YEAR 7 CURRICULUM INFORMATION

ST JOSEPH'S CATHOLIC HIGH SCHOOL

AUSCULTA

LIVING • LOVING • LEARNING

sjchs.uk

Our Year 7

St Joseph's is a school where we know our pupils, care for them and we treat each other like a family. The theological virtues of Faith, Hope and Love are at the heart of what St Joseph's does. This results in a curriculum that instills within our pupils a love of self and a love of others, the virtues of faith, hope and love and opportunities to explore Catholic Social Teaching. We promote care and respect for all and expect high standards in all aspects of school life.

Our curriculum is designed to offer a broad and balanced curriculum which is both stimulating and challenging, meeting the needs of the full ability range of all our pupils Our rich curriculum prepares all our pupils to be successful and ready for the next stage of their lives to flourish. Our curriculum fosters high levels of independent learning. We have high aspirations for all our pupils and have bespoke intervention to support the needs of individual pupils who may not be reaching their full potential, we implement a series of interventions to ensure that pupils achieve their best.

Our curriculum is designed to build on the good work of our partner primary schools to acquire a depth of knowledge, skills and understanding across all subjects that enables pupils to achieve their very best. We regularly review and adapt our curriculum so that it meets the needs and interests of all our pupils to enhance their learning.

Our Curriculum encourages our pupils to have high levels of literacy, oracy, numeracy and a love of reading, that will support and build the confidence of our pupils to know more. We support our pupils with a range of additional opportunities, extra-curricular activities and experiences to develop themselves as an individual who are ready to meet the next challenge in their lives. 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 resilience in their learning and build confidence in their own abilities.

Our curriculum is regularly reviewed and refined so that it meets the personal needs and interests of all our pupils, supporting and challenging everyone, while respecting the dignity of the individual. Pupil progress is tracked across all years with regular reports sent home to provide information to parents and carers.

Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life. It provides a secure learning environment, that has a rigorous academic and vocational curriculum with high expectations and best practice in teaching and learning based upon 'The Greater Teacher Toolkit', enhanced by pastoral care.

Year 7 Curriculum Time

SUBJECT	NUMBER OF LESSONS PER WEEK
ENGLISH	4
MATHEMATICS	4
SCIENCE	3
RELIGIOUS EDUCATION	3
COMPUTER SCIENCE	1
GEOGRAPHY	2
HISTORY	2
ART & DESIGN	1
DESIGN TECHNOLOGY - ENGINEERING & TEXTILES	1
DESIGN TECHNOLOGY - FOOD SCIENCE	1
PHYSICAL EDUCATION	2
MUSIC	1
MODERN FOREIGN LANGUAGE - SPANISH	2
PERSONAL DEVELOPMENT - PHSE	1
READING	1
SOCIAL, EMOTIONAL & MENTAL HEALTH	1

English

Purpose of Study

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?*

Half Term 1

What is Standard English?
How do I know when to speak and write formally and informally?
Why is it important to use Standard English and celebrate our local Cumbrian accent and dialect?

Half Term 2

What is culture and what do we mean by other culture?
How can we use poetry to understand culture, identity and diversity?
Why is important to celebrate other culture, and how does it enrich us?

Half Term 3

What does it mean to have a right in the world as a child?
How can our rights in the UK be different to those in other cultures?
Why is it important to appreciate the rights we have?

Half Term 4

What does it mean to write in somebody else's perspective in a creative way?
How do we develop our written language skills in creative writing?
Why can it be powerful to use language to express your ideas and thought?

Half Term 5

Who is Shakespeare, and what impact does his work have on British identity?
How do we explore different identities in A Midsummer Night's Dream?
Why is it valuable to learn about literary British heritage?

Half Term 6

What is script writing?
How do we create our own Cumbrian versions of the play and perform?
Why can this enrich the study of a Shakespeare play and bring it to life?

Mathematics

Purpose of Study

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?*

·Half Term 1 and 2

Unit 1 – Sequences - we start with this to ensure students understand that learning in maths is sequenced.
·Unit 2 – Understand and use algebraic notation.
·Unit 3 – Equality and equivalence.
·Unit 4 – Place value and ordering integers and decimals.
·Unit 5 – Fraction, decimal and percentage equivalence.

