core throughout every single topic. During the year pupils will increase their emotional intelligence through a focus on reactions toward central characters (Caliban from ‘The Tempest’ for example) and how we are being encouraged to respond to them articulately. The topic of myths and legends explores ideas around morality tales and ‘big-issues’ which focus on how our actions impact those around us and how these timeless tales teach us about our place in the world.
Links to next year	Year 8: ‘The Form’ Next year pupils will explore the different forms and mediums found within literature including drama, poetry and film texts. Understanding the history of literature and having established foundational analytical skills will enable pupils to apply their understanding across these different mediums.

Ways to support your child’s learning

- Encouragement of independent regular reading of books and high quality newspapers
- Take regular trips to the library and explore the different books available to
- Check listings for theatres in the area and discuss which plays or events they might like to go and see

Mathematics – Year 7

Curriculum Intent: to develop confident mathematicians at all levels, who are able to retain and confidently apply skills to more complex problems in mathematics and across the wider curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Factors, multiples, primes, powers and roots (H) Calculating, place value and BIDMAS (H) Rounding and approximation (H/F) Four operations of arithmetic (F)	Negatives numbers (H) Notation for 2D/3D shapes (H/F) Symmetry/construction (H) Angles (H/F) Introducing algebra (H) Exploring FDPs (F)	Sequences (H/F) Exploring FDPs (H) Ratio & Proportion (H/F) Conversions (H/F)	Calculating FDPs (H/F) Angle rules (F) Solving equations (F)	Solving equations (H) Perimeter, area, surface area and volume (H/F) Coordinates and transformations (F)	Transformations (H) Presentation of data (H/F) Averages (H/F)
Asses	Baseline Test	DF1		DF2		End of Year Assessment

Links to Catholic Pupil Profile	All lessons encourage pupils to be curious and attentive in the way they approach their mathematics lessons. Teachers are faith-filled and loving in creating a learning environment where pupils are happy to share their ideas without judgement.
Building on prior learning	The first three topics covered in 'Autumn 1' of Year 7 link closely to the National Curriculum for Year 6, which is focused on number topics such as fractions, place-value and the four operations. The beginning of 'Autumn 1' allows us to consolidate key numbers skills covered at KS2, whilst still providing opportunities to stretch the most able pupils. This is essential in ensuring that pupils have an opportunity to address any misconceptions or concerns they still have from their KS2 learning. After consolidating number skills, pupils will either be introduced to new topics or they will be building on topics that were taught in primary school depending on their needs. The scheme of work is structured in a way that allows new topics to link in with prior topics, whilst still introducing new skills that were not covered in depth in KS2 (for example algebraic manipulation). An example of this would be at the end of Summer 1 we cover 'Perimeter, area, surface area and volume', which has several links to 'Introducing algebra', which is covered in 'Autumn 2'. All of the skills will be revisited throughout the year through starter tasks that are focused on retaining key skills. This retrieval practice will be evident at the start of all Year 7 lessons.
Key vocabulary	Calculate, Equivalent, Match, Measure, State, Algebra, Average, Expand, Expression, Indices, Integer, Linear, Operation, Origin, Prism, Proportion, Simplify, Truncate, Unit
Cross curricular links	Science – Drawing Graphs, Speed, Distance and Time, Using Formulae Geography – Maps and Scale Drawings, Statistics, Charts and Graphs
Enrichment and Extracurricular opportunities	Throughout the year, pupils across all key stages in all subject areas will take part in competitions with a number of schools within the Birmingham Catholic Diocese. The mathematics activities have included a 'Stock Exchange Challenge' and 'Maths challenge' style events. A strong network amongst our primary feeder schools allows us to run activities such as the 'Primary Maths Challenge' and the 'Spy Challenge' cross-curricular event.
Positive impact on personal development (SMSC)	Within mathematics, there is a big emphasis on improving pupils' resilience. This is not only essential to allow pupils to tackle challenging mathematical concepts but is an essential character trait required beyond their time at St Peter's.
Links to next year	Going into Year 8, topics that were covered at a more introductory level, such as algebra, are then taught at a more advanced level, where a fluency in the fundamental skills of the topic from Year 7 are essential. New topics are introduced, such as Ratio and Proportion in Autumn 2, which will also require number knowledge that was embedded in year 7 due to consistently being revisited.

Ways to support your child's learning

- Each child has access to an individual profile on 'Mathswatch'. On this site they will be set regular homework and revision questions. Alongside this they can complete interactive questions whilst being supported by online videos that explain the topic and provide worked examples.
- Alongside 'Mathswatch' the maths department would highly recommend Dr.Frost and Corbett Maths.
- The maths department provide support for all pupils every morning before school in room 29, where pupils can complete independent work and gain support if required.

