

# YEAR 7 CURRICULUM OVERVIEW



**MARICOURT**  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>ENGLISH</b>	<p><b>Gothic Literature</b> In this unit, pupils will explore a range of Gothic texts and develop an understanding of the conventions and characteristics of this genre. They will examine how writers use language devices and structural features in narrative and descriptive writing. This will include a focus on writers' use of narrative voice, figurative language, sensory detail, sentence structure and punctuation to create specific effects. They will explore how writers create character and settings to engage the reader and produce their own creative writing.</p>	<p><b>Author Study: Charles Dickens</b> Pupils will explore the context of Victorian England and how this is reflected in Dickens' writing. They will continue to develop their appreciation of the Gothic genre by examining extracts from a range of texts including Great Expectations, A Christmas Carol and The Signalman. Pupils will write their own opening to a Gothic narrative.</p>	<p><b>A Midsummer Night's Dream</b> Pupils will explore the context of Elizabethan England and how this is reflected in the characters and themes of the play. They will examine Shakespeare's use of stagecraft and the conventions of the comedy genre. Emphasis will be placed on the concept of the "play within the play" and an engagement with the language of Shakespeare..</p>	<p><b>A Midsummer Night's Dream</b> Pupils will look at a range of non-fiction texts including reviews and leaflets and explore the conventions of these forms. They will develop their skills in transactional writing and make effective use of language devices and structural features. Pupils will write a formal letter.</p>	<p><b>Unseen Poetry</b> In this unit, pupils will read and engage with a range of poetic forms and works of different poets including a focus on poems from other cultures. The unit is aimed at developing the foundations for analysing poetry and engaging with aspects of subject, theme, poetic voice and language.</p>	<p><b>Unseen Poetry</b> Pupils will begin to develop the skills to analyse poetry independently so that they can comment on key structural techniques and language devices and the effects they create. They will also write their own poems.</p>
<b>SCIENCE</b>	<p><b>Cells</b> In Cells pupils will look at the difference between plant and animal cells and will sample and then look at onion and cheek cells with a microscope.</p> <p><b>Solids, Liquids and Gases</b> In Solids, Liquids and Gases pupils will explore the properties of different substances in all states of matter and will be able to explain phenomenon such as diffusion in gases.</p>	<p><b>Contact Forces</b> In Contact Forces pupils will explore forces such as friction and density and use it to explain everyday observations such as floating or sinking.</p>	<p><b>Reproduction</b> In Reproduction pupils will learn about plant and animal reproduction including the reproductive organs.</p> <p><b>Elements, Compounds and Mixtures</b> In Elements, Compounds and Mixtures pupils will learn about the building blocks of the Universe and will carry out a range of techniques such as crystallisation and distillation.</p>	<p><b>Energy</b> In Energy pupils will learn about energy stores and how energy is transferred as well as studying and building electrical circuits.</p>	<p><b>Interdependence</b> In Interdependence pupils will learn about plant structures and food chains and how organisms compete to survive.</p> <p><b>Structure of the Earth</b> In Structure of the Earth pupils will learn about what the Earth is made of and how volcanoes and earthquakes occur.</p>	<p><b>Gravity and the Universe.</b> In Gravity and the Universe pupils will learn about our solar system and how night and day and the seasons occur.</p>

