



Year 7

Holy Family Catholic School Curriculum Overview Year 7 – Art



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	The key to my environment Students will learn how to use geometric shapes to simplify drawing. They will learn how to shade effectively, cut key and rip key, Jasper Jon's line layering and develop a final piece utilising all skills from the unit.	Research Jasper Jon's Complete extra geometric shape drawings at home Attend exhibitions
Half Term 2 (Nov-Dec)	Colour Theory Students will learn introductory colour theory. They will learn how to mix accurate colours and will be tested on their colour theory knowledge. The final outcome from this unit will be a response to Michael Craig Martin.	Research Colour Theory Research Michael Craig Martin
Half Term 3 (Jan-Feb)	Michael Craig Martin Students will be introduced and analyse Michael Craig Martin's work and will complete an artist research page. Following this, students will create a final piece response which will assess their colour theory.	Observational drawings with household items, Attend exhibitions
Half Term 4 (Feb-Mar)	Natural Forms- Yayoi Kusama & Georgia O'keeffe Students will complete analysis and artist research pages on Kusama and O'keeffe and explore the theme of Natural forms. Students will use different mediums to complete observational drawings of shells, a pepper study and they will learn how to use oil pastels to create tone in the style of Georgia O'keeffe. Students will respond to Yayoi Kusama's work in numerous ways including looking at how science and art are linked and creating polka dot collages.	Research Yayoi Kusama Research Georgia O'keefe
Half Term 5 (Apr-May)	Natural Forms- Final piece Students will work in groups to create 3D flower sculptures inspired by O'keefe and Kusama. Mythological Creatures Students will learn the exquisite corpse drawing technique and have an introduction to surrealism. They will look at and respond to Lewis Carroll's Jabberwocky poem, create collages and make drawings from the collages.	Create a 3D Sculpture at home using household objects. i.e. tin foil/ cling film/ straws/ cardboard etc Read Lewis Carroll- Jabberwocky Make notes of your opinion of the work
Half Term 6 (Jun-Jul)	Mythological Creatures- Final piece/ Assessment Students will work in pairs to design and create their own 3D mythological creature using newspaper, paper mache and paint.	Practise making your mythical creature at home using newspaper and cardboard

Examples of Home Learning Tasks	Artist research pages, research pages, analysis, Collage activities, finishing classwork
Assessment Tasks, Methods & Frequency	Baseline drawing test, Observational drawings, Final piece assessed at the end of each unit
Equipment that Students Need	Pen, Pencil, Ruler, Rubber, sharpener, scissors and glue stick.

Parent / Carers can help their child by:	Attending exhibitions, having basic art equipment at home i.e. colouring pencils/ pens, making sure their child have the required materials for lessons
Useful Websites	https://www.tate.org.uk/kids https://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.npg.org.uk/
Extra-Curricular Activities & Career Opportunities	Darkroom club- Thursdays after school Art intervention catch up- Wednesdays after school

Who Can I Contact?	Head of Art	Mr Nandlal mr.nandlal@holyfamilycatholicschool.co.uk
	Teachers of Year 7	Miss Winson ms.winson@holyfamilycatholicschool.co.uk
	Art	Ms O'Donovan ms.odonovan@holyfamilycatholicschool.co.uk
		Ms L Jaber ms.jaber@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 7 – Computing



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Digital Literacy To learn about the basic ICT skills using Google suite of applications. Also an opportunity to plug any gaps from the transition from Y6-Y7.	Use Google Applied Digital Skills Suite of application(https://applieddigitalskills.withgoogle.com/c/en-uk/curriculum.html) to browse all digital lessons as this can be used cross curricular for other subjects.
Half Term 2 (Nov-Dec)	E-Safety To be aware of the potential risks to safety and well being from texting, social networking and using the Internet and how to reduce these risks.	Create a podcast informing Primary School children about cybersafety using Audacity (freely available on the Internet - http://audacity.sourceforge.net/)
Half Term 3 (Jan-Feb)	Computer Systems To learn about the physical parts of what makes up a computer system including input, output and storage devices. To learn what software is, the difference between application software and system software and being able to give examples of each.	Create a website about yourself using wix.com (freely available on the Internet - http://www.wix.com)
Half Term 4 (Feb-Mar)	Data Representation To learn that all computer data is represented using binary, a number system that uses 0s and 1s. Binary digits can be grouped together into bytes. Students create a binary converter in Scratch.	Binary game to enable learning to have a gamification element https://learningcontent.cisco.com/games/binary/index.html
Half Term 5 (Apr-May)	Scratch A complete Scratch unit where pupils learn the advanced features of block programming. Pupils independently make their own scratch storyboard.	Create an animated story using Scratch (freely available on the Internet - http://scratch.mit.edu/)
Half Term 6 (Jun-Jul)	Kodu A complete Kodu unit where pupils learn the basic features of block programming. Pupils independently make their game.	Kodu challenges and tutorials: http://www.rrojas.com/challenge/kodu

Examples of Home Learning Tasks	The following programs are available for free to download at home to help your child build their confidence, knowledge and skills in Computer Science and IT: Adventure Game Studio Alice Enchanting FreeBASIC GameMaker Lite Kodu Lazarus Touch Typing Scratch
Assessment Tasks, Methods & Frequency	Assessment tasks/activities are carried out throughout each lesson to consolidate learning outcomes

Equipment that Students Need	None needed. All provided within the department.
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Parent / Carers can help their child by:	Signing up to Google Guardian and checking their Google Guardian account and reminding their child with any upcoming homework deadlines.
Useful Websites	https://applieddigitalskills.withgoogle.com/c/en/curriculum.html
Extra-Curricular Activities & Career Opportunities	Coding club offered to the year group and STEM club opportunity.

Who Can I Contact?	Head of Computing & IT	Mr Wynter
	Teachers of Year 7 Computing	Mr Wynter & Mr Heskey