Science – Year 7

Curriculum Intent: to equip all pupils with the science skills and knowledge needed to understand the world around them. Content builds in a cumulative manner whilst skills are developed using a spiral model.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Investigative skills Particles Separating Mixtures	Cells Movement Electricity	Interdependence Earth Structure Energy	Human Reproduction Plant reproduction	Acids and Alkalis Sound Light Metals and Non metals	Forces and Gravity Universe
Assessment	Baseline Assessment End of topic tests.	End of topic tests.	DF 1 End of topic tests.	End of topic tests.	End of topic tests.	DF 2 End of topic tests.

Links to Catholic Pupil Profile	<p>Intentional & Prophetic: Consider the impact of our presence on earth, stewardship as part of interdependence and how we are as part of a greater universe.</p> <p>Eloquence: Expression of new ideas and theories.</p> <p>Compassionate: Working as a group in investigative key skills.</p> <p>Attentive & Discerning: To the world around us and how theories work.</p> <p>Curious and Active: Learn about new ideas about world around us, and how life develops, from cells to human reproduction.</p>
Building on prior learning	The KS3 curriculum links to the KS2 Programme of study and revisits and extends fundamental ideas in science. Particularly with the topics of Plants, Animals, Light, Living things and their habitats, Food chains, States of matter, Electricity, Properties and changes, Earth and space, Evolution and Inheritance. We also build on basic investigative skills – identifying variables, taking measurements and testing data.
Key vocabulary pupils must know (Tier 2 words – academic, tier 3 words – subject specific)	Speed, relative motion, acceleration, particle, model, diffusion, density, evaporate, condense, sublime, cell, tissue, organ, nucleus, vacuole, mitochondria, chloroplast, cytoplasm, system, charge, electron, electrostatic, field, solvent, filtration, chromatography, ecosystem, decomposer, sedimentary, igneous, strata, gamete, oviduct, amniotic fluid, oscilloscope, longitudinal wave, weight, mass, gravitational force, potential difference, displacement, exoplanet, continuous, discontinuous.
Cross curricular links	<p>Earth structure has links with Geography.</p> <p>Metals and non-metals topic would link with D&T.</p> <p>Key numeracy skills link with their maths learning, particularly rearranging equations and data handling.</p> <p>Tasks to encourage reading and literacy in science are embedded across the years.</p>
Enrichment and Extracurricular opportunities	<p>Science Club offers an exploration of STEM subjects outside the classroom Pupils look at career options, develop their investigative skills and enter national competitions.</p> <p>BAE Engineering roadshow visits in the Spring term to discuss engineering careers in the Royal Navy and RAF.</p>
Positive impact on personal development (SMSC)	<p>Pupils are asked to consider the ethical and social impacts of science across the disciplines. Where relevant current news items are used as a basis for discussion.</p> <p>Teachers in their words and actions model the way of acting that we would expect from pupils to fit our ethos.</p> <p>Pupils are asked to consider sometimes controversial ideas in the context of scientific development/ they are encouraged to formulate their own opinions whilst being mindful of the opinions of others.</p>
Links to next year	Learning builds in all areas from the fundamentals covered in Year 7, is added to in year 8 and prepares them for GCSE study of the sciences.

Ways to support your child's learning

- Reading about and noticing science stories in the news will help develop a wider knowledge of science in the modern world.
- Websites such as these can help or give you ideas for fun experiments to do at home.
- <https://www.bbc.co.uk/bitesize>
- <https://www.senecalearning.com/>
- <http://www.sciencekids.co.nz/>
- <http://www.sciencefun.org/kidszone/experiments/>

Humanities: Geography – Year 7

Curriculum Intent: to inspire the pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Unit 1: What is a geographer?	Unit 2: What is Earth's Story? Unit 3: What is the UK like?	Unit 4: How does ice change the world?	Unit 5: How do we use our planet as a natural resource?	Unit 6: Why is Brazil an important country?	Unit 7: What is weather and climate?
Assessments		DF1 Assessment		DF2 Assessment		DF3 Assessment