·Half Term 3 and 4

·Unit 6 – Solving problems with addition and subtraction.
·Unit 7 – Solving problems with multiplication and division.
·Unit 8 – Fractions and percentages of amounts.
·Unit 9 – Operations and equations with directed number.
·Unit 10 – Addition and subtraction of fractions

·Half Term 5 and 6

·Unit 11 – Constructing, measuring and using geometric notation.
·Unit 12 – Developing geometry reasoning.
·Unit 13 – Developing number sense.
·Unit 14 – Sets and probability.
·Unit 15 – Prime numbers and proof.
·Consolidation and Revision.

Science

Purpose of Study

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?*

Yalf Term 1
·What are/is:
·Hazards in science?
·Chemical symbols?
·Scientific questions?
·Cells?
·Cell structure?
·Movement of substances?
·Microscopes?
·Unicellular organisms?
How do we:
·Use a Bunsen burner?
·Record and analyse data?
·Plan an investigation?

Half Term 2
·What are/is:
·The Body systems?
·Gas exchange?
·Reproductive systems?
·Flowers and pollination?
·The Skeleton?
·Movement?
·Reproduction?
·Adolescence?
·Fertilisation?
·The development of the foetus?
·The menstrual cycle?

Unit 3 – Half Term 3
What are (is):
·Particles? States of matter?
·Melting and freezing?
·Changes of state?
·Atoms?
·Elements and compounds?
·Chemical formula?
·Diffusion?
·Gas pressure?

Half Term 4
·What are/is:
·Chemical reactions?
·Reactions?
·Word equations?
·Burning fuels?
·Thermal decomposition?
·Conservation of mass?
·Exo and Endothermic?
·Acids and alkalis?
·Indicators and pH?
·Neutralisation?
How to:
·make salts.

Half Term 5
What are/is:
·Forces?
·Squashing and stretching?
·Drag and friction?
·Non-contact forces?
·Balanced and unbalanced?
·Sound?
·Waves?
·Loudness and pitch?
How do we:
·Detecting sound?
·Detect echoes and ultrasound?

Half Term 6
What are/is:
·Light?
·Reflection?
·Refraction?
·The eye and camera?
·Colour?
·Space?
·The night sky?
·Our solar system?
·The Earth?
·The Moon?

Religious Education

Purpose of Study

Religious Education/Studies is at the heart of everything we do at St Joseph'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.

Year 7 Teaching Units - *What will your child study?*

Y7 Unit 1 - Half Term 1
·How do we know about God?
·How should we read the Bible?
·What does Genesis teach about creation?
·What does Genesis 2 teach about creation?
·What are the scientific theories about creation?
·What do Catholics believe about scientific theories?
·What makes humans different to the rest of creation?
·What is our responsibility to others?
·What is our responsibility to the world?
·What is the role of prayer?
·What can we do to protect creation?
·What can we learn from Sister Dorothy Stang?

Y7 Unit 2 – Half Term 2
·How do you navigate the Bible?
·Why is the Bible read in translation?
·How is the Bible a library of books?
·What connects the Hebrew Bible and the Old Testament?
·Why is the Old Testament important?
·What does it mean that Scripture is inspired?
·What is sacred scripture and sacred tradition?
·How are scripture, tradition and the magisterium connected?
·How do Catholics use scripture in the Mass?
·How is scripture used in the Rosary?
·How does the Book of Kells reflect the meaning of scripture?
·What are biblical idioms?

Y7 Unit 3 – Half Term 3
·What is the Incarnation?
·Who is Jesus, the Son of God?
·What did Arius teach about Jesus?
·Who is Jesus, the Son of Man?
·Who is Jesus, the Christ and Son of David?
·Who is Jesus, the Lord?
·What is the Trinity?
·How does Catholic worship reflect belief in the Trinity?
·How is Jesus the perfect human being?
·Can businesses act selflessly?
·What can Catholics learn from Rublev's Trinity?

Y7 Unit 4 – Half Term 4
•What is the Paschal Mystery?
·What are the sacraments of the Church?
·Why was the Last Supper so important?
·What is the Eucharist?
·Why are there many names for the Eucharist?
·How is Jesus present in the Eucharist?
·Why is the Mass called a sacrifice?
·Why is the structure of the Mass important?
·How do Catholics carry Jesus into the world?
·What do different Christians believe about the Eucharist?
·How can we respond to world hunger?
·The processions of the Blessed Sacrament.