Holy Family Catholic School Curriculum Overview Year 7 – Drama



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Introduction to Drama An introduction to the subject, focusing on: team work, trust, the rules of the drama space, how to create a piece of drama, how to evaluate a piece of drama, voice and movement skills, and the techniques of frozen image and mime.	Research the following drama techniques: <ul style="list-style-type: none"> - Frozen Image - Mime
Half Term 2 (Nov-Dec)	The Paperbag Princess/Story-Telling Explores the construct of a fairy tale, focusing on the use of stereotypes and gender roles.	Research the following drama techniques: <ul style="list-style-type: none"> - Thoughts Aloud - Narration - Role-Play Read The Paper Bag Princess by Michael Martchenko.
Half Term 3 (Jan-Feb)	Darkwood Manor A scheme of work that is centred around the genre of horror and suspense using the fictitious story of 'Darkwood Manor' as a stimulus.	Research the following drama techniques: <ul style="list-style-type: none"> - Physical Theatre - Soundscape - Teacher-in-role
Half Term 4 (Feb-Mar)	Starbeast A scheme of work using the science fiction novella 'The Starbeast' by Robert A. Heinlein as a stimulus. The story explores themes of acceptance, discrimination, abuse of power and bullying.	Research the following drama techniques: <ul style="list-style-type: none"> - Whole class Role-Play - Improvisation Read the story of 'The Starbeast' by Robert A. Heinlein
Summer Term (Apr-Jul)	Melodrama An exploration of the theatrical genre of Melodrama. This scheme covers the final term of year 7 and students learn the history of the genre, undertake workshops that focus of Melodramatic characterisation and build a whole class performance of the play 'Maria Marten and the Murder in the Red Barn'.	Research historical facts of the genre Melodrama. Rehearsal and development of exaggerated voice and movement skills <ul style="list-style-type: none"> - Line learning - Costume, sound and prop development Read the play (and watch the film version of) 'Maria Marten and the Red Barn' by Maurice Elvey

Examples of Home Learning Tasks	Drama is a practical subject, therefore home learning will be largely practical in nature, focusing on: reading (Play-texts, newspaper articles, theatre reviews
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	and other printed stimuli), line learning, monologue development/script development, watching performances online and rehearsal and refinement of script work.
Assessment Tasks, Methods & Frequency	<p>Students will complete a performance at the end of each unit of work which will be focused on specific Drama techniques and skills. Students will also complete a written self evaluation or peer evaluation, based on their final assessed performance.</p> <p>Students are provided with a Drama Learning Booklet for each unit undertaken, which will include: assessment criteria/foci for the unit, lesson by lesson learning objective, assessment objective and resources, a key words and vocabulary glossary, evaluation sentence starters (to be used within lesson time) and a written assessment template.</p>
Equipment that Students Need	<ul style="list-style-type: none"> • Learning Booklet (which will mostly be retained by the teacher) • Pens (black and Green)

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Joining their child's Drama Google Classroom • Taking them to watch live theatre performances frequently • Encouraging their child to join an extra-curricular drama club
Useful Websites	http://youtube.com http://www.bbc.co.uk/schools/gcsebitesize/drama/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • KS3 Drama Club • Bi-annual Holy Family Whole School Production • Opportunities to take part in workshops provided by professional actors/directors/playwrights • Opportunities to attend theatre trips

Who Can I Contact?	Head of Drama	Miss Hampshire - ms.hampshire@holyfamilycatholicschool.co.uk
	Teachers of Year 7 Drama	Mrs Henry - mrs.henry@holyfamilycatholicschool.co.uk Ms Oseke - ms.oseke@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 7 – English



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	First Day at School - Baseline writing mini unit	
Half Term 2 (Nov-Dec)	Myths and Legends (stories and extracts) Students will read a range of Greek and wider European myths; explore ideas about storytelling, heroism and how narrative perspective influences a reader's interpretation; use mythology as a springboard for their own writing.	Read about Greek myths, for example by reading books by Stephen Fry: Mythos and Heroes and Troy.
Half Term 3 (Jan-Feb)	The Tempest (William Shakespeare) Students will explore Shakespeare's world and language; understand the idea of context and how this influences texts; explore Shakespeare's world and the events that led to the Tempest being written.	Students should read other Shakespeare stories, for example by reading Manga Shakespeare or The Shakespeare Stories.
Half Term 4 (Feb-Mar)		
Half Term 5 (Apr-May)	Marvellous Metaphors (poetry) Students will study a wide range of poetry about animals and nature and narrative poetry of adventure and mystery; they will be introduced to metaphor and other figurative techniques.	Students should read more poetry by Benjamin Zephaniah for example.
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	Research tasks, pre reading tasks, knowledge consolidation tasks, creative writing tasks.
Assessment Tasks, Methods & Frequency	Formal assessment at least once a term, regular informal writing tasks.
Equipment that Students Need	Blue or black pen, highlighter pens. A small dictionary and thesaurus are also recommended.

Parent / Carers can help their child by:	Reading regularly with your child, to your child, or listening to them read. Checking the accuracy and completion of any homework set.
Useful Websites	https://senecalearning.com/en-GB/
Extra-Curricular Activities & Career Opportunities	Theatre trips, contributing to the school magazine and regular competitions. English language skills are vital for most jobs and very useful for any career that involves a need for strong communication skills, as well as law, journalism and marketing roles.

Who Can I Contact?	Head of English	Mr Parry
	KS3 English Co-ordinator	Ms Duffy
	Teachers of Year 7 English	Mr Freeman, Mrs Crabtree, Mrs Gaynor, Ms Duffy, Ms Oloafe, Mr Sharp, Mrs Scullion

Holy Family Catholic School Curriculum Overview Year 7 – French



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	phonics , the alphabet, introducing oneself and others, describing personalities, birthdays, age, dates, pets, family	Register for and use Duolingo Have a Collins Easy Learning Dictionary
Half Term 2 (Nov-Dec)	describing oneself & family, giving opinions, where you live, using infinitive verbs	https://fr.maryglasgowplus.com/students/features/43423?level=allons+y
Half Term 3 (Jan-Feb)	Describing the weather and seasons, using the verbs 'jouer' and 'faire, opinions + infinitives, the near future	French Bitesize https://www.bbc.co.uk/bitesize/subjects/zgdqxb
Half Term 4 (Feb-Mar)	Describing a school day, the uniform, subjects, using -er verbs, the time, opinions	www.1jour1actu.com
Half Term 5 (Apr-May)	Discussing breakfast, celebrations. places in town	Astérix et Obélix Tintin
Half Term 6 (Jun-Jul)	Describing future activities in extended sentences, using opinions + infinitives, film study	Le petit prince

Examples of Home Learning Tasks	Reading comprehension, writing developed paragraphs, online work on Activelearn, translation tasks
Assessment Tasks, Methods & Frequency	Listening, speaking, reading, writing during lessons as formal assessments termly.
Equipment that Students Need	A Student Guide (provided), a ruler, highlighters, coloured pens.