Links to Catholic Pupil Profile	The Geography department embed the Catholic Pupil Profile through teaching and learning across all key stages. We encourage all pupils to be curious and active in all lessons seeking to enhance their geographical knowledge outside the classroom. Pupils are learned and wise responding to feedback from their subject teachers to consolidate their learning. Pupils are encouraged to be eloquent and truthful when analysing a range of data sources to draw together informed conclusions. We encourage them to demonstrate compassion and love through the variety of case studies that are studied. The department is faith filled and hopeful by encouraging pupils to be responsible global citizens and to develop an appreciation of the world in which they live, by raising awareness of the impact of generosity and to be grateful for the life they lead compared to others.
Building on prior learning	Building on a range of prior knowledge from key stage 2, so there is a focus on map skills and locational knowledge at varying scales (sense of place).
Key vocabulary	Geography Physical geography Human geography Environmental geography Rural /Urban Scale Glaciation Natural resources Fossil Fuels Sustainability Economic/Social/Political HIC/LIC/NEE Weather Climate
Cross curricular links	Geography and Maths are two subjects that complement well in Year 7. In Unit 1 Year 7 explore- map skills, graph skills, cartographic skills and the presentation and analysis of data. In Unit 6/7 we produce more complex climate graphs. RE, Science and Geography have many links in Year 7- in unit 2 we study the creation of the Earth from different perspectives and consolidate knowledge of the solar system. In unit 5 we investigate the impact of fossil fuels, their formation and climate change. Finally in unit 8 we study weather and climate. Links to literacy- consolidation of the key terms and promoting SPAG in independent work.
Enrichment	Opportunities for school/site based fieldwork- map skills and weather/climate
Positive impact on personal development (SMSC)	Current geographical issues/empathy/compassion for others
Links to next year	Next year pupils will further develop their knowledge and understanding of the importance of natural resources on which populations are dependent. The study of Brazil illustrates the importance of the economy in a country and their level of development, which we explore further in year 8 at different spatial scales (units 10, 12 and 13). We also consolidate and build on the skills taught in year 7, to enable pupils to develop an insight into the enquiry approach to the subject.

Ways to support your child's learning

Encourage your child in the subject area by using online revision resources suggested.
Support your child with their homework tasks and help them to be organised and equipped for lessons.
Encourage wider reading around the topic areas.
Consider becoming a Young Geographer through membership of the Geographical Association.

Humanities: History – Year 7

Curriculum Intent: to further develop pupils’ knowledge, understanding and awareness of past events. To be intentional and develop empathy with past cultures to enable them to evaluate how this impacts on the present and the future.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Skills The Romans	The Romans	Medieval England	Medieval England	Medieval England	The Renaissance
Assess		The Romans		1066 and William the Conqueror		End of year test – the Romans and Medieval England

Links to Catholic Pupil Profile	<p>Intentional: understanding of and empathy with past events and how they impact on the present.</p> <p>Prophetic: understand why events happen; ideas of continuity and change</p> <p>Eloquence: expression of ideas</p> <p>Compassionate: empathy with people and events from the past.</p> <p>Discerning: understanding of past events using sources</p> <p>Curious and Active: furthering knowledge of the past</p> <p>Hope filled: for a better world</p>
Building on prior learning	<p>Some prior knowledge of Romans and Medieval from Primary school.</p> <p>Skills: understanding of chronology, interpretations and sources, considering reliability and utility of sources, explanation of events.</p>
Key vocabulary	<p>Chronology, cause, consequence, evidence, account, useful, reliable, Republic, tyrant, legacy, consul, invasion, Empire, feudalism, conquest, inheritance, consolidation, siege, Domesday.</p>
Cross curricular links	<p>English: myths and legends, origins of language.</p> <p>Geography: Roman Empire maps</p> <p>Drama: re-enaction of key Roman events</p> <p>Maths: chronology, Roman numerals</p>
Enrichment	<p>History club</p>
Positive impact on personal development (SMSC)	<p>Focus on how our actions impact those around us and how Historical events teach us about our place in the world and how to empathise with others.</p>
Links to next year	<p>Renaissance link into Tudors.</p> <p>Understanding of medieval religion helps with understanding of the Reformation.</p> <p>Understanding of the power struggle between monarchs and the church.</p> <p>Understanding of the changing power of the monarch.</p>

Ways to support your child's learning

- Encourage wider reading.
- Visit the local library.
- Museum visits.
- Encourage visits to historical places e.g. National Trust, English Heritage

MFL: Year 7 French

Curriculum Intent: to further develop pupils' knowledge, understanding and awareness of other languages and cultures in order to encourage them to become curious and compassionate global citizens.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introductions Greetings Your name Giving your age Your birthday Saying where you live	All about me Family Pets Physical descriptions Personality	School Subjects Opinions Telling the time Timetable Classroom items	Free time Sports What you like doing More detail about your hobbies Weather	Health and fitness Body parts Healthy and unhealthy foods Good habits Dietary constraints Plans for the future	Food Buying fruit and veg Buying groceries - weights and containers Ordering tapas Role plays
Assessment	Data Feed 1 Assessment		Data Feed 2 Assessment			Data Feed 3 Assessment