Y7 Unit 5 and 6 – Half Term 5 & 6
•Who was St Luke?
·Who is the Holy Spirit?
·The Holy Spirit in Jesus' life.
·What is the story of Pentecost?
·Why is Pentecost important?
·The teachings about the Holy Spirit.
·What is the Church?
·What is the Sacrament of Confirmation?
·Why is Confirmation important?
·How should we live?
·How is Pentecost celebrated?
·The Councils of the Church.
·The Council of Jerusalem.
·Christian denominations.
·What is ecumenism?
·Study of world religions.

Computer Science

Purpose of Study

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?*

Half Term 1

How do we

- Choose search terms relating to a particular issue – online safety
- Use tools to copy an image into another application
- Identify key features of a good poster focusing on online safety
- Plan a poster to clearly convey a message
- Choose and download a suitable image following the theme
- Create a poster using a desktop publishing application
- Modify a logo using a graphic editing program
- Choose how to combine text and graphics in a slide
- Use digital tools to provide feedback on design choices
- Plan a consistent layout for a set of slides
- Modify a logo so that it fits in with the planned slide styles
- Create a styled set of slides based on a plan
- Search for suitable text for slides
- Search for and add a suitable image
- Evaluate content against a rubric
- Plan how to deliver a presentation
- Explain your work to others through a presentation
- Evaluate your work against a rubric

Half Term 2

How do we

- Compare how humans and computers understand instructions (understand and carry out)
- Define a sequence as instructions performed in order, with each executed in turn
- Predict the outcome of a simple sequence
- Modify a sequence
- Create conditions that use comparison operators (>,<,=)
- Create conditions that use logic operators (and/or/not)
- Identify where selection statements can be used in a program that include comparison and logical operators
- Define iteration as a group of instructions that are repeatedly executed
- Describe the need for iteration
- Identify where count-controlled iteration can be used in a program
- Implement count-controlled iteration in a program
- Detect and correct errors in a program (debugging)
- Independently design and apply programming constructs to solve a problem (subroutine, selection, count-controlled iteration, operators, and variables)

Half Term 3

How do we

- Define what a computer network is and explain how data is transmitted between computers across networks
- Define 'protocol' and provide examples of non-networking protocols
- List examples of the hardware necessary for connecting devices to networks
- Define what the internet is
- Explain how data travels between computers across the internet
- Describe key words such as 'protocols', 'packets', and 'addressing'
- Explain the difference between the internet, its services, and the World Wide Web
- Describe how services are provided over the internet
- List some of these services and the context in which they are used
- Explain the term 'connectivity' as the capacity for connected devices ('Internet of Things') to collect and share information about me with or without my knowledge (including microphones, cameras, and geolocation)
- Describe how internet-connected devices can affect me
- Describe components (servers, browsers, pages, HTTP and HTTPS protocols, etc.) and how they work together

Half Term 4

How do we

- Identify columns, rows, cells, and cell references in spreadsheet software
- Use formatting techniques in a spreadsheet
- Use basic formulas with cell references to perform calculations in a spreadsheet (+, -, *, /)
- Use the autofill tool to replicate cell data
- Explain the difference between data and information
- Explain the difference between primary and secondary sources of data
- Collect data
- Analyse data
- Create appropriate charts in a spreadsheet
- Use the functions SUM, COUNTA, MAX, and MIN in a spreadsheet
- Use conditional formatting in a spreadsheet
- Apply all of the spreadsheet skills covered in this unit

Half Term 5

·How do we

- Define a subroutine as a group of instructions that will run when called by the main program or other subroutines
- Define decomposition as breaking a problem down into smaller, more manageable subproblems
- Identify how subroutines can be used for decomposition
- Identify where condition-controlled iteration can be used in a program
- Implement condition-controlled iteration in a program
- Evaluate which type of iteration is required in a program
- Define a list as a collection of related elements that are referred to by a single name
- Describe the need for lists
- Identify when lists can be used in a program
- Use a list
- Decompose a larger problem into smaller subproblems
- Apply appropriate constructs to solve a problem