Parent / Carers can help their child by:	Checking their exercise book and Google Classroom submissions weekly. Questioning them on what new language they have learnt this week.
Useful Websites	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com
Extra-Curricular Activities & Career Opportunities	Languages café https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages

Who Can I Contact?	KS3 French Lead	Ms Orblin
	Teachers of Year 7 French	Ms Orblin Ms St-Aimie Ms Traore

Holy Family Catholic School Curriculum Overview Year 7 – Geography



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Geography 101 - An introduction to the foundations of geography: <ul style="list-style-type: none"> World map knowledge Settlement Industry 	<p>Students should listen to, read and/or watch the news regularly.</p> <p>Students could broaden their knowledge of the natural world through watching documentaries such as David Attenborough with wider links to geography topics.</p>
Half Term 2 (Nov-Dec)	Climate change and Environmental Degradation <ul style="list-style-type: none"> Climate Change over time Causes of climate change Management of climate change The difference between CC and environmental degradation 	
Half Term 3 (Jan-Feb)	Map skills <ul style="list-style-type: none"> Grid references, contours, symbols, scale Cold Environments <ul style="list-style-type: none"> Distribution of cold environments Adaptations Reasons why these areas are so cold 	
Half Term 4 (Feb-Mar)	Cold Environments <ul style="list-style-type: none"> Opportunities and challenges The threat of climate change 	
Half Term 5 (Apr-May)	Weather Hazards <ul style="list-style-type: none"> UK Weather Hazards 	
Half Term 6 (Jun-Jul)	Weather Hazards <ul style="list-style-type: none"> Weather hazards around the world Comparing the impacts of weather hazards in an HIC and an LIC 	

Examples of Home Learning Tasks	Homework booklets for each topic including reading homework, map skills, locational knowledge, literacy tasks, numeracy tasks, Geography in the news and revision exercises.
Assessment Tasks, Methods & Frequency	Extended writing, GCSE style questions, regular low stakes quizzes, end of topic assessments.
Equipment that Students Need	Pen (green and black), at least three coloured pens, pencil, ruler, calculator, highlighters, glue stick

Parent / Carers can help their child by:	Discussing schoolwork with their child and encouraging an interest in current affairs.
Useful Websites	https://www.bbc.co.uk/bitesize/subjects/zvt3bqt
Extra-Curricular Activities & Career Opportunities	Regular discussion of career opportunities Online lectures and talks that are relevant to areas of study

Who Can I Contact?	Head of Geography	Ms Herrick
	Teachers of Year 7 Geography	Ms Herrick & Mrs Sayer

Holy Family Catholic School Curriculum

Overview Year 7 – History



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	How is being a Year 7 student similar to being a citizen of Roman Britain and the Kingdom of Kush? Why did William win the Battle of Hastings? How did he control England?	Choose a book or film from our w History Reading List.docx https://docs.google.com/document/d/1Hb15gY3oVtfxbJNy4RNFuFhkRQdkHbW/edit?usp=sharing&ouid=104097838839705805535&rtpof=true&sd=true
Half Term 2 (Nov-Dec)	Why did William win the Battle of Hastings? How did he control England? How did English law and order change from 1066-1700?	
Half Term 3 (Jan-Feb)	"Sultan Murad or Sultana Isabela?" Which would Spider-Man pick as having the greatest superpowers?	
Half Term 4 (Feb-Mar)	What were the consequences of the Renaissance witch-hunts?	
Half Term 5 (Apr-May)	"A terrifying toll or excitingly exceptional?" What did it mean to be different in the Industrial Age?	
Half Term 6 (Jun-Jul)	"A terrifying toll or excitingly exceptional?" What did it mean to be different in the Industrial Age?	

Examples of Home Learning Tasks	Includes creative writing, independent research and a creative fun research task
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • Baseline assessment on causation, source work and historical interpretations (Hastings) • Change and Continuity assessment (Law and Order) • Similarity and difference assessment (Ottoman Empire) • Consequences assessment (witches) • Source assessment (industrial period)
Equipment that Students Need	Pen (green and black), pencil, ruler, highlighters and a glue stick

Parent / Carers can help their child by:	Asking students to read extended written work out loud to them and encouraging them to complete re-drafts of this work.
Useful Websites	https://www.bbc.co.uk/bitesize/subjects/z7svr82
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Trip to Mountfitchet Castle • History Club • Links to careers during assessment feedback lessons • BHM and LGBT+ History Month activities. Culture Day.

Who Can I Contact?	Head of History	Mr E Shah
	Teachers of Year 7 History	Mr Shah, Ms Parker, Ms Warren, Ms Hu, Ms Fodor

Holy Family Catholic School Curriculum

Overview Year 7 – Mathematics



	Curriculum Content		Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Core 1.1 Two-way tables and bar charts 1.2 Averages and range 1.3 Grouped data 1.4 More graphs 1.5 Pie charts 1.6 STEM: Scatter graphs and correlation 2.1 Factors, primes and multiples 2.2 Using negative numbers 2.3 Multiplying and dividing 2.4 Squares and square roots 2.5 More powers and roots 2.6 Calculations	Support 1.1 Tables and pictograms 1.2 Bar charts 1.3 Grouped data 1.4 Mode and modal class 1.5 Range and median 1.6 Mean 2.1 Adding 2.2 Subtracting 2.3 Multiplying 2.4 Dividing 2.5 Multiplying and dividing by 10, 100 and 1000 2.6 Using the four operations 2.7 Positive and negative numbers	Completion of tasks on Digital PLC on google classroom
Half Term 2 (Nov-Dec)	3.1 Simplifying algebraic expressions 3.2 Writing algebraic expressions 3.3 STEM: Using formulae 3.4 Writing formulae 3.5 Brackets and powers 3.6 Factorising expressions 4.1 Working with fractions 4.2 Adding and subtracting fractions 4.3 Fractions, decimals and percentages 4.4 Multiplying and dividing fractions 4.5 Working with mixed numbers	3.1 Using functions 3.2 Function machines 3.3 Simplify expressions 3.4 Writing expressions 3.5 STEM: Using formulae 3.6 Writing formulae 4.1 Real-life graphs 4.2 Coordinates 4.3 Graphs of functions 4.4 STEM: Scientific graphs	Completion of tasks on Digital PLC on google classroom
Half Term 3 (Jan-Feb)	5.1 Angles and parallel lines 5.2 Triangles 5.3 Quadrilaterals 5.4 Polygons 6.1 Ordering decimals 6.2 Rounding decimals 6.3 Adding and subtracting decimals 6.4 Multiplying decimals 6.5 Dividing decimals 6.6 Fractions, decimals and percentages 6.7 FINANCE: Working with percentages	5.1 Number rules and relationships 5.2 Multiples 5.3 Multiplication 5.4 Division 5.5 Solving problems 5.6 Factors and primes 5.7 Common factors and multiples 6.1 Estimates and measures 6.2 Decimal numbers 6.3 Metric units 6.4 Adding and subtracting decimals 6.5 Rounding 6.6 Multiplying and dividing decimals 6.7 FINANCE: Calculating with money	Completion of tasks on Digital PLC on google classroom