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<b>MUSIC</b>	<p><b>Elements of Music</b> Pupils will learn about the Elements of Music and how to apply them to the three strands of music by listening and appraising, performance using voice and composition.</p>	<p><b>Rhythm and African Drumming</b> Pupils will learn what Rhythm is and how to notate rhythms, perform from notation and aurally identify rhythms. They will learn about the history of African drumming and will learn how to play rhythms using the correct technique on a djembe.</p>	<p><b>Pitch</b> Pupils will learn about Pitch in this unit. They will learn to read music from staff notation (treble clef and bass clef) and will be able to apply their knowledge and understanding of pitch and rhythm to playing a variety of pieces from notation on the keyboard.</p>	<p><b>Instruments of the Orchestra</b> In this unit, pupils will learn about instruments of the orchestra and will develop their understanding of staff notation. They will learn about orchestral composers and will learn how to play pieces of music on the keyboard using the correct technique.</p>	<p><b>Computer and Video Game Music</b> In this unit, pupils will learn about how music is used in computer and video games. They will learn what a motif is and will learn how to compose their own motif for a character in a game.</p>	<p><b>Pop Ensembles</b> In the final unit of Year 7, pupils will learn about Pop Ensembles and how to successfully create one. They will learn about the different roles of people in a band and will form their own ensemble to play a pop song. They will start to learn about chords on the ukulele which will be covered in more depth in Year 8.</p>
<b>ART</b>	<p>Pupils will work on the theme of "Drawing". Pupils will complete a baseline drawing of a shoe. They will then re-draw their shoe in subsequent lessons, acting on teachers' advice and showing improvement. Pupils will learn about tonal scale and how to draw simple shapes and apply tones to create the illusion of three-dimensional form.</p>	<p>Pupils will continue to work on the theme of "Drawing". Pupils will learn how to use mark-making effectively. They will begin to study and gain knowledge of Abstract artists such as Frank Stella and Bridget Riley. Pupils will learn to use a range of varying materials to make an Abstract sculptural outcome, possibly a paper manipulation or calligraphy.</p>	<p>Pupils will continue to work on the theme of "Drawing". They will be introduced to principles of composition. Pupils will learn how to make compositions and observational drawings from their sculptures. Pupils will learn how to mix paint to create tonal scale. Pupils will continue to develop their knowledge of abstract artists and begin to learn how to critically appreciate artwork.</p>	<p>Pupils will begin to work on the theme of "Colour". They will be introduced to colour theory, such as primary, secondary, tertiary and complementary colours. Pupils will learn how to mix primary colours into secondary in the form of a painted colour wheel. Pupils will go on to demonstrate mixing of tints and shades.</p>	<p>Pupils will continue to work on the theme of "Colour". Pupils will produce architectural drawings and colour them using both complementary colour sets and hot and cool colour combinations. Pupils will study the work of artists such as John Piper as well as researching and photographing architecture in the locality.</p>	<p>Pupils will continue to work on the theme of "Colour". They will study contemporary artists who have explored the theme of architecture. Pupils will produce paintings of buildings using a vibrant spectrum and influences from these artists. Pupils will put their learning of colour mixing into practise and refine painting and colouring techniques.</p>

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<b>COMPUTER SCIENCE</b>	<p>Pupils will learn how to navigate the school network and will learn how to save and retrieve files from the shared areas and user areas. They will be taught the importance of good file management and put this into practice.</p> <p>Pupils will identify differences between input, output and storage devices used in computing and will be able to identify specific devices for specific purposes.</p>	<p>Pupils will learn about the different hardware components of computer systems and their uses and purpose. They will learn how the basics of how different types of data can be represented by a computer system and will be able to carry out simple conversions between 4 bit binary and decimal. Pupils will learn how to identify different categories of software, understand the need and purpose of systems, application and utility software and will recommend software for a variety of scenarios.</p>	<p>Pupils will be introduced to the concept of computational thinking and algorithmic thinking. They will learn how to construct algorithms in the form of flowcharts and pseudocode. They will begin assembling a flowchart for a basic concept and will construct a flowchart for a given scenario. Students will look at how algorithms can be used to show sequence, selection and iteration. Pupils will look at</p> <p>sample pseudocode and investigate what the code is doing. Pupils will begin to write pseudocode to solve computational problems.</p>	<p>Pupils will begin to code solutions to computational problems using Small Basic programming language. They will learn how to construct code that deals with user input and output and develop an understanding of the programming constructs sequence, selection and iteration through use of simple coded solutions. They will look at the benefit of using subroutines and functions in coding.</p>	<p>Pupils will be introduced to the application software used to create a Spreadsheet- Microsoft Excel. They will be taught a range of formatting techniques e.g. merging cells, wrapping text, adding borders, using the fill tool. They will learn about the use of different data types. Pupils will learn how to use basic formulae to carry out simple mathematical calculations in a spreadsheet (addition, subtraction, division and multiplication) and will use functions (sum, min and max) to carry out more complex calculations. Pupils will be able to sort and filter data and use charts and graphs to represent data sets.</p>	<p>Pupils will learn how to construct a database from the ground up, building tables using appropriate fields and data types; adding content and creating queries. Pupils will be introduced to the concept of data validation and will use validation in a practical way through lookup fields. Pupils will identify the practical uses of databases in society and look at potential advantages.</p>
<b>FOOD TECHNOLOGY</b>  <b>TEXTILES</b>  <b>DESIGN TECHNOLOGY</b>	<p><b>Food</b> Staple foods Pupils will learn how to work safely and hygienically in the Food room. They will develop a range of cooking skills and techniques demonstrating organisation and independence. They will learn about the importance of staple foods in their diet and where these come from and make a variety of foods products using staple foods. They will learn how to use the cooker, weigh and measure accurately and how to follow a recipe.</p>	<p><b>Food</b> Functions of ingredients Pupils will build on the basic skills learnt in the first half term and will develop their technical knowledge about the scientific principles behind the functions of ingredients in food products. They will develop their knowledge about the function of ingredients in baked products and in particular raising agents and how these are used to give products a light open texture. They will learn how to conduct a scientific investigation in food.</p>	<p><b>Textiles</b> In the bag pupils will analyse A design brief and think about The role of a designer Pupils will analyse existing products, research design, ideas and communicate their ideas in the form of a specification and design ideas Pupils will learn constructive textile skills to aid in their Making.</p>	<p><b>Textiles</b> In the Bag Pupils will make their chosen idea and work independently to apply their knowledge of construction and decorative skills to make their chosen. Pupils will set individual objectives each lesson to make progress with their final design idea.</p>	<p><b>Product Design</b> Pupils will learn about safety in the workshop. They will complete an electronics project producing their own celebration card, with sound and flashing lights. The students will learn how to recognise a number of electrical components that make up a circuit and be able to explain their function. The students will learn soldering skills to put their circuit together. The students will use online research to produce work for their folder.</p>	<p><b>Product Design</b> The students will use ICT skills (Publisher) to produce their own celebration card. They will learn how to test their circuit and assemble all components. They will complete a test paper based on the project and their folder of work. The students will learn how to work out values of resistors. This project links to science electronics in year 8.</p>