Half Term 6

How do we

- Select the most appropriate software to use to complete a task
- Identify the key features of a word processor
- Apply the key features of a word processor to format a document
- Evaluate formatting techniques to understand why we format documents
- Select appropriate images for a given context
- Apply appropriate formatting techniques
- Demonstrate an understanding of licensing issues involving online content by applying appropriate Creative Commons licences
- Demonstrate the ability to credit the original source of an image
- Critique digital content for credibility
- Apply techniques to identify whether or not a source is credible
- Construct a blog using appropriate software
- Create content for a blog based on credible sources
- Apply referencing techniques that credit authors appropriately
- Design the layout of the content to make it suitable for the audience

Geography

Purpose of Study

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?*

Half Term 1: Being a Great Geographer

What makes a 'great geographer'?
How can we divide geography up?
What is the geography of Workington?
How is the geography of Workington changing?
Where are we in the UK?
Where are we in Europe?
We are we in the World?

Half Term 2: Map Skills

How do we use scale on maps?
What are mental and sketch maps?
How can we turn an aerial photo into a sketch map?
How do we use gird references?
How do we use distance on a map?
What is an ordnance survey map?
How do we work out height on a map?
What are lines of latitude and longitude?
What is GIS?

Half Term 3: Rocks & Soil

What are rocks?
What are the three types of rocks?
What is weathering?
What is the rock cycle?
How has the British Isles moved?
What rocks are there in the UK?
What is the link between rocks and soils?
How are you linked to soil and why is it important?

Half Term 4: Rivers

What is the water cycle and why is it important?
What course does a river take?
What does a river channel look like?
How do the rivers shape the land?
What landforms are created by rivers?
Why are rivers so important?
How are we harming our rivers and how can we protect?
What is the Thames Estuary and why is it important?
What causes flooding and what are the solutions?
How has the River Derwent impacted the landscape at Navvies Bridge?

Half Term 5: Africa

What and where is Africa?
What is Africa like today?
Where does everyone live and why?
What are Africa's biomes like?
What is Kenya like?
What is Kenya's physical geography like?
What is happening to Kenya's population?
How is Nairobi a city of contrasts?
Is tourism good or bad for Kenya?

Half Term 6: Glaciers

What was the last ice age like?
What are glaciers and how are they formed?
How do glaciers shape the land?
What are landforms of glacial erosion?
What are landforms of glacial deposition?
How can we find glacial features on an OS map?
Are glaciers important?

History

Purpose of Study

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?*

Half Term 1

How do a read and analyse historical texts like a secondary school Historian?
How do I answer questions and produce written answers like a secondary school Historian?
What different types of evidence do historians use?
What are Empires and what are their impact?
Preparation for local history unit:

- Synopsis of the Romans.
- What have the Romans done for us?
- What did the Romans do for entertainment?
- Did all Romans enjoy Blood Sports?

Half Term 2

What was Cumbria like under the Romans?
How do we know the Romans lived in Cumbria?
How effective was the Roman Army?
A study of Hadrian's wall / Vindolanda.
What was it like for people living in Cumbria during the Roman Empire?
How do we know this?
What signs can we see in the locale?

Half Term 3

Who should be king in 1066?
Who won the Battle of Hastings and why?
How did William keep control?
How did castles change and develop?

Half Term 4

The Medieval world. What was life like if you weren't rich and powerful?
Why did the Church have so much power?

Half Term 5

Were King Henry and Queen Elizabeth really the 'Terrible Tudors'?
Why was Britain on a 'Religious rollercoaster' in the 16th and 17th centuries?

Half Term 6

Why was there an English Civil War and why did the King lose his head?
What was Britain like during and after the civil war?

Art & Design

Purpose of Study

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?*

Half Term 1
What is 'Portraiture'?
How are you going to be assessed in Art?
What are the formal elements through proportion and portraiture?

Half Term 2
What are the skills of good Portraits?
What is proportion?
What drawing skills do we use (line, tone, form, shade, tint)?
Why do we use these drawing skills?
How do we use these drawing skills?

Half Term 3
What are organic forms?
What can we learn through the study of natural and organic forms?
How do we develop an idea from an initial image through to a three dimensional piece of work?

