



**St John Fisher**  
Catholic High School

# **Year 7 Curriculum Booklet**

**“I have come that they may have life and have it to the full”**

*John 10:10*

## Contents

Year 7 – RE.....	3
Year 7 – Art .....	5
Year 7 – Computing .....	6
Year 7 – Drama .....	7
Year 7 – English .....	8
Year 7 – French .....	9
Year 7 – Geography .....	10
Year 7 – History.....	11
Year 7 – Maths.....	12
Year 7 – Music .....	13
Year 7 – PE.....	14
Year 7 – PSHE and Citizenship .....	15
Year 7 – Science .....	16
Year 7 – Technology .....	18

If you have any queries after reading this document, please send an email to [enquiries@stjohnfishersschool.org.uk](mailto:enquiries@stjohnfishersschool.org.uk) and your query will be forwarded to the appropriate member of staff.

## Year 7 – RE

When	Topic	Assessment/HW	What can a parent do to support?
<b>Term 1 Autumn 1 (September-October)</b>	<b>Creation and Covenant</b> <b>Key Topics</b> Revelation How to read the Bible Genesis 1 and 2 Scientific theories about Creation Responsibility of humans	Students will progress through homework and an end of topic test  They are tested on their knowledge and discernment	Help revise the key words: <b>Monotheism:</b> Belief in One God <b>Omnipotent:</b> This means that God is seen as all powerful <b>Omniscient:</b> This means that God is all knowing <b>Omnibenevolent:</b> This means that God is all-Loving <b>Immanent:</b> This means that God is active in the world- in the form of Jesus <b>Transcendent:</b> This means that God is separate from time and space <b>Stewardship:</b> Taking care of creation <b>Revelation:</b> How God reveals himself to creation <b>Covenant:</b> A sacred promise between God and humans
<b>Autumn 2 (October-December)</b>	<b>Prophecy and Promise</b> <b>Key Topics</b> How the Bible should be read What the Bible is. Scripture, Magisterium and Tradition	Students will progress through homework and an end of topic test  They are tested on their knowledge and discernment	Help revise key words:  Bible: Holy Book for Christians Magisterium: The authority of the Catholic Church Rosary: Catholic set prayers.
<b>Term2 Spring 1 (January-February)</b>	<b>Galilee to Jerusalem</b> <b>Key Topics</b> Incarnation Trinity Jesus as Son of God Jesus as Christ, Son of David Jesus as Lord	Students will progress through homework and an end of topic test  They are tested on their knowledge and discernment	Help revise key words: Incarnation: To be made flesh Trinity: The belief in one God as three persons Dogma: Teaching of the Church
<b>Spring 2 (February – April)</b>	<b>Desert to Garden</b> <b>Key Topics</b> Paschal Mystery Sacraments of the Church Mass Eucharist	Students will progress through homework and an end of topic test  They are tested on their knowledge and discernment	Continue helping to revise key words  Sacrament: A stage of Catholic life which brings Grace. Eucharist: The sacrament of the Bread and Wine Mass: A set structured worship
<b>Term 3 Summer 1 (April-May)</b>	<b>To the Ends of the Earth</b> <b>Key Topics</b> St Luke Holy Spirit Pentecost Confirmation	Students will progress through homework and an end of topic test  They are tested on their knowledge and discernment	Keywords-help them revise the key words: Gospel: Section of the New Testament meaning Good News Holy Spirit: Third person of the Trinity Pentecost: Event when the Holy Spirit came upon the Apostle and helped them begin their Mission Confirmation: Sacrament that makes you a full member of the Catholic Church
<b>Summer 2 (May-July)</b>	<b>Dialogue and Encounter</b> <b>Key Topics</b> Councils of the Church Christian denominations	Students will progress through homework and an end of year test  They are tested on their knowledge and discernment	<b>Revise all past topics to help your child with end of year PPE. This will test prior knowledge from the previous terms.</b>