Links to Catholic Pupil Profile	The study of French requires pupils to be curious , active learners and compassionate global citizens. It is hoped that pupils will develop empathy with people from Hispanic countries and their experiences. At KS3, pupils focus on learning the foundations of the foreign language -vocabulary and grammar- to describe the world around them. Ultimately, pupils should aspire to be hope-filled for a diverse, tolerant, and cohesive society.
Building on prior learning	The KS3 MFL course continuously re-visits vocabulary and grammar structures and builds on previous knowledge. All four skills (Reading, Writing, Speaking and Listening) are covered in every unit and opportunities to revisit key skills, in different ways, are built in to pupils' learning journeys.
Key vocabulary	Greetings, numbers 1-100, days and months, family members, pets, physical and personality features, school subjects, adjectives to describe subjects, school facilities, sports, pass-times, body parts, food items, verbs (in the present tense): be, have, live, like, play, watch, etc.
Cross curricular links	Over the KS3 MFL course, pupils study families, friendships and relationships along with some customs and holidays in France and Francophone countries which link to R.E. They learn about healthy and unhealthy habits including healthy eating and the benefits of exercising, which link to Science and Physical Education.
Enrichment	
Positive impact on personal development (SMSC)	Pupils will develop their awareness of other cultures and they will be able to identify both similarities and differences to their own experiences. Pupils also study healthy and unhealthy lifestyles which helps them to make better choices.
Links to next year	Pupils will gain a solid foundation in Spanish grammar and vocabulary that will support their language learning in following years.

Ways to support your child's learning
Encourage pupils to revise vocabulary regularly using the Spanish Basics booklet provided at the beginning of the year. Encourage the use of online websites like Quizlet, Duolingo etc. The BBC Bitesize website has been updated with tasks that address all language skills: encourage pupils to use it to practice their listening skills.

MFL: Year 7 Spanish

Curriculum Intent: to further develop pupils' knowledge, understanding and awareness of other languages and cultures in order to encourage them to become curious and compassionate global citizens.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introductions Greetings Your name Giving your age Your birthday Saying where you live	All about me Family Pets Physical descriptions Personality	School Subjects Opinions Telling the time Timetable Classroom items	Free time Sports What you like doing More detail about your hobbies Weather	Health and fitness Body parts Healthy and unhealthy foods Good habits Dietary constraints Plans for the future	Food Buying fruit and veg Buying groceries - weights and containers Ordering tapas Role plays
Assessmen	Data Feed 1 Assessment		Data Feed 2 Assessment			Data Feed 3 Assessment

Links to Catholic Pupil Profile	The study of Spanish requires pupils to be curious , active learners and compassionate global citizens. It is hoped that pupils will develop empathy with people from Hispanic countries and their experiences. At KS3, pupils focus on learning the foundations of the foreign language -vocabulary and grammar- to describe the world around them. Ultimately, pupils should aspire to be hope-filled for a diverse, tolerant, and cohesive society.
Building on prior learning	The KS3 MFL course continuously re-visits vocabulary and grammar structures and builds on previous knowledge. All four skills (Reading, Writing, Speaking and Listening) are covered in every unit and opportunities to revisit key skills, in different ways, are built in to pupils' learning journeys.
Key vocabulary	Greetings, numbers 1-100, days and months, family members, pets, physical and personality features, school subjects, adjectives to describe subjects, school facilities, sports, pass-times, body parts, food items, verbs (in the present tense): be, have, live, like, play, watch, etc.
Cross curricular links	Over the KS3 MFL course, pupils study families, friendships and relationships along with some customs and festivals in Spain and Hispanic countries which link to R.E. They learn about healthy and unhealthy habits including healthy eating and the benefits of exercising, which link to Science and Physical Education.
Enrichment	
Positive impact on personal development (SMSC)	Pupils will develop their awareness of other cultures and they will be able to identify both similarities and differences to their own experiences. Pupils also study healthy and unhealthy lifestyles which helps them to make better choices.
Links to next year	Pupils will gain a solid foundation in Spanish grammar and vocabulary that will support their language learning in following years.

Ways to support your child's learning
<p>Encourage pupils to revise vocabulary regularly using the Spanish Basics booklet provided at the beginning of the year.</p> <p>Encourage the use of online websites like Quizlet, Duolingo etc.</p> <p>The BBC Bitesize website has been updated with tasks that address all language skills: encourage pupils to use it to practice their listening skills.</p>

ART – Year 7

Curriculum Intent: to provide learners with opportunities to develop and extend skills and express their individual interests, thoughts and ideas through creative practice.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Colour Theory Colour wheel and theory, introducing some of the formal elements <u>Basic skills:</u> Using colour pencils, using a paintbrush and applying paint,	Colour Theory <u>Basic skills:</u> colour grades, applying shades of paint, building up layers, thinking about light and dark (tint and tone)	Portraits <u>Basic skills:</u> Proportions of the face	Portraits <u>Basic skills:</u> Understanding the formal element of tone	Figures <u>Basic skills:</u> Proportions of the figure	Figures <u>Basic skills:</u> Introduction to composition.
	Ass	Direct observation of sketching a shoe	Painted bottle	Self portrait		