Half Term 4 (Feb-Mar)	7.1 Solving one-step equations 7.2 Solving two-step equations 7.3 More complex equations 7.4 Trial and improvement	7.1 Right angles and lines 7.2 Measuring angles 1 7.3 Measuring angles 2 7.4 Drawing and estimating angles 7.5 Putting angles together	Completion of tasks on Digital PLC on google classroom
Half Term 5 (Apr-May)	8.1 STEM: Metric and imperial units 8.2 Writing ratios 8.3 Sharing in a given ratio 8.4 Proportion 8.5 Proportional reasoning 8.6 Using the unitary method 9.1 Triangles, parallelograms and trapeziums 9.2 Perimeter and area of compound shapes 9.3 Properties of 3D solids 9.4 Surface area 9.5 Volume 9.6 STEM: Measures of area and volume	8.1 Shapes 8.2 Symmetry in shapes 8.3 More symmetry 8.4 Regular polygons 8.5 Perimeter 8.6 Area 9.1 Comparing fractions 9.2 Equivalent fractions 9.3 Calculating with fractions 9.4 Adding and subtracting fractions 9.5 Introducing percentages 9.6 FINANCE: Finding percentages	Completion of tasks on Digital PLC on google classroom
Half Term 6 (Jun-Jul)	10.1 Sequences 10.2 The nth term 10.3 Pattern sequences 10.4 Coordinates and line segments 10.5 Graphs	10.1 Reflection 10.2 Translation 10.3 Rotation 10.4 STEM: Congruency	Completion of tasks on Digital PLC on google classroom

Examples of Home Learning Tasks	Tasks from Mathematics Mastery workbook Tasks on Mathswatch Tasks from the Digital PLC Parallel Maths Project
Assessment Tasks, Methods & Frequency	Autumn: <ul style="list-style-type: none"> Year 7 baseline test End of term assessment Spring: <ul style="list-style-type: none"> End of term assessment Summer: <ul style="list-style-type: none"> End of year test
Equipment that Students Need	2 black pens, green pen, pencil, ruler, protractor, compass and a scientific calculator. Half termly equipment checks take place.

Parent / Carers can help their child by:	Ensuring all homework is completed. Support the department by ensuring their child uses the digital PLC to revise for assessments or when they have missed school. Ensure their children have the correct equipment at all times as stated above.
Useful Websites	https://vle.mathswatch.co.uk/vle/ https://corbettmaths.com/ https://parallel.org.uk/
Extra-Curricular Activities & Career Opportunities	Star challenge questions. Independent study using MathsWatch. Students selected for Junior Maths Challenge. Parallel Maths Challenge.

Who Can I Contact ?	Head of Mathematics	Mr McCollin Ms Atakan (Deputy Head of Mathematics)
	KS3 Mathematics Co-ordinator	Ms Yeboah
	Teachers of Year 7 Mathematics	Ms Maslowska, Ms Scott, Ms Yeboah, Ms Thomas, Ms Berlo, Mr Kyere, Mrs Asante

Holy Family Catholic School Curriculum

Overview Year 7 – Music



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	The Elements of Music Pupils will learn about the elements of music in a practical way, performing vocal ensemble pieces with simple vocal harmony.	Research the following: https://www.andrewdownes.com/The-Elements-of-Music.html
Half Term 2 (Nov-Dec)	The Music of Winter Students will develop their performance skills by singing and exploring a range of music that has been composed for winter, from Vivaldi's 'Winter' to modern carol arrangements.	Research the following: https://www.andrewdownes.com/Music-Theory.html
Half Term 3 (Jan-Feb)	Ode to Joy - Foundation Keyboard Skills Students will develop their keyboard playing ability through learning Beethoven's Ode to Joy in C-position. Students will learn how to read and play both treble and bass clef notation.	Research the following: https://www.andrewdownes.com/Music-Theory.html
Half Term 4 (Feb-Mar)	African Rhythms Students will learn about the music of Saharan Africa with a focus on traditional music. Students will both perform and improvise African drumming and vocal music.	Research the following: https://www.bbc.co.uk/bitesize/guides/zhsny4j/revision/1
Half Term 5 (Apr-May)	Extending Keyboard Skills Students will develop their keyboard playing ability through a series of pieces and activities both whole class and individual. Through this playing they will also develop their knowledge of conventional music theory.	Research the following: https://www.bitesizepiano.co.uk
Half Term 6 (Jun-Jul)	Chords, Bass and Beats Students will learn basic chords in root position, simple bass lines and rhythms to equip them with the skills to create their own pop style composition and performance.	Research the following: https://www.bbc.co.uk/bitesize/topics/z3dqhyc

Examples of Home Learning Tasks	Music is a practical subject, therefore home learning will be largely practical in nature, focusing on: practicing (if you have instruments at home or using the music room at lunchtimes/after school), researching composers/performers, researching job roles in the music industry, theory quizzes, lyric writing, listening to music and describing it using subject specific language.
Assessment Tasks, Methods & Frequency	Students will complete an assessment at the end of each unit of work which will either be a composition or a performance task. Students will also undertake various quizzes and mini tests to check knowledge throughout the year of the musical elements, note values and appraising music. Students are provided with booklets for every scheme of work and will include assessment criteria/focus for the unit, lesson by lesson learning objectives, assessment objectives and resources for all of the lessons.
Equipment that Students Need	<ul style="list-style-type: none"> • Learning Booklets (which will be kept at school) • Pens (Black and Green)

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Joining their child's Music Google Classroom • Taking their child to see some live music
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	<ul style="list-style-type: none"> • Encouraging them to listen to different types of music • Encouraging their child to join an extracurricular Music club
Useful Websites	<ul style="list-style-type: none"> • http://www.bbc.co.uk/education/subjects/zmsvr82 • http://www.your-personal-singing-guide.com/choir-singing.htm • http://www.dsokids.com/ • http://www.mymusictheory.com/ • http://www.youtube.com • http://www.musictheoryvideos.com/ • http://www.musictheory.net/ • http://www.last.fm
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • KS3 Keyboard / Ukulele Club • Orchestra • Choir • Performing in front of others on their instrument in assemblies • Bi-annual Holy Family Whole School Production • Opportunities to go on trips to go and see some live music

Who Can I Contact?	Head of Music	Mr Strachan mr.strachan@holyfamilycatholicschool.co.uk
	Teachers of Year 7 Music	Mr Strachan mr.strachan@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 7 – PE