	<b>Part 2: Hinduism Topics</b> Introduction to Hinduism-a journey to India The Trimurti Hindu creation story Hindu deities Diwali Worship at home and in the temple Hindu birth customs		
--	--	--	--

### Useful Websites:

<http://www.reonline.org.uk/specials/places-of-worship/>

<http://www.quodvultdeus.com/>

## Year 7 – Art

When	Topic	Assessment	What can a parent do to support?
<b>Half Term 1 of Rotation</b>	6 formal elements. In this topic we look at the six Visual elements – line, tone, colour, pattern, form and texture. We learn about how these words are used to describe art, and how they are used in a practical way to make art.	Drawing skills - homework and in class.	Parental support with homework and research task at the end of the project. Encourage observational drawing from real life too. Support by ensuring they have equipment
		Drawing skills and artist research/presentation	
<b>Half Term 2 of Rotation</b>	Everyday objects- Building upon the skills learnt through the visual elements, students will be looking at the work of Jim Dine and creating mixed media drawings of every day tool, developing their observational and tonal drawing skills. They will then be looking at the work of Louise Nevelson and create a 3d mixed media construction	Jim Dine research and descriptions and mixed media experiments	Parental support with homework ensuring the homework is completed to a good standard and 30 minutes is spent completing the task Support by ensuring they have equipment
		Louise Nevelson- 3D card construction	

### Additional Information.

Students do one term of Art as part of a rotation with Drama and Music.

Artists looked at; Jim Dine, Louise Nevelson

### Helpful Books / Useful Websites

<https://hardleyart.wordpress.com/the-formal-elements-in-art/>

<https://www.ajfosik.com>

## Year 7 – Computing

When	Topic	Assessment	What can a parent do to support?
<b>Autumn 1</b>	<u>How Computers Work</u> In this unit, we look at e-safety and how computers work. We look at the different devices and how computers are networked.	All work is assessed from presentations and homework tasks.	Talk as a family about how you use computers and what to do to stay safe. Look as a family at what devices you use and how they communicate.
<b>Autumn 2</b>	<u>Spreadsheets</u> In this unit, we look at how to use a spreadsheet. We learn the basic functions and formula.	There is a final assessment task project to see what they have learnt.	If you have a computer with Excel at home, encourage your child to show you what they can do.
<b>Spring 1 Rotation</b>	<u>MicroBit</u> We start learning to program using MicroBit.	There is a final task to show the skills that have been learnt.	Allow your child to go on the MicroBit website to practise some of the skills.
<b>Spring 2 Rotation</b>	<u>HTML</u> In this topic, we learn how websites are made and the code that is used.	There is a final task to show the skills that have been learnt.	Talk about which websites you like and what makes them good.
<b>Summer 1 Rotation</b>	<u>Business</u> In this rotation, students will be learning about the basic skills required to set up a business.	They will be assessed on their market research skills within small project.	Parents can help with filling in questionnaires.
<b>Summer 2</b>	Review of Year End of year tests Some fun Scratch projects.	The end of year test is the final assessment.	Talk to your child to see what they have been learning. Let students download Scratch or use online.

### Additional Information

During Year 7, students rotate around 3 topics. They will not necessarily do them in this order.

### Helpful Books / Useful Websites

Microbit: <https://www.microbit.org/>

Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

## Year 7 – Drama

Students study Drama for one term on an Expressive Arts Carousel

Topic	Themes/Assessment	What can a parent do to support?
Half Term One - Introduction to Drama	This topic is an introduction to drama with an aim to develop student's confidence, physical skills and voice through a series of teacher lead activities. Students work in mixed ability groups and this unit is non-assessed.	Encourage students to engage in group work and to have the confidence to perform in front of others.
Half Term One - Working with a script	Students will study a script and will take part in an assessment that explores performing existing scenes and developing their vocal and physical skills.	Encourage them to read and rehearse their lines. Discussion with students about the script that they are studying.
Half Term Two – Practitioners	Students will be given an existing story, such as a fairy-tale or a fable. They will adapt this story for a performance onstage utilising the skills that they have acquired this term. Assessment will focus on the progress that they have made over the course of the term with developing their practical skills, demonstrated through the performance of their own adaptation.	Encourage students to perform with others in mixed ability groups and discuss with them how to work effectively as part of a team.
Half Term Two - Devising Theatre	Students will be given a set of stimuli and they will explore the themes and effects that these stimuli have on them. Assessment will be based on how they work as part of a group to create a story and develop key scenes that has been inspired by a stimulus.	Discussion with students about the existing story and consider adaptations of books and theatre that already exist.