Links to Catholic Pupil Profile	<p>Attentive & discerning: encouraging focus on tasks with a care to techniques and improving on skills</p> <p>Faith-filled and hopeful: encouraged to have faith in their own ability, develop confidence and hope for successful outcomes</p> <p>Intentional and prophetic: to be intentional in their success and to challenging goals</p> <p>Compassionate and loving: encouraged to be compassionate to others and demonstrate a loving attitude</p> <p>Learned and wise: encouraged to be involved with their own learning to reach their potential and wise in their choices</p> <p>Curious and active: encouraged to be curious in the classroom and actively developing their skills</p>
Building on prior learning	Build on previous knowledge from primary school. Ascertaining their basic level of skill with the intention of enabling them to improve at a reasonable pace. Improving accuracy of drawing from direct observation.
Key vocabulary	Form, line, tone, tint, shade, shape, colour, pattern, texture, complementary, harmonizing, contrasting,
Cross curricular links	DT, Sciences, Geography (any subject where diagrams are needed) - drawing and use of colour Physics – Colour theory. How we see colour. Biology – Understanding the physical body's proportions.
Enrichment and Extracurricular opportunities	Pupils are encouraged to explore ideas using the internet and specifically start an art board using Pinterest (with parent's permission). They are encouraged to sketch at home in their free time and visit galleries. Art club after school.
Positive impact on personal development (SMSC)	Discussion of subject-linked careers and display boards showing possible options. They are encouraged to sketch at home with specific emphasis on direct observation and visit galleries. Encouraging self-expression through visual language.
Links to next year	They have refined their basic skills and are more able to build on these in year 8 projects. Building the exploration of materials

Ways to support your child's learning
<ul style="list-style-type: none"> Ensure basic tools and materials are in good order and are brought into school specifically on Art days. (Coloured pencils are an essential requirement). Discuss what you like about specific art work or artists. Encourage drawing from direct observation rather than copying or tracing images.

Computing – Year 7

Curriculum Intent: to provide pupils with Digital Literacy (DL) skills alongside the applications of Information Technology (IT) and Computer Science (CS).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Desktop Introduction (IT/DL) E-Safety & Cyberbullying (IT/DL)	Spreadsheets Basics (IT/DL)	Scratch (CS)	Python Introduction (CS)	Using The Internet (IT/DL)	Multimedia (IT/DL)
Assessments	Baseline assessment. Presentation on online age restrictions.	Annotated spreadsheets and online assessments.	Game creation and online assessments.	Documented Python code and online assessments.	Desktop publishing document and online assessments.	Combined video and audio file and online assessment.

Links to Catholic Pupil Profile	<p>Attentive & Discerning – Making the correct, safe choices online and the effects of those choices on others.</p> <p>Faith-filled & Hopeful – Hopeful for a peaceful online community.</p> <p>Intentional & Prophetic – Aware of their carbon footprint & proactive in their choices to reduce this in this digital world.</p> <p>Compassionate & Loving – Being kind and considerate to others making for a responsible digital citizen.</p> <p>Learned & Wise - Effective use of IT and the Internet to develop understanding of Computer Science.</p> <p>Curious and Active – Being safe, responsible, respectful, and healthy online.</p>
Building on prior learning	<p>DL – Introduction to a range of unexplored software packages.</p> <p>IT – The Internet and its applicability secondary age pupils.</p> <p>CS – Transition from visual language to high level language.</p>
Key vocabulary	Digital Footprint, Social Network, Sharing, CEOP, Cell, Rows, Columns, Value, Worksheet, Formula, Loops, Sequence, Conditional Statement, Variable, Fake News, Inaccurate, Biased, Untrustworthy, Reliable, Accurate, Search Engines, Boolean, Snipping, Fade, Edit, Transition, Effects.
Cross curricular links	<p>Digital Literacy across all subjects – The ability to find, evaluate, utilize, share and create content using Information Technologies and the Internet.</p> <p>Numeracy – Mathematical operators, formulae and graphing through IT.</p> <p>Literacy – The importance of checking content accuracy and proof-reading own content and utilizing the tools provided through IT.</p>
Enrichment and Extracurricular opportunities	<p>Opportunities to attend out-of-school trips.</p> <p>After-school coding club.</p>
Positive impact on personal development (SMSC)	<p>Spiritual – Effective use of the Internet to explore beliefs and experience, Use imagination and creativity.</p> <p>Moral – Investigate moral and ethical issues; offering reasoned views.</p> <p>Social – Know how to be respectful and tolerant online.</p> <p>Cultural – Cause and effect of cyberbullying.</p>
Links to next year	In Year 8 pupils will further explore DL, IT and CS; developing their application of a high level language, and having a respectful, responsible, safe, healthy digital self.

Ways to support your child's learning

- Encourage a responsible, safe and respectful use of technology out of school.
- Promote the use of the Internet as a research and learning tool to enhance their understanding across subjects.
- We are living in a Digital Age; regularly share your experiences of how your use of computers (desktop, laptop, netbook, consoles, smartphones and tablets) has impacted your life.
- Encourage your child to independently further their classroom learning at home.