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct) Half Term 2 (Nov-Dec) Half Term 3 (Jan-Feb) Half Term 4 (Feb-Mar) Half Term 5 (Apr-May) Half Term 6 (Jun-Jul)	<p style="text-align: center;">Exploring Physical Literacy</p> <ul style="list-style-type: none"> Have the knowledge and understanding of how to be active. Have the confidence to be active Have the physical skills to be active Be motivated to be active <p>Unit 1: Skills for Individual performance</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> Athletics Gymnastics Badminton Table Tennis Tennis <p><u>Key Learning Outcome</u></p> <ul style="list-style-type: none"> Hands - improve my physical skills Head - improve my knowledge and understanding of specific activities Heart - Learn the value of 'Best effort' <p>Unit 2: Skills for Team performance</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> Netball Basketball Tag Rugby Volleyball <p><u>Key Learning Outcome</u></p> <ul style="list-style-type: none"> Hands - improve my physical skills Head - improve my knowledge and understanding of specific activities Heart - Learn the value of working positively with others <p>Unit 3: Skills for Health and Fitness</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> Circuits Continuous Intervals <p><u>Key Learning Outcome</u></p> <ul style="list-style-type: none"> Hands - improve my physical skills/ fitness 	<ul style="list-style-type: none"> Wider reading about sport Attend extra-curricular clubs at school Join clubs outside of school Watch sport in your local community and on TV Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle

	<ul style="list-style-type: none"> • Head - improve my knowledge and understanding of how to exercise • Heart - Improve my confidence to exercise <p>You will be taught through a mixture of Direct Instruction, Peer Teaching and Personalised Systems for Instruction</p>	
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Examples of Home Learning Tasks	
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • AfL and Formative Assessment (Questioning, Observation, Feedback) • Regular descriptive feedback (teacher, self, peer) • Clear vision of learning target. What does it look like? The qualities/ criteria involved. • Use of models and examples to highlight strong and weak work. • Learning log
Equipment that Students Need	Holy Family PE T-Shirt Holy Family PE Shorts White Sports Socks Trainers

Useful Websites	
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Lunch/Afterschool Sports Clubs - Various • Football Team • Basketball Team • Cross - Country Team • Athletics Team • Netball Team

Who Can I Contact?	Head of PE	Mrs E Cole
	Teachers of Year 8 PE	Mr R Wilbraham, Mr E Graefe, Ms M Winter, Ms K Paul Jones
	Sports Coach	Mr D Lavinier
	PE TA	Mr K Lisbie

Holy Family Catholic School Curriculum Overview Year 7 – Religious Education



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p><u>Belonging to the Holy Family community:</u> Pupils will firstly complete a brief introductory module studying the Catholic faith and nature of our school community.</p> <p><u>Creation and Covenant: The Creation Story</u> Pupils will begin study of the new RECD (2022). Content will include creation, interpretation of creation from theological, philosophical and scientific perspectives, <i>imago Dei</i> and the dignity of human beings, Catholic Social Teaching (CST), and environmental ethics.</p>	<p>https://www.christianity.com/wiki/bible/image-of-god-meaning-imago-dei-in-the-bible.html</p> <p>https://cafod.org.uk/Pray/Catholic-social-teaching</p> <p>https://cafod.org.uk/Pray/Laudato-Si-encyclical</p>
Half Term 2 (Nov-Dec)	<p><u>Prophecy and Promise: The Bible</u> Study of the meaning of prophecy and the promises that are fulfilled in the New Testament. Study of the meaning of saying Jesus is God incarnate, an understanding of the Holy Trinity, building on knowledge of the Bible and how to interpret scripture (including an understanding of the literary genres and the authors), and divergent understandings of the Bible and Biblical authority (between Catholic and Protestant Churches). Pupils will also create an artistic expression of scripture that reflects its personal meaning for them.</p>	<p>https://www.bbc.co.uk/bitesize/guides/zk8bcj6/revision/1</p> <p>https://www.learnreligions.com/prophecies-of-jesus-fulfilled-700159</p>
Half Term 3 (Jan-Feb)	<p><u>From Galilee to Jerusalem: Who is Jesus?</u> Pupils will study the key question of who Jesus was; this will include; the incarnation, the various titles of Jesus, the Trinity, how the Trinity is reflected in worship, what Catholics learn from Jesus as the model of a perfect human being and how many Catholics devote their lives to following the example of Jesus, this includes Mychal Judge and how the example of Jesus can be applied to the world of business.</p>	<p>https://www.bbc.co.uk/bitesize/guides/ztxm97h/revision/6</p> <p>https://www.christianity.com/christian-life/what-is-the-golden-rule.html</p>
Half Term 4 (Feb-Mar)	<p><u>From Desert to Garden: The Eucharist</u> Study of the Paschal Mystery, this will include a study of the story of Exodus, Passover, the story of the Last Supper, the institution of the Sacrament of the Eucharist, why the Eucharist is the 'source and summit of Christian life', how the Mass is structured in the Catholic Church, how the Eucharist makes Jesus truly present, how Catholics can carry Jesus into the world, divergent Christian beliefs about the Eucharist, and how the Eucharist is presented in art.</p>	<p>https://www.bbc.co.uk/religion/religions/judaism/history/moses_1.shtml</p> <p>https://www.sparknotes.com/lit/oldtestament/section4/</p> <p>https://www.learnreligions.com/holy-week-timeline-700618</p> <p>https://www.catholic.org/lent/story.php?id=36022</p> <p>https://www.catholic.com/qa/why-the-eucharist-is-the-source-and-summit-of-christianity</p>

		https://stmarysalton.com/holy-communion
Half Term 5 (Apr-May)	<p><u>To the Ends of the Earth: The Church and the Holy Spirit</u></p> <p>A study of the early Christian community; this will include the writings of St. Luke in his Gospel and Acts of the Apostles, the role of the Holy Spirit in the early church and today, the story of Pentecost, how the great commission was put into action by early Christians. They will also study the sacrament of Confirmation and the gifts of the Holy Spirit. Pupils will also create an artistic expression of Pentecost that reflects its personal meaning for them.</p>	<p>https://www.learnreligions.com/what-is-the-great-commission-700702</p> <p>BBC - Religions - Christianity: Confirmation.</p>
Half Term 6 (Jun-Jul)	<p><u>Dialogue and Encounter: Christian Denominations and Hinduism</u></p> <p>A study of how Christianity spread to be the largest religion in the world with around 2.3 billion followers. This will include the study of how ecumenical councils have been important, when disagreements on matters of faith and practice could not be resolved which led to divides and reforms within Christianity, the many Christian denominations today and how they can work together for Christian unity. They will also study another world faith- Hinduism, studying key beliefs and practices and the impact they have on the lives of their believers.</p>	<p>Branches of Christianity - God and authority in Christianity - GCSE Religious Studies Revision - Edexcel - BBC Bitesize.</p> <p>https://www.bbc.co.uk/bitesize/articles/zmpp92p</p>

Examples of Home Learning Tasks	Reading and analysis of Biblical scripture, writing developed paragraphs in response to a question, completion of quizzes on key knowledge on Google Forms.
Assessment Tasks, Methods & Frequency	<p><u>Ways of knowing:</u></p> <ul style="list-style-type: none"> • Understanding (recalling, describing and explaining beliefs and practices) • Discern (consider, compare and contrast beliefs and practices with own viewpoints and those of other communities) • Respond (reflecting and evaluating the beliefs and practices of the Church in response to stimulus material, including quotes, artistic material, and ethical questions). <p>Half-termly formal assessment, mid way through topic, formative assessment.</p>
Equipment that Students Need	Access to the Bible (provided), dictionary, black/blue pen, red and green pen, highlighters, coloured pencils (provided), and ruler.