## Year 7 – English

Y7	Topic	Assessment	What parents can do to support
Term 1 15 weeks (until Christmas)	The Gothic	<p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Students will analyse a selection of Gothic texts and short stories</li> <li>2. Students will have one lesson a fortnight dedicated to literacy and reading for pleasure.</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>3. Students will also be writing an opening chapter to their own gothic story.</li> </ol>	<ul style="list-style-type: none"> <li>• We want to encourage the students to read for pleasure. Let them see you enjoy reading at home.</li> <li>• They will be planning an entire narrative for homework over the half term – discuss their plans with them and help them shape their ideas.</li> <li>• Encourage them to write at home and focus on accuracy.</li> <li>• Help them to learn the key terms and spellings on the KO.</li> </ul>
Term 2 13 weeks (until Easter)	The Moral Compass	<p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Students will read the Shakespeare text 'Much Ado about Nothing' and complete a task based on gender roles and expectations</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>2. Students will be completing a diary entry as one of the characters.</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss the main characters and events in 'Much Ado about Nothing'. There are many online summaries of the play.</li> <li>• Discuss how a play is different to any other type of text and help your child to become familiar with the key terms linked to Drama.</li> <li>• Help them to learn the key spellings on the KO.</li> </ul>
Term 3 15 weeks (until the end of the year)	War: poetry and protest	<p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. They will be exploring different forms of poetry and exploring how the poets use language, structure and form to show their attitude towards war.</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>2. This will be a piece of descriptive writing based around an image of war.</li> </ol>	<ul style="list-style-type: none"> <li>• Expose students to different types of poetic structures.</li> <li>• Discuss your attitudes to war and fighting. The more viewpoints they uncover, the more understanding they will have.</li> <li>• Use the KO to help them learn their spelling and key word lists.</li> </ul>

### **Helpful Books / Study Materials:**

Please encourage your child to read as many different types of literature as possible; newspapers, books, graphic novels, poetry and autobiographies. You could inspire writing tasks such as short stories about weekends or holidays and poems about the family or places you have visited. You can also use a random image to inspire them to write. They will also have a CGP Spelling, punctuation and grammar books which they will be working through. Please do help them to explore the rules behind the use of language and keep encouraging accuracy in their writing and spoken language.

### **Useful Websites**

BBC Bitesize, BBC Skillswise, CGP online

## Year 7 – French

When	Topic	Assessment	What can a parent do to support?
<b>Autumn 1</b>	<b>Qui suis-je?</b> : être verb and structures using this verb to introduce oneself, countries, cognates, preferences, character description	Speaking ( <i>short role-play task</i> )	- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.
<b>Autumn 2</b>	<b>J'ai un animal:</b> avoir verb, pets, colour adjectives, describing pets using colour and character adjectives	Listening, Reading ( <i>comprehension questions</i> ) and Writing ( <i>short paragraph from memory</i> )	- Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it.
<b>Spring 1</b>	<b>Ma famille et moi:</b> Recap of être and avoir verbs, family members, physical descriptions (eyes/hair), extended descriptions of people we know	Speaking ( <i>description of a photo and follow-up questions</i> )	- Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.
<b>Spring 2</b>	<b>J'aime le collège:</b> school subjects, opinion phrases, justifications, -ER verbs in the present tense	Listening, Reading ( <i>comprehension questions</i> ) and Writing ( <i>paragraph from memory</i> )	
<b>Summer 1</b>	<b>Où habites-tu?</b> : location, places in town, activities we can do around our local area, opinions about where we live	No formal assessment	- Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films.
<b>Summer 2</b>	<b>Revision for PPE Project work</b> ( <i>after PPE</i> ): Selling a sibling/a celebrity on E-bay (re-using structures seen during the year and applying them to a different context)	Speaking ( <i>general conversation</i> ), Listening and Reading ( <i>comprehension questions</i> ) Writing ( <i>translation and writing from memory</i> )	