Drama – Year 7

Curriculum Intent: to encourage a love of theatre, creativity and connection with an audience through performance. Our pupils will develop the valuable transferable skills of self-reflection, empathy and the ability to work in a team. Our curriculum develops both the physical and vocal discipline of page to stage as well as supporting the synthesis and development of original ideas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Baseline Learning and practicing the basic skills for creating and performing	The Party Exploring bullying and feeling isolation through learning key exploration techniques	Lizzie Borden Exploring non-naturalistic and stylised theatre through nursery rhymes and the genre of horror	The Peacock Garden Learning about the partition of India and furthering performance techniques	Our Day Out Reading through and staging a play, performing an extract	Our Day Out Developing descriptive writing skills for Drama
Assessments	Performance Marked Written evaluation LIP and TIP	Performance Marked Written evaluation LIP and TIP	Performance Marked Written evaluation LIP and TIP	Performance Marked Written evaluation LIP and TIP	Performance Marked	Written paper Marked

Links to Catholic Pupil Profile	Our pupils will learn to be compassionate and loving through the study of character's backgrounds, experiences and lives. Our pupils will be pushed to not judge people superficially but to explore why they are the way they are. Our pupils will be learned and wise through continuous assessment and feedback, being pushed to achieve their full potential in a supportive environment where making mistakes is a vital part of the learning process. Our pupils will be curious and active as they explore the lives of others, both those who are like us and those who are not, both fictional and non-fictional. The stories we create and learn about capture our student's imagination.
Building on prior learning	Building on imagination that will have been developed from Primary School, and knowledge of the basic elements to create a story from Year 6 English.
Key vocabulary pupils must know	Describe, Evaluate, Detail, Facial expressions, Gestures, Posture, Stance, Movement, Pitch, Pace, Pause, Tone, Diction, Accent, Volume
Cross curricular links	Geography – The Peacock Garden teaches pupils about the creation of the country of Pakistan. Our Day Out is set in 1970s inner city Liverpool which supports human Geography. History – The Peacock Garden teaches pupils about the history of the India and Pakistani relations. Our Day Out is set in the 1970s and we discuss the education system and culture of the day. Citizenship – The Party looks at bullying and abuse at home, why they are bad and how pupils can make the lives of those around them better. English – Our Day Out by Willy Russell is studied in English in Year 8
Enrichment	Theatre trips and school shows
Positive impact on personal development (SMSC)	Exploring other cultures through stories. Developing spiritual side of pupils through discussions on social issues. Exploring moral judgements by putting ourselves in others' shoes. Exploring our own culture and others' culture compassionately through linking theatre with film, television, and history.
Links to next year	Performance skills will be built upon in Year 8, both practicing and adding to them. Performance conventions and techniques will be added and built upon the skills learnt in Spring. Another text will be studied in Year 8, and the skills learn in Year 7 Summer will contribute to this. In English some pupils will study this play again in Year 8.

Ways to support your child's learning

- Encourage your child to read stories
- Watch interesting and age appropriate TV and film, discussing the story and how the actors conveyed it effectively to the audience.
- Watch as much live theatre as possible

Music – Year 7

Curriculum Intent: to encourage a critical understanding, appreciation, and love of music. Our pupils will develop self-discipline, creativity, and resilience in a classroom where making mistakes is a vital part of the learning process. The Music curriculum enables our pupils to explore their own culture, and different cultures around the world, allowing them to become better global citizens.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Musical frontier Learning notation and rhythmic notation. Performing the drums, and creating rhythmic performances. Learning musical vocabulary	Keyboard Skills Look at music notation further, introduction to keyboard/piano.	Four chord songs Learning 4 chord sequences, singing alongside the chords and forming a band. Exploring the concept of mash ups.	Samba Learning the history of Samba music, performing as a class and in groups. Composing own Samba style performance.	Theme and Variation Learning about structure in Music, and how to vary it.	Irish Music Learning the history, instruments, and traditional structure of Irish Music. Singing, arranging, and performing.
Assessments	Performance Marked Written evaluation LIP and TIP	Performance Marked Written evaluation LIP and TIP	Performance Marked Written evaluation LIP and TIP	Performance Marked Written evaluation LIP and TIP	Performance Marked	Performance Marked Summer Listening paper Marked