Parent / Carers can help their child by:	Checking their exercise book and Google Classroom submissions weekly.
Useful Websites	<p>https://www.biblegateway.com/</p> <p>http://www.liturgyoffice.org.uk/Calendar/2022/index.shtml</p> <p>https://www.vatican.va/archive/ENG0015/INDEX.HTM</p>

Extra-Curricular Activities & Career Opportunities	SVP Peace Club Chaplaincy service Liturgy Leaders https://www.natre.org.uk/news/latest-news/videos-of-careers-for-graduates-in-theology-and-religious-studies/

Who Can I Contact?	Head of Religious Education	Mrs Aoife Kean (Head of RE) ms.kean@holyfamilycatholicschool.co.uk
	Teachers of Year 7 Religious Education	Ms. Joseph ms.joseph@holyfamilycatholicschool.co.uk Ms. Richards-Fearon ms.richards-fearon@holyfamilycatholicschool.co.uk Mr. Bird mr.bird@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 7 – Science

Biology, Chemistry and Physics



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Working Scientifically Students will develop skills in writing a plan for an investigation by identifying key variables and learn to record their results suitably, plot graphs, write a conclusion and evaluate their work.</p> <p>Elements, atoms and Compounds Students will be able to explain why a compound has different properties to the elements in it</p> <p>Periodic Table Students will interpret data and make predictions of the different groups of the periodic table</p>	<p>The Illustrated Science Dictionary</p> <p>A Short History of Nearly Everything by Bill Bryson</p>
Half Term 2 (Nov-Dec)	<p>Particles and their behaviour Students will use the particle model to explain why different properties, changes of state, diffusion and gas pressure</p> <p>Reactions Students will investigate how different metals react with dilute acids, oxygen and water, representing their observations using word and chemical equations</p>	<p>Women in Science: 50 Fearless Pioneers Who Changed the World by Rachel Ignotofsky</p>
Half Term 3 (Jan-Feb)	<p>Cells and Organisation Students will learn the similarities and differences between a plant and an animal cell. They will compare different types of specialised cells; how they are adapted to do their job. Students will also learn how to use a microscope.</p> <p>Structure and Function of Body Systems Students will learn about the different organs that make up the organ systems of the breathing and skeletal systems.</p>	<p>Randall Munroe</p> <p>by Randall Munroe</p>
Half Term 4 (Feb-Mar)	<p>Energy This unit is taught alongside the 'Working Scientifically' unit. Students will compare different types and transfers of energy.</p> <p>SCIENCE WEEK</p> <p>Sound Students will learn how sound is made, detected & transferred</p>	<p>The Way Things Work Now</p> <p>by David Macauley</p>

Half Term 5 (Apr-May)	Light Students will learn how to draw ray diagrams to illustrate how light behaves in different circumstances. End of year exam - includes all Y7 content delivered.	Why is not green? The Science Museum by Glenn Murphy
Half Term 6 (Jun-Jul)	Reproduction Students will learn about the main changes that take place during puberty and reproduction in both plants and animals	World of Science Various Authors edited by Belinda Gallaher

Examples of Home Learning Tasks	Extended Writing Literacy projects Seneca Online tasks and quizzes Literacy and Numeracy tasks per topic
Assessment Tasks, Methods & Frequency	Combined end of topic tests on 2 topics every half-term i.e. every 5-6 weeks. End of Year Exam (all topics covered)
Equipment that Students Need	Basic stationary: pens (black and green), pencil, ruler, rubber Specificic equipment: calculator

Parent / Carers can help their child by:	Joining the 'Google Classroom' to enable discussion about their learning and homework requirements. Ensuring their child is fully equipped at the beginning of the academic year. Attending Parents' Evenings.
Useful Websites	https://www.bbc.co.uk/bitesize/subjects/zng4d2p https://www.cognitoresources.org/resources/ks3/science http://www.docbrown.info/ks3science.htm http://www.eschooltoday.com/
Extra-Curricular Activities & Career Opportunities	CREST Bronze Award Club Salters on-line Chemistry Club KS3 Science Club Trips: Salters Festival Discovery Days, Discovery Centre-Hyde Park & BayLab workshop -Heart Mechanics

Who Can I Contact?	Head/Deputy Head of Science	Mr Thrasivoulou/Ms Johnson
	KS3 Science Co-ordinator	Ms Anjorin
	Teachers of Year 7 Science	Ms Anjorin Ms Danila Ms Sariyska

Holy Family Catholic School Curriculum Overview Year 7 – Spanish



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Alphabet and pronunciation, introducing yourself, talking about your personality, learning about masculine and feminine gender, talking about ages, talking about family members.	Register for and use Duolingo Have a Collins Easy Learning Dictionary
Half Term 2 (Nov-Dec)	Saying when your birthday is- learning months of the year, pets, using colours and agreements- gender and number, describing a photocard.	https://www.bbc.co.uk/bitesize/subjects/zfckjxs
Half Term 3 (Jan-Feb)	Describing the weather, free time activities, sports, more extensive use of TONIC.	https://snappyspanish.com/beginner-spanish-stories/
Half Term 4 (Feb-Mar)	Introducing irregular verbs and BOOT verbs, giving a more complex opinion, working with more challenging and complex texts about hobbies.	https://cuentosparadormir.com/
Half Term 5 (Apr-May)	Talking about school subjects, giving your opinion, talking about your timetable, describing your school, activities you do at break.	https://www.thespanishexperiment.com/stories
Half Term 6 (Jun-Jul)	Giving physical description, introduction to the verb ESTAR, describing where you live, using TONIC and adjectives more accurately. Film study: Coco	https://snappyspanish.com/beginner-spanish-stories/

Examples of Home Learning Tasks	Reading comprehension, writing developed paragraphs, online work on Activelearn
Assessment Tasks, Methods & Frequency	Listening, speaking, reading, writing, grammar and translation during lessons and formal assessments half-termly.
Equipment that Students Need	A Student Guide (provided), a ruler, highlighters, coloured pens.