### Helpful Books / Useful Websites

Students are issued with a homework booklet at the start of the year which contains all vocabulary lists and grammatical points covered during the course of the year.

[www.memrise.com](http://www.memrise.com)    [www.quizlet.com](http://www.quizlet.com)



## Year 7 – Geography

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Place Geography	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on classwork and homework is ongoing.</p> <p>There is an end of Year examination testing geographical, skills, knowledge and understanding covered through the year.</p>	<p>Watch news programmes and talk about the location and characteristics of the countries that are mentioned.</p> <p>Discuss major physical features of the world such as continents, rivers, mountain ranges, oceans, deserts, and islands.</p>
Autumn 2	Basic Skills in Geography		<p>Make sure students have basic equipment and pencil crayons. Encourage students to give directions using points of the compass.</p> <p>Consider why things are drawn at different scales. Practise using 4 figure grid references and keys on any maps you might come across.</p>
Spring 1	Map Skills		
Spring 2	Industry		<p>Talking to students about employment and what it is like to work.</p> <p>Discussing different types of employment that are available and what are the advantages and disadvantages of each.</p>
Summer 1	Industry		
Summer 2	Weather		<p>Talking about the weather.</p> <p>Watching and discussing weather forecasts.</p> <p>Taking students outside to experience the weather.</p>



## Year 7 – History

When	Topic	Assessment	What can a parent do to support?
Autumn 1	What is history & The Anglo Saxons	<p>Student progress is monitored informally during lessons. More formal assessment based on knowledge tests, classwork and homework is ongoing.</p> <p>There is an end of Year examination testing historical skills, knowledge and understanding covered through the year.</p>	<p><b>Visit the BBC Bitesize KS3 History website:</b> <a href="#">What was life like in Anglo-Saxon England?</a> - <a href="#">The Anglo Saxons - KS3 History - homework help for year 7, 8 and 9.</a> - <a href="#">BBC Bitesize</a></p>
Autumn 2	Why did William win the battle of Hastings?		<p><b>Visit the BBC Bitesize KS3 History website:</b> <a href="#">The Norman Conquest - KS3 History</a> - <a href="#">BBC Bitesize</a></p>
Spring 1	Medieval Monarchs		
Spring 2	Mansa Musa & African Kingdoms		<p><b>Visit the BBC Bitesize website for KS3 History and look at pre-colonial Africa web pages &amp; the Islamic World:</b>  <a href="#">Precolonial Africa - KS3 History - BBC Bitesize</a></p>
Summer 1	Islamic Empires and the end of the Medieval Era		<p><a href="#">Medieval Islamic civilisations - Medieval Islamic civilisations - KS3 History - homework help for year 7, 8 and 9.</a> - <a href="#">BBC Bitesize</a></p>
Summer 2	What travelled on The Silk Road?		<p><b>Visit the British Museum website and look at what objects were found along the routes on the Silk Road:</b> <a href="#">Silk Roads</a>   <a href="#">British Museum</a></p>



## Year 7 – Maths

### Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Algebra <b>Sequences</b>		Algebra <b>Algebraic notation and substitution</b>		Algebra <b>Expressions and equations</b>		Number <b>Place value, ordering and rounding</b>		Number <b>Four operations</b>		Statistics <b>Averages and range</b>	Number <b>Rounding and estimation</b>
Spring	Statistics <b>Graphing data</b>			Number <b>Fractions, decimals and percentages</b>			Number <b>Directed number</b>		Number <b>Fractions and percentages of amounts</b>		Geometry and measures <b>Perimeter and area</b>	
Summer	Ratio, proportion and rates of change <b>Speed, distance and time</b>			Number <b>Properties of number</b>			Number <b>Add and subtract fractions</b>			Geometry and measures <b>Angles and polygons</b>		