Half Term 4
What are the key processes for designing and making ceramics?
This will include:

1. Making a pinch pot,
2. Score and slip,
3. Greenware,
4. Bisqueware,
5. Kiln and firing,
6. Underglaze painting with brush on glaze.
7. Dipping glaze - transparency.
8. Texture,
9. Pattern,
10. Organic forms.

Half Term 5
What is 'Colour'?
Why is it important?
What is paint?
How and when do we apply and for what result?

Half Term 6
What are the 'Primary and Secondary Colours?
How do we use a colour wheel?
How do we use harmonic, complimentary and composition inc. fore, mid and background, balance and perspective to make our work more effective?

Design & Technology

Purpose of Study

In Year 7, studying Design & Technology introduces students to the foundations of creative problem-solving, practical making skills, and technical understanding. The subject encourages students to think critically and work independently as they learn how to design, plan, and create products using a range of materials and tools. Through hands-on projects, students develop key skills such as measuring accurately, drawing to scale, and understanding how design impacts everyday life. Design & Technology also promotes innovation, teamwork, and resilience, helping students build confidence while exploring how design can be used to solve real-world challenges in a safe and sustainable way.

Year 7 Teaching Units - *What will your child study?*

Half Term 1 & 2: Perspective and Technical Drawing

Students will develop their understanding of accurate measurement and scaled drawing through a series of practical and creative tasks. They will learn how to draw to scale and practise using different drawing techniques including one-point and two-point perspective, isometric projection, and orthographic projection with elevations. Students will also explore rendering skills by shading a cube using pencil and marker pens, applying tonal values and textures to enhance the appearance of 3D forms. The project will build confidence in visual communication and spatial awareness, laying a strong foundation for future design work.

Half Term 3 & 4: Room Signs and CADCAM

Students will design and create personalised room signs using 2D Design software and laser cutting technology. They will explore the importance of measuring accurately and applying those skills to creative design work. They will learn how to use scale confidently and apply it to structured compositions, while developing their understanding of colour theory, layering techniques, and visual balance. These skills will be applied in the digital design phase, where students will transfer their hand-drawn concepts into 2D Design software, preparing files for laser cutting to produce a professional-quality room sign.

Half Term 5 & 6: Key Hooks

How to follow the design process from start to finish including evaluation, including why we need to use it. How to present their designs in a sketchbook then interpret those designs into a tangible 3D shape. How to use specific tools, equipment and materials safely and successfully, including understanding and knowing when and where to use them; coping saw, sandpaper, metal punch, vice, junior hacksaw, polish, screwdriver, paint and varnish

Designing and making a key hook, using wood, metal and a surface finish that can be successfully used.

Design & Technology:
Food & Technology

Purpose of Study

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?*

Half Term 1 & 2

Understanding and applying the principles of nutrition and health What is 'Food Safety' and what is 'Food Hygiene'

How do we keep ourselves safe in the kitchen, including how to use the hob safely ;

- Frying
- Boiling
- Stir frying
- simmering

Why is food safety and hygiene important?

Knife skills including

- Claw method
- Bridge method

Why should we eat well?

What is a healthy balanced meal including the eatwell plate.

- Measuring and weighing

Half Term 3 & 4

What are Food Miles' and why are they important?

What are some of the different food cultures, their ingredients and recipes.

How can I reduce the environmental impact of the food that I eat? And how does climate and culture play a role in traditional recipes.

Students will be taught how to use the oven safely including the cooking of

- Dairy
- Fish

And the methods of;

- Slicing
- Rubbing in
- baking

The importance of understanding about the seasonaility of ingredients

What is the function of Ingredients?

Why are quality ingredients important to my developing body?

What is the impact of poor-quality ingredients on my health?

Half Term 5 & 6: Introduction to Textiles "Fabric Poster"

In this creative Year 7 textiles project, students will design and make a fabric poster that showcases their understanding of colour, texture, and surface decoration. They will explore a range of dyeing techniques such as tie-dye or fabric painting to create vibrant backgrounds, and develop hand embroidery skills to add detail and personal expression to their designs. The project encourages students to experiment with composition and theme, while learning how to plan and execute a textile piece with care and precision. Through this hands-on approach, students will build confidence in using textile tools and materials, and gain an appreciation for the artistic and cultural value of stitched and dyed textiles.