Parent / Carers can help their child by:	Checking their exercise book and Google Classroom submissions weekly.
Useful Websites	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com
Extra-Curricular Activities & Career Opportunities	Pen pal exchange Languages café https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages Spanish Christmas carol club

Who Can I Contact?	Teachers of Year 7 Spanish	Ms Orblin Ms Prada Ms St-Aimie Ms Traore
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Holy Family Catholic School Curriculum Overview Year 7 – Technology (Design Tech)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p><u>HEALTH & SAFETY</u></p> <p>Pupils will learn workshop rules and routines. They will research H&S signs and detailed discussions on safety in the workshop. This aspect will conclude, for assessment, with the creation of an A3 size poster to promote correct H&S at Holy Family Catholic School</p> <p><u>Bottle opener</u></p> <ul style="list-style-type: none"> • Discuss and show e.g. to show anthropometrics and ergonomics. • Discuss use of levers in daily life. • Demo use of 2 lengths of B.O to show leverage • Discuss different classes of levers • Worksheet on 4 initial designs for BO • Transfer best design onto modelling card • Use odd-leg callipers to get the centre line. • Transfer card design onto metal. • Demo clamping and filing technique. Two methods-draw/cross filing. • Demo filing of finger grips-half round file • Draw the tangents • Complete polishing process and use the polisher. • Mask off area not to be dip coated using masking tape. • Heat opener and dip coat. • Remove masking tape • Refine the edge of plastic using a craft knife. • Remove adhesive and polish using brasso metal polish. • Evaluate use and mark practical 	<ul style="list-style-type: none"> • Development of a complex card design • Creation of a unique and complex final design • Creation of a unique CLAW that is different but works to open a bottle. • Video on 'How to solder' • www.technologystudent.com • , • www.howitworks.com • www.bbcbitsize.co.uk
Half Term 2 (Nov-Dec)	<p><u>Bottle opener</u>(continued)</p> <ul style="list-style-type: none"> • Draw the tangents • Complete polishing process and use the polisher. • Mask off area not to be dip coated using masking tape. • Heat opener and dip coat. • Remove masking tape • Refine the edge of plastic using a craft knife. 	<ul style="list-style-type: none"> • Development of a complex card design • Creation of a unique and complex final design • Creation of a unique CLAW that is different but works to open a bottle. • Video on 'How to solder'

	<ul style="list-style-type: none"> Remove adhesive and polish using brasso metal polish. Evaluate use and mark practical 	<ul style="list-style-type: none"> www.technologystudent.com , www.howitworks.com www.bbcbitsize.co.uk
Half Term 3 (Jan-Feb)	<p><u>Pop up cards (paper Engineering) using Techsoft 2D 6 weeks</u></p> <ul style="list-style-type: none"> Pupils will design and make a range of pop up cards to a chosen celebration theme Pupils will learn to draw simple pop up mechanisms using a 2D drawing software –Techsoft 2D Design. Use a range of drawing tools on Techsoft 2D How to convert cutting lines in to red How to make cuts in the middle of card by deleting unwanted lines Pupils will draw 4 designs using 4 different card mechanisms by hand Draw the best 2 on computer using Techsoft 2D Using CNC machines cut out their best design. Add colours using a variety of manual techniques Add decorations and fonts/writing a message Draw an envelope using Techsoft 2D to match with card size Print this out on paper and cut using scissors 	<ul style="list-style-type: none"> Uniqueness of final design Creation of different card engineering types by hand and using computer.- complexity of design. Creation of final product with variety of rendering techniques by hand and using software. Produce a professional finish to match with the theme to the final product use of correct materials, size, colour, proportions, use of shadow. Show fine detail of the design to make it appear as real as possible Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web
Half Term 4 (Feb-Mar)	<p><u>Sketchup : Night Light 5 weeks</u></p> <ul style="list-style-type: none"> Learn Basic concepts and the function of drawing tools in the software-' How to sheets' Mini assessment on a basic design of a house Adding texture/materials/importing of designs Final Assessment: Pupils draw the Night light by using most of the functions of Google sketchup <p>NB: Google sketchup may be downloaded free from the internet</p>	<ul style="list-style-type: none"> Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web Watch youtube tutorials on how to use Sketchup 2017 effectively Pupils may produce a 3D architectural model of a fully built house- use sketchup2017. Complete peer assessment with correct terminology Creation of interesting and challenging card models(Bottle opener/ key tag/night light) to ensure that making is a success Draw realistic designs using Techsoft 2D Design tools

		<ul style="list-style-type: none"> Some evidence of disassembly or use of components of a simple circuit. Application of learnt processes in future related projects. Pupils can confidently communicate their designs with members of the class and use of tools and machinery to create unique designs. Problem solving skills are continuously displayed
Half Term 5 (Apr-May)	<p><u>Night Light</u> Research – analysis of existing products/ basic circuit written out Card designs stuck on moulds Colour chosen and moulds placed on Selected Polystyrene sheet. On bordered paper, copy out the working drawing of the base. Vac form moulds as they draw their sheets Use Gerbil to remove mould from sheets. Discuss the position of the support bracket and therefore the position of the hole. Mark out acrylic blanks according to the worksheet. Add the centre for the shade. Use of marking out tools Drill holes</p>	<ul style="list-style-type: none"> Unique and makeable design Multiple layer of card Finish off the edges of the acrylic Vacuum forming – demonstrate to peers Excellent finish of edges when completing the project Watch videos on youtube for inspiration NIGHTLIGHT projects ‘How to solder’ on youtube
Half Term 6 (Jun-Jul)	<p><u>Night Light(continued)</u> Drill holes File edges of the acrylic Glass paper edges Use polisher to achieve a shiny finish Line bend the acrylic when finish is achieved. The distribution of components. Discuss the use of each component. Demo wire stripping, Do a dry assembly. Demo soldering Solder components together Complete soldering and assemble project. Glue bracket to shade Write an evaluation of their project on bordered paper.</p>	<ul style="list-style-type: none"> Unique and makeable design Multiple layer of card Finish off the edges of the acrylic Vacuum forming – demonstrate to peers Excellent finish of edges when completing the project Watch videos on youtube for inspiration NIGHTLIGHT projects ‘How to solder’ on youtube

Examples of Home Learning Tasks	<p><u>Bottle opener project</u></p> <ul style="list-style-type: none"> Worksheet on levers Do research and find 5 facts on mild steel Initial and final design Using diagrams, show the difference between cross and draw filing Write out safety rules for using the pillar drill. W/sheet on polishing your work W/sheet on use of polisher W/sheet on dip coating
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	<ul style="list-style-type: none"> • Write out a detailed evaluation. Good points bad points and changes to be made. • What are tangents? <p><u>Paper engineering & 2d/3d Software</u></p> <ul style="list-style-type: none"> • Research on existing pop up mechanisms with annotation. • Worksheet on different paper engineering • Complete 4 design ideas for pop up cards. • Complete the adding colours on final design • Draw 3 designs for matching envelopes • Flowchart symbols and their meanings <p><u>Night Light</u></p> <ul style="list-style-type: none"> • Research on existing products to get inspiration • Draw 4 Initial Designs • Draw 1 Final design – use colour and in 3D • Worksheet on vacuum forming, soldering, H&S for the polisher • Safety rules when using the pillar drill • Worksheet on ‘How to solder’ - pupils to watch a video and answer questions
Assessment Tasks, Methods & Frequency	As per whole school assessment cycle pupils will be tested on a mid project assessment as well as an end of project assessment which is in keeping with the whole school data drops schedule
Equipment that Students Need	Pen/Pencil/Colour pencils/ green pen/eraser/sharpies for the H&S posters