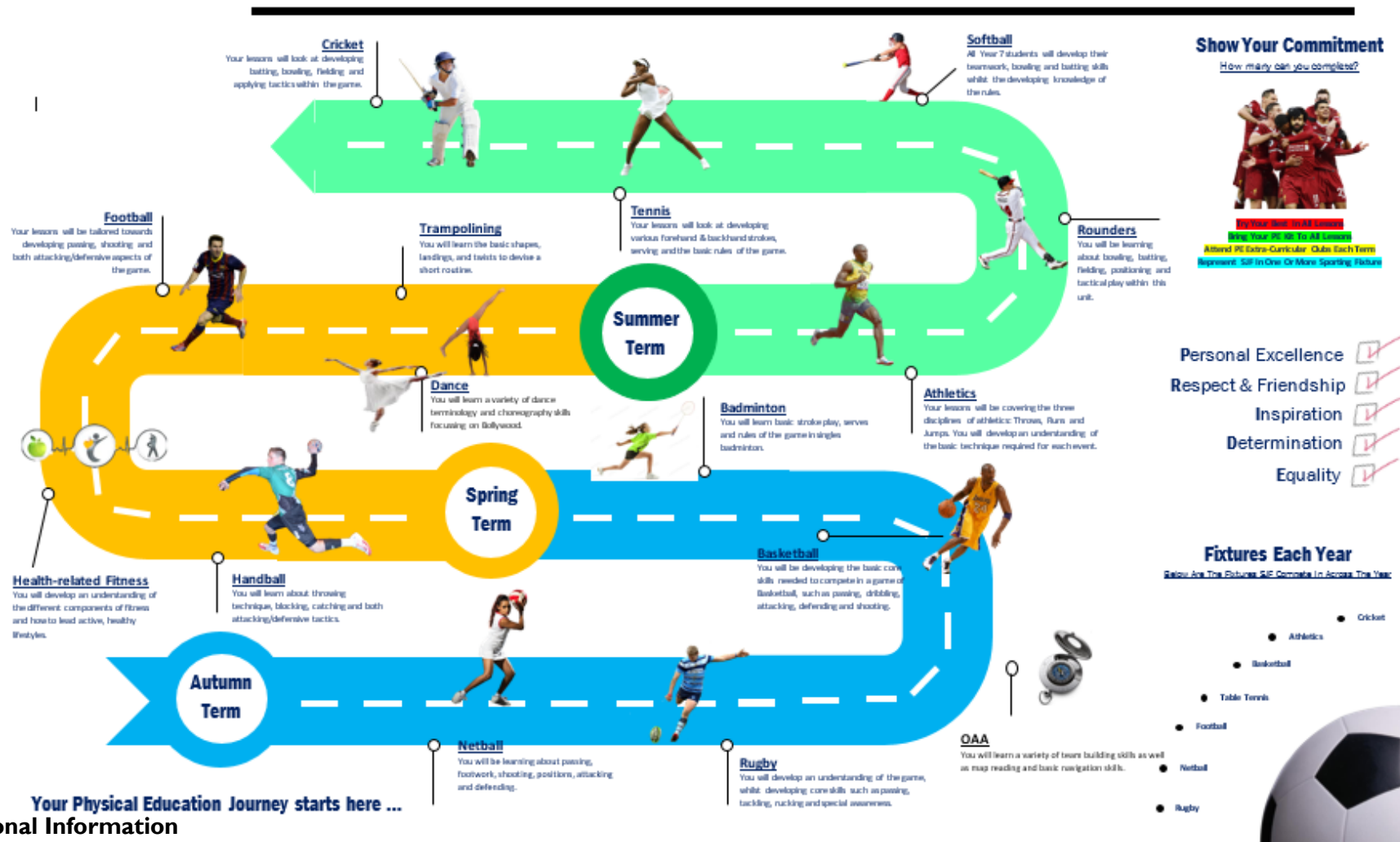
## Year 7 – Music

Students study music for one term on an Expressive Arts Carousel

Topic	Themes/Assessment
Half Term One – Bucket drumming	Through using percussive instruments students learning how to read, write and perform musical notation. Students will learn about musical structure and notation value and will apply their skills in performing and composing tasks.
Half Term One – Piano skills	Students will learn how to read and write staff notation. They will apply their skills in using classroom keyboards to practice five note position. Students will learn how to play simple melody using right hand and simple accompaniment using left hand. Student will apply their notation knowledge in composing their own piano music.
Half Term Two – Ukulele skills	Students will learn four chords, they will develop an understanding how to use chord grid used for guitar music. Students will apply their knowledge to learn and perform a group song and create their own group song
Half Term Two – Piano skills (harmony)	Students will learn how to create chords using piano as an instrument. They will learn about major and minor tonalities and will be able to play along to the song and create their own chord progression to participate in a final group performance where all learned skills can be applied.

# St John Fisher Physical Education Journey

## Year 7 – Creating a Love for Physical Education



Your Physical Education Journey starts here ...

### Additional Information

Extra Curricular Clubs include: Athletics – Track/Field, Badminton, Basketball, Benchball, Boxercise, Cricket, Dodgeball, Dance, Football, Futsal, Fitness, Rugby, Rounders, Table Tennis, Tennis, Trampolining. The school also run the Duke of Edinburgh Award at KS4.

### Helpful Books / Useful Websites

<https://www.doddlelearn.co.uk/app/login>

<https://twitter.com/sjfxpressive>

## Year 7 – PSHE and Citizenship

Our program seeks to enable our students to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

	Content	Assessment	What can a parent do to support?