Links to Catholic Pupil Profile	Our pupils will learn to be attentive and discerning through the learning of musical theory and making the link between notes on a page and the practical joys of music. Our pupils will be learned and wise through continuous assessment and feedback, being pushed to achieve their full potential in a supportive environment where making mistakes is a vital part of the learning process. Our pupils will be curious and active as they explore music that is different to the genres they have previously heard, and enjoy creating their own work in new styles.
Building on prior learning	Pupils arrive at St Peter's with a wide range of experience in music. Some pupils have studied singing in primary school, some have private instrumental lessons, and some pupils have not studied any music at all. We start off at the basics before differentiating so that all pupils feel comfortable yet are being stretched to their highest ability.
Key vocabulary	Musical Elements, Dynamics, Tempo, Rhythm, Ostinato, Beat, Pitch, Timbre
Cross curricular links	Geography – Looking at Music from around the world, we cover context and history of these Countries. History – Origins of music, where and how certain genres of music originated. English – Long answers, looking at how to describe music and what they can hear.
Enrichment	Choir, Vocal Group, Flute group, Orchestra, Saxophone group, Woodwind ensemble, Brass group, Drum group, School Concerts, Mass, School trips
Positive impact on personal development (SMSC)	Developing spiritual and moral side of pupils through religious music and key discussions about the context of music. Exploring our own culture and others' culture compassionately through linking music and history. Using music socially through team work, and studying the impact music has on society.
Links to next year	Notation, keyboard and performance skills will be built upon in Year 8, both practicing and adding to them. Performance conventions and techniques will be added and built upon the skills learnt in Spring. Other genres of music will be covered in further detail, while also building on the performance skills learnt in Year 7.

Ways to support your child's learning

- Encourage your child to listen to various genres of music.
- Encourage practice on an instrument outside of school if able to.
- Attend concerts, watch live music on the TV/internet and encourage your child to critically listen to the music. Describing what they hear.

Design & Food Technology – Year 7 (Carousel)

Curriculum Intent: to nurtures the creativity and innovation in Food, Textiles and Product Design. Pupils have the opportunity to expand their thinking skills, develop a range of practical skills, using tools, materials and equipment effectively and safely, being aspirational and to challenge themselves to solve the problems of our society and improve quality of life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Hygiene lesson. Knife skills Eat-well guide Healthy eating Macro nutrients	Carbohydrates- simple and complex- fibre-gluten intolerance. Simple carbohydrates- sugar and honey. Complex carbohydrates – link to fibre- gluten Fat- saturated and unsaturated	Design a range of sock monsters Use a variety of stitches to manufacture a sock monster Create an advertisement for your sock monster, exploring graphics, slogans.	Safety in the workshop. Research the designer Charles Rennie Mackintosh. Draw a range of 3D rings, select and modify Anthropometrics.	Manufacture chosen ring in the metal workshop using a range of tools and machinery. Research retro products.	Develop a range of design ideas for a tangram puzzle. Develop skills and choice to be able to use a range of tools in workshop.
Assesse	Yogurt muffin	Bread making practical Formative theory assessment	Practical assessment sock monster		Formative theory assessment and practical assessment -Ring (metal work)	Practical assessment Puzzle.

Links to Catholic Pupil Profile	Design and food technology requires pupils to be attentive & discerning by making the right choices when selecting ingredients and materials. Pupils are faith-filled and hopeful, being aspirational and thinking of their final outcomes with intention to succeed. Compassionate and loving when peer assessing theory and practical work. Learned and wise; reaching their full potential by challenging themselves, learning new techniques and tools, reaching goals. To be curious in the classroom and actively developing their skills.
Building on prior learning	Build on measuring and marking out skills, further development of drawing skills. In Food Technology develop on knowledge of healthy eating and hygiene and safety.
Key vocabulary	Manufacture, creativity, customer, characteristics, materials, dimension, ergonomics anthropometrics. Hygiene, bridge and claw, healthy, nutrients, macronutrients, contamination, dietary complex carbohydrates, saturated unsaturated.
Cross curricular links	Pupils studying Food Technology in year 7 will make cross curricular to Science and Physical education with learning focusing on nutrients and healthy eating and lifestyle. Further links will be made with Geography as pupils will create products from different cuisine across to world. In Design Technology pupils are able to make links with mathematics as pupils will use a variety of units of measurements to design and make their products as well as Art to develop their designs ideas and develop drawing skills.
Enrichment and Extracurricular opportunities	Creative club every Tuesday after school from Feb- June Pupils can enjoy design and technology and food technology after school for 1 hour per week. Design and technology- Feb- April Food Technology April- June
Positive impact on personal development (SMSC)	The subject area of Design and Food Technology places pupils' personal development at its core throughout every single topic. We activity encourage pupils to build positive relationships in the classroom by modelling. We encourage pupils to work together and listen and share ideas and their experiences in a safe environment, this gives them the opportunity to broaden their horizons and listen to third party feedback to develop ideas further. Pupils are encouraged to be considerate of other cultures, exploring cultures within and beyond school. Pupils will be encouraged to develop a sense of enjoyment within the subject, learning about the world around them. Careers boards displayed in classrooms to develop pupils to think ahead about possible career choices.
Links to next year	Next year pupils will continue to explore healthy eating and lifestyle in food technology focusing on micronutrients and special diet. They will also look at food production and the environment. Within Design & Textile Technology pupils will be provided with opportunity to use CAD & CAM in manufacturing as well as textile printing techniques.