Parent / Carers can help their child by:	
Useful Websites	Youtube, https://www.sketchup.com/products/sketchup-for-web , www.technologystudent.com , www.howitworks.com , www.bbcbitsize.co.uk
Extra-Curricular Activities & Career Opportunities	Pupils will get a taste of drawing in 2D and 3D software just as Architects, engineers, game designers and artists do. With the Bottle opener, pupils learn the basics of manipulating mild-steel and its finishing to prevent rusting. Engineers use mild steel regularly to design and make various household items. Electronic engineers use soldering to attach electrical components together

Who Can I Contact?	Head of Technology	Mr Sudesh Nandlal
	Teachers of Year 7 Technology	Miss L Jaber/ Mr.P Kwarteng/ MrS.Nandlal

Holy Family Catholic School Curriculum Overview Year 7 – Technology (Food & Textiles)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Theory:</p> <ul style="list-style-type: none"> To understand the importance of health and safety in the kitchen environment. To know how to use good safety procedures to avoid accidents during practical lessons. To understand why good hygiene is important to keep us safe and healthy. To understand the importance of health and safety in the kitchen environment. To know how to use good safety procedures to avoid accidents during practical lessons. To understand why good hygiene is important to keep us safe and healthy. To be able to recognise and apply methods of increasing vegetable intake in our diets. To describe the principles of the Eatwell guide and how it can be used to inform healthy eating choices. To be able to identify the 5 food groups and their nutritional value. To understand the function of yeast in bread making. All about Gluten - Why is gluten important in baking? All about carbohydrates. To understand the role of carbohydrates in the body. To be able to distinguish the differences between complex and simple carbohydrates <p>Practical dishes:</p> <ul style="list-style-type: none"> Fruit salad Vegetable couscous salad Bread making 	
Half Term 2 (Nov-Dec)	<p>Theory:</p> <ul style="list-style-type: none"> All about beans and pulses What is dietary fibre? Identify sources of soluble and insoluble fibre <p>Practical dishes:</p> <ul style="list-style-type: none"> Carrot and Lentil Soup Apple crumble Carrot and cheese muffins 	
Half Term 3 (Jan-Feb)	<p>Theory:</p> <ul style="list-style-type: none"> To be able to understand the link between sugary drinks and health risks. 	

	<ul style="list-style-type: none"> To be able to identify the amount of sugar in common drinks to make healthier choices in your diet. <p>Practical dishes:</p> <ul style="list-style-type: none"> Savoury Vegetable Rice Brownies <p>Food Preparation and and cooking skills developed in Year 7:</p> <p>Peeling, coring, cutting, chopping, slicing, dicing, mixing, stirring, combining, weighing, measuring, seasoning, Beating, Whisking, melting, using hob/grill/toaster/oven/kettle, Top and tail, grating, boiling, simmering, kneading, portioning/dividing, baking, forming, shaping, frying, sauteing, stir-frying.</p>	
Half Term 4 (Feb-Mar)	<p>Fleece Hat Project</p> <p>Theory:</p> <ul style="list-style-type: none"> To define and recognise Textiles To explain how fabrics are made and their sources? The fibres to fabric journey. Natural and Synthetic fibres To understand the importance of Health and Safety in the Textiles room? To know how to use good safety procedures to avoid accidents during practical lessons? 	
Half Term 5 (Apr-May)	<p>Fleece Hat Project</p> <p>Theory:</p> <ul style="list-style-type: none"> Can I correctly identify and explain the function of tools and equipment used in textiles? What is a production/manufacturing line? What is the importance of modelling? <p>Practical Skills</p> <ul style="list-style-type: none"> Marking, measuring and cutting fabrics Modelling the hat pattern using paper Tolie of hat pattern using calico 	
Half Term 6 (Jun-Jul)	<p>Fleece Hat Project</p> <p>Theory:</p> <ul style="list-style-type: none"> Understanding and recognizing garment construction technical terms Can I recognise and name the different parts of the sewing machine? What is involved in Company Branding? What makes a successful Logo Design? <p>Practical Skills</p> <ul style="list-style-type: none"> Using fleece to make the final product. Operating a sewing machine safely and confidently. Creating a seam using a straight stitch on the sewing machine. 	

	<ul style="list-style-type: none"> • Creating a hem using a Zigzag stitch on the sewing machine. • How to thread a needle and tie a knot. • How to create a running stitch using hand sewing skills. • How to make a pompom? • Branding and developing a logo design for a hat company. 	
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Examples of Home Learning Tasks	<p><u>Food</u></p> <ul style="list-style-type: none"> • Health and Safety Poster Design • Kitchen Equipment Worksheet - identify, name and decide the function of tools and equipment. • 7 Day Food Diary - Are our diets well balanced? • Fruit Research Worksheet • 10 Fascinating facts about eggs • Exploring and investigating different methods of preparing eggs • Design a recipe card of a soup of your own choice; this can be a family recipe. • Information poster of different types of breads from across the world. • Sugar Awareness Leaflet <p><u>Textiles</u></p> <ul style="list-style-type: none"> • Identifying textile products in and around your home • Design a health and safety poster for the textiles room • Research leaflet about the fabric fleece • Learn the parts of the sewing machine, the basic equipment and their uses • Write a step by step plan on how to make a fleece hat • Branding; what makes a good logo? • Information leaflet on how to thread a needle and create a running stitch
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • Design and Technology Baseline Assessment (written paper) in September. • Theory Knowledge Assessment (written paper) • Cooking skills assessed each practical (peer/self/teacher assessed)
Equipment that Students Need	Pencils, pens, colouring pens/pencils, ruler, rubber, sharpener, homework folder

Parent / Carers can help their child by:	Parents/Carers can help their child by ensuring they check Google Classroom regularly so that they are aware of ingredients and homework they need to bring to lessons. Also by involving them in food preparation and cooking. We expect students to be able to wash up during practical lessons so please let students do this at home.
Useful Websites	https://www.foodafactoflife.org.uk/ https://www.bhf.org.uk/ https://www.nutrition.org.uk/ https://www.nhs.uk/
Extra-Curricular Activities & Career Opportunities	Cooking club

Who Can I Contact?	Head of Technology	Mr S.Nandlal
	Teachers of Year 7 Technology	Miss L.Jaber/ Mrs Cameron-Marques/Miss L. O'Donovan