<b>Topic 1</b> Transition	<b>Developing</b> a climate of support, friendship and co-operation in the classroom. <b>Setting</b> some targets and goals about what students would like to achieve at secondary school.	There is no formal assessment in PSHE and Citizenship. Assessment is ongoing during lessons, ensuring that students understand topics covered and are able to participate fully in classroom activities. The emphasis of the curriculum is on thinking, discussion, debate and challenge to ensure all students are able to leave school with an understanding of the world and their rights and responsibilities within it.	Ask your child what they are studying and encourage them to express their views.
<b>Topic 2</b> Community	<b>Belonging</b> to a community. <b>Being</b> a good citizen. <b>Understanding</b> rights and responsibilities. <b>Understanding</b> the effects of rumours/ bullying.		Watch the news as a family and talk about some of the issues that link to the PSHE topics.
<b>Topic 3</b> IAG	<b>Describing</b> who they are and drawing connections between their likes, culture, connections and interests. <b>Identifying</b> which skills they need to develop for their dream jobs. <b>Defining</b> what a career is and identifying a range of career sectors and jobs that they might be interested in. <b>Understanding</b> the skills required for different jobs, and the rewards and challenges they may bring in the future. <b>Defining</b> what an entrepreneur is and identifying some entrepreneurial skills		Encourage your child to be aware of what is happening in the local community and get involved as a family.
<b>Topic 4</b> Finance	<b>Understanding</b> money habits. <b>Understanding</b> value for money and how to budget and plan for the future.		Encourage your child to get involved with cooking and planning meals to support healthy eating.
<b>Topic 5</b> Physical Health	<b>Understand</b> what 'being healthy mean' <b>Understanding</b> what makes a healthy diet <b>Describing</b> the effects of eating disorders <b>Understanding</b> the importance of regular exercise and sleep <b>Understanding</b> the dangers of vaping and smoking		Be available to talk through any friendship difficulties your child may have and offer advice.
<b>Topic 6</b> RSE (10:10 resources)	<b>Who</b> am I? (session 1) <b>Changing</b> bodies (session 2) <b>Healthy</b> inside and out (session 3) <b>Where</b> we come from (session 4) <b>Family</b> and friends (session 5)		Check internet security settings in the house are appropriate and monitor your child's use.