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Physical Education

Purpose of Study

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?*

Half Term 1

What are the skills, the laws (rules), the tactics and the components of fitness required for Netball & Hockey?
What are the key teaching points needed to be able to perform the key skills in these sports?
Netball:
What are the basics of footwork in netball? How can we pass effectively using different types of pass? What is the correct way to shoot? How can we defend? What are the basic rules and tactics needed in gameplay?
Hockey:
What is the correct grip? How do you pass and receive in hockey? How to play a safe block tackle? How do you shoot with accuracy? What are some basic tactics to outwit and opponent? What are the rules needed in gameplay?
Why is it important that we remain physically active? How can participation in Netball & Hockey contribute to a healthy and active lifestyle?

Half Term 2

What are the skills, the laws (rules), the tactics and the components of fitness required for Basketball & Rugby?
What are the key teaching points needed to be able to perform the key skills in these sports?
Basketball:
What is needed for controlled ball handling?How do we effectively dribble a basketball?How do you effectively carry out a set shot? How do you defend effectively? What are the major rules which need to be followed?
Rugby:
How do you carry a rugby ball at speed? How do you play an accurate pass in rugby? How can you tackle effectively?
What basic formations can you use to outwit your opponents? What basic rules need to be followed?
Why is it important that we remain physically active? How can participation in Basketball & Rugby contribute to a healthy and active lifestyle?

Half Term 3

What are the skills, the laws (rules), the tactics and the components of fitness required for Trampolining & Football?
What are the key teaching points needed to be able to perform the key skills in these sports?
Trampolining:
What is meant by the term aesthetic quality? What are the major safety considerations when trampolining?
How do we maintain good, consistent height in our bounces? How do we execute basic shapes with control and good aesthetic quality?
Football:
How do we pass a ball with control? How do we dribble with good control? How do we shoot to ensure the ball goes on target? What are the basic principles of defending? What are the basic rules of football we need to follow? Why is it important that we remain physically active? How can participation in Trampolining & Football contribute to a healthy and active lifestyle?

Half Term 4

What are the skills, the laws (rules), the tactics and the components of fitness required for Dance & Outdoor Adventurous Activities?
What are the key teaching points needed to be able to perform the key skills in these sports?
Dance:
How can you recreate movements in time to music? What is meant by the term choreography? How can you use levels in dance?
Outdoor adventurous activities:
What are the basic principles of orienteering?
What is meant by the term 'pacing' in orienteering. How can you work as a team to solve problems?
Why is it important that we remain physically active? How can participation in Dance & Outdoor Adventurous Activities contribute to a healthy and active lifestyle?

Half Term 5

What are the skills, the laws (rules), the tactics and the components of fitness required for Badminton & Rounders?
What are the key teaching points needed to be able to perform the key skills in these sports?
Badminton:
What is the correct grip and ready position needed? How do you play an overhead clear? How do you play a serve? How do you play an underarm clear? What are the rules and tactics needed in singles and doubles?
Rounders:
What are the basic principles needed when fielding? What are the basics of batting? What are the basic principles of bowling?
What is the scoring system in rounders?
How can you use basic tactics to outwit the opposition?
Why is it important that we remain physically active? How can participation in Badminton & Rounders contribute to a healthy and active lifestyle

Half Term 6

What are the skills, the laws (rules), the tactics and the components of fitness required for Athletics & Tennis?
What are the key teaching points needed to be able to perform the key skills in these sports?
Athletics:
What are the basic principles to apply when jumping? What are the basic techniques needed for shot putting? What are the fundamental techniques needed to pass a baton in the relay?
What are the basic principles of effective sprinting?
Tennis:
What is the correct grip in tennis? How do you play a forehand? How do you play a backhand? What are some basic tactics you can use during gameplay? What are some basic rules which must be followed? Why is it important that we remain physically active? How can participation in Athletics & Tennis contribute to a healthy and active lifestyle?

Personal Development: PSHE, R(H)SE & Citizenship

Purpose of Study

At St Joseph's we are inspired by Jesus to assist all our students to become well-rounded, morally purposed individuals. We believe our responsibility to educate students extends beyond their academic studies. Our Personal Development curriculum is carefully designed to instil our core virtues, ensure our students understand the wider world and their place within it and enrich their wider experience so that they are well placed to thrive in modern society.