Ways to support your child's learning

Encourage pupil to cook and prepare dishes at home.
Take regular trips to science and technology museum.
Encouragement of independent regular reading of recipe books and trade magazine.
Visits website such as Pinterest with parental consent.
Actively support pupil in completing homework and researching topics covered in lesson to greater depth.

Physical Education - Year 7

Curriculum intent: to ensure pupils appreciate and enjoy the benefits of physical fitness and how it can positively impact on all areas of their lives.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Girls Netball and Gaelic Boys Football and Rugby	Girls Football and Basketball. Boys Fitness and Badminton	Girls Dance and Dodgeball. Boys Basketball and Gaelic	Girls Tag Rugby and Gymnastics. Boys Handball and Fitness	Girls Athletics Boys Athletics	Girls Rounders Inter Form Competition Boys Cricket Inter Form Competition
		DF1 – Year 7		DF2 – Year 7		DF3 – Year 7

Links to Catholic Pupil Profile	<p>Attentive & discerning: encouraging focus on tasks to improving on skills and decision making as individuals and as part of a team.</p> <p>Faith-filled and hopeful: encouraged to have faith in your own ability to achieve success through performance. Develop confidence and hope to do well.</p> <p>Intentional and prophetic: to act intentionally and make good decisions. Planning actions that will bring positive impact to others and performances.</p> <p>Compassionate and loving: encouraged to be compassionate to others and demonstrate a loving attitude. Motivated by a desire for the good of the other.</p> <p>Learned and wise: encouraged to be involved with their own learning to reach their potential and wise in their choices</p> <p>Curious and active: encouraged to be curious in the classroom and demonstrate an active desire to learn and develop skills.</p>
Building on prior learning	Your child will be partaking in Physical Education lessons twice a week. St Peter's curriculum has a wide variety of team and individual sports helping students to develop motor skills in a variety of sports and widening student's knowledge and understanding of how a variety of sports are played regarding rules and gamesmanship. Building on prior learning from primary school. Physical Education lessons at St. Peters will strengthen and progress each individual's current physical ability engaging with different friendship groups in a hardworking environment.
Cross curricular links	<p>Math's – Scoring (taking on the role of an umpire/referee), reading of League tables, timing and beats within dance and gymnastics specifically.</p> <p>Science (Biology/Physics) – How the body moves (muscular system), functions and responds to physical activity (health and well-being). Development of knowledge of identifying muscles within the body and how to train these muscles to promote a healthy and active lifestyle.</p> <p>English – Reading and understanding of learning objectives, rules and regulations, time sheets, lesson resources, terminology and key words.</p> <p>ICT – Use of IPADS for self and peer assessment and analysis of performance aiding progress and development.</p> <p>GCSE/BTEC PE – Although our Year 7 students are a few years away from beginning their GCSE qualifications, they will begin to develop and learning key terminology in which is GCSE PE and BTEC Sport specific. This will be used throughout core PE lessons to familiarise students with key words and definitions.</p>
Enrichment and Extracurricular opportunities	<p>Dance Club – Tuesday lunchtime and Tuesday afterschool.</p> <p>Netball Club – Thursday afterschool.</p> <p>Football Club – Thursday lunchtime and Monday after school</p> <p>Basketball Club –Friday lunchtime and Wednesday afterschool</p> <p>Badminton Club – Lunchtime (date selected by staff member)</p> <p>Rounders club – After school (date selected by staff member)</p> <p>Athletics club – After school (date selected by staff member)</p>
Positive impact on personal development (SMSC)	<p>Physical Education has a positive impact on a student's personal development by looking at the key roles:</p> <ul style="list-style-type: none"> - The role of a participant (sportsmanship, positive attitude, teamwork, encouragement, competitive aspirations) - The role of an umpire/referee (rules and regulations in a variety of sports) - Taking part to develop a healthy active lifestyle <p>They will develop their knowledge and understanding of a range of activity areas.</p>
Links to next year	Students will have developed their knowledge and understanding in a range of sports. These skills will be used and developed further into next year's curriculum in which the same sports are continued with additional sports introduced.

Ways to support your child's learning

Thank you for emphasizing to you child the importance of physical fitness, and the benefit to mental health. Parents could partake in games and sports with their child to role model health living. Family bike rides, walks in countryside, playing in the garden and just three examples.

Your child will have PE twice a week in line with the government's guidelines. Your child will need to bring St Peter's branded sportswear to school on their timetabled days of PE. Your child will need to carry around their kit for the day, so please ensure they have a separate PE to school bag, ensuring school work stays undamaged and presentable. Due to our wide curriculum involving outside sports activities, we advise your child wears layers underneath there PE top to keep warm. St. Peter's PE uniform has a branded hoodie in which is available to purchase. This isn't mandatory; however, is it advised due to weather conditions.