## Year 7 – Science

When	Topic	Assessment	What can a parent do to support?
Autumn 1	<b>‘Building Blocks of Life’</b> (Cells, Photosynthesis)	Writing tasks Class quizzes Investigations End of topic test	Reinforce good homework habits. Ask them questions about how we are made
Autumn 2	<b>‘Life Processes’</b> (Digestion, respiration, gas exchange)	Writing tasks Class quizzes Investigations End of topic test	Reinforce good homework habits. Help students look at nutrients on food packets.
Spring 1	<b>‘Building Blocks of Matter’</b> (Particles; Atoms, elements & compounds)	Writing tasks Class quizzes Investigations End of topic test	Ask your child to teach you what they have learnt in science in this topic
Spring 2	<b>‘Chemistry’</b> (Pure and impure substances, Periodic table)	Writing tasks Class quizzes Investigations End of topic test	Look together at a periodic table. Ask students to discuss what they have learnt.
Summer 1	<b>‘Matter and Energy’</b> (Chemical reactions, Materials and Energetics)	Writing tasks Class quizzes Investigations End of topic test	Encourage your child to start revising now, discuss techniques, monitor progress

<b>Summer 2</b>	<b>'Working Scientifically'</b> (practical investigations, graph drawing)	End of Year exam Investigations	Support with end of year exam revision at home
-----------------	--	------------------------------------	--

### Useful resources:

CGP KS3 Science revision guide – ISBN 978-1841463858

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

## Year 7 – Technology

When	Topic	Assessment	What can a parent do to support?
<b>Rotation 1 - Food</b>	Hygiene, food and health and safety in the room environment. Understanding the Eatwell Guide and how to eat healthily Learning knife skills and how chefs work in a kitchen. Where and how vegetables and fruit are grown. Seasonality and the globalisation of food. Building cooking skills and confidence with what they make. Evaluating and peer assessment of their cooking.	Students will assess their own practical work and will often ask other people's opinions. Assessment of progress according to school policy.  The theory will be assessed through class, homework and in end of year examinations.	Look at the recipe recipe with your child and ensure they have the right ingredients and suitable sized container to transport the food home in.  Please be prepared to try the food and give some feedback!
<b>Rotation 2 - Textiles</b>	Health and safety Pattern design Batik technique Tie dye technique Basic sewing machine skills Using a needle and thread Making pop poms	Theory and design work will be assessed according to school policy, and with a summative test at the end of the year. Students will assess their own work in order to improve their skills.	Students may want to bring in their own embellishments and fabrics to work with, however this is <u>NOT</u> compulsory as equipment and fabric is provided.
<b>Rotation 3 – Product Design</b>	Health and Safety Using tools and equipment correctly Drawing techniques Creating a template Basic wood work Basic Computer Aided Design Construction methods and finishes. Looking at basic mechanisms.	Students will work on a series of practical tasks enhanced by theoretical information to create a product. This will be assessed in line with the schools marking policy and involve input from the teacher, students and personal reflection.	Students may wish to bring in pictures to enhance their design. All the equipment and materials are provided for the project. During the homework cycle it would be valuable to students for parents to give feedback on the design tasks set.

### Additional Information

During Year 7, students rotate around 3 subjects. They will not necessarily do them in this order.

### Helpful Books / Useful Websites

School produced recipe book

BBC Bitesize

[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

[www.nhs.uk](http://www.nhs.uk) Choices

If you have any queries after reading this document, please send an email to [enquiries@stjohnfisherschool.org.uk](mailto:enquiries@stjohnfisherschool.org.uk) and your query will be forwarded to the appropriate member of staff.