We insist on a curriculum that removes the notion of disadvantage, encourages resilience, provides equity and equality of opportunity and instils independence and aspiration in our students, so they can become hard working, respectful, loving and compassionate Catholic citizens who are ready to make a difference. Personal Development incorporates:

- Social, Moral, Spiritual and Cultural (SMSC) Education
- Religious Education
- Relationships, Sex and Health Education (RSHE)
- Personal, Social and Health and Economic Education (PSHE)
- Careers Information, Advice and Guidance (CEIAG)
- Character Education
- Citizenship and British Values
- E-Safety
- Extra-curricular activities and wider opportunities
- Philosophy, Politics & Economics

Year 7 Teaching Units - *What will your child study?*

Half Term 1

What is 'Health & Wellbeing'?
How can we keep ourselves healthy and well?
Why is it important to keep ourselves healthy and well?
How are our bodies changing?
What is personal hygiene and why is it important?
Where do we come from? What does this tell us about ourselves and others?

Half Term 2

What is 'Mental Health'?
How can we keep ourselves mentally well?
Why is mental health as important as physical health?
Where can we go to get help and support?
Why do different people have different attitudes towards mental health and wellbeing?
What does it mean by being healthy inside and out?

Half Term 3

What are 'Personal Relationships'?
What are the different types of relationship?
Why is it important to know what type of relationship you are in?
Why are family and friends important and what challenges can they bring and what support can they give?
How do I keep myself safe online?
What do I see when I look into the mirror?

Half Term 4

How do we 'Keep Safe'?
What are the potential dangers that we face?
Who are the key agencies we can speak to if we feel unsafe?
What services are available to help and support us?
What does my life on screen look like? What impact might this have in the future?
How do I live responsibly and why is this important?

Half Term 5

What is CEIAG?
What is Unifrog and how can it be used to help me make informed career choices?
What will I learn from my three Unifrog sessions?
How will these sessions help me later in life?

Half Term 6

How do we 'Live in the Wider World'?
What are the challenges of living in the wider world?
Why is it important that we know how to ask for help living in the wider world?
What are traditional British Values and why are they important?
What is democracy?
What is social media?
What is the Law and what impact does it have on my life?

Music

Purpose of Study

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?*

Half Term 1 and 2
What are the key elements of music?
How do I develop Rhythm, Pulse and Structure?
What are 'Boom whackers' and how do I use them?
How can I use Rhythm, Pulse and Structure to develop my skills in Music and Performance?

Half Term 3 and 4
How to listen to and respond to a piece of music?
How to compare and contrast musical sounds?
How to recognise different musical features?
How to recognise the notes on a keyboard and start to play them?

Half Term 5 and 6
How to use your voice as an instrument?
What is a vocal warm up?
How can you create your own vocal warm up?

Modern Foreign Language: Spanish

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A highquality 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.

Year 7 Teaching Units - *What will your child study?*

Half Term 1
Phonics and Greetings
Students will learn how to:

- Form the basic sounds in Spanish
- Greet people in Spanish
- Learn about the Spanish speaking world and the Day of the Dead celebration in Latin America

Half Term 2
Introducing myself
Students will learn how to:

- Introduce yourself using basic greetings
- Introduce yourself to others using your name
- Say what type of person you are
- Say when your birthday is using numbers up to 31
- Say if you have or would like any pets

Half Term 3
Talking about free time activities
Students will learn how to:

- Use opinion phrases to say what you like/don't like
- Give a weather forecast
- Use the verbs jugar/hacer to say what sports you like to do

Half Term 4
Life in School
Students will learn how to:

- Say what you study in Spanish
- Give your opinions about these lessons and teachers
- Tell the time in Spanish to describe your timetable
- Say what there is in your school

Half Term 5
Family and friends
Students will learn how to:

- Describe who is in their family
- Describe what they look like, and describe the appearance of others
- Describe personalities

Half Term 6
My town and local area
Students will learn how to:

- Describe their town/village (where it is/what there is to do)
- Tell the time
- Order food in a café