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<b>MATHS</b>	<p><b>Unit 1 - Place Value</b> Converting between standard form and ordinary numbers, calculating with standard form, Rounding and bounds Set 3 Converting between standard form and ordinary numbers, rounding and introduction into bounds Set 4 &amp; 5 Order decimals, Money in context, multiply and divide by powers of 10, rounding.</p> <p><b>Unit 2 – The four operations</b> Set 1 &amp; 2 Divide decimals and integers, HCF and LCM, Prime factor decomposition. Set 3 Divide decimals and integers HCF and LCM including problem solving Set 4 &amp; 5 Laws of commutativity, recall multiplication and associated division facts. Multiply integers and factors of given numbers.</p>	<p><b>Unit 3 – Perimeter, area and units</b> Set 1 &amp; 2 Angle measuring and facts, properties of quadrilaterals and missing angles, sum of angles in a polygon. Set 3 Apply sum of angles at a point, on a straight line and vertically opposite, find unknown angles and solve angle problems, properties of quadrilaterals and missing angles. Set 4 &amp; 5 Identify symmetries, accurately measure angles, find unknown angles in a triangle and quadrilateral.</p>	<p><b>Unit 5 – Fractions</b> Set 1 &amp; 2 Compare, simplify add subtract fractions, mixed number and improper fractions, problem solving with fractions. Set 3 Compare, simplify add subtract fractions, mixed number and improper fractions, problem solving with fractions. Set 4 &amp; 5 Compare and simplify fractions, add and subtract fractions, mixed number and improper fractions, problem solving with fractions. <b>Unit 6 – Fractions, Decimals and Percentages</b> Set 1 &amp; 2 Find equivalent and order fractions, decimals and percentages, express one quantity as a fraction or percentage of another, fraction and percentage change Set 3 Find equivalent and order fractions, decimals and percentages, fraction and percentage of a quantity and fractional percentage increase/decrease Set 4 Find equivalent and order fractions, decimals and percentages, fraction and percentage of a quantity</p>	<p><b>Unit 7a – Introduction into algebra</b> Set 1 &amp; 2 Simplify expressions, expand single brackets, factorise, form expressions, substitution. Set 3 Simplify expressions, expand single brackets, factorise, form expressions, substitution. Set 4 &amp; 5 Simplify expressions, expand and simplify multiple single brackets, substitution <b>Unit 7b – Sequences</b> Set 1 &amp; 2 Term to term and nth term, recognise and continue various sequences. Set 3 Term to term and nth term Set 4 &amp; 5 Diagrammatic sequences, term to term rule</p>	<p><b>Unit 8 – Co-ordinate and graphs</b> Set 1 &amp; 2 Co-ordinate grid, horizontal and vertical lines, midpoints and endpoints, plot simple linear functions, equations of a line Set 3 Co-ordinate grid, horizontal and vertical lines, midpoints and endpoints, plot simple linear functions, equations of a line Set 4 &amp; 5 Simple problems on a co-ordinate grid, plot graphs of simple linear functions, identify equations of horizontal and vertical lines <b>Unit 9 – Order of operations</b> Set 1 &amp; 2 Apply, reason and justify BIDMAS, use brackets to make a calculation true, solve complex BIDMAS calculations Set 3 Apply, reason and justify BIDMAS, use brackets to make a calculation true Set 4 &amp; 5 Use the order of operations to solve simple calculations, Justify and reason, Apply BIDMAS including powers.</p>	<p><b>Unit 10 – Ratio and Proportion</b> Set 1 &amp; 2 Simplifying and dividing ratio, best value and recipe problems Set 3 Simplifying and dividing ratio, best value and recipe problems Set 4 &amp; 5 Equivalent ratios, simplifying ratios, dividing ratios. <b>Unit 11 – Working with data</b> Set 1 &amp; 2 Mode, median, mean and range, averages from a frequency table, bar charts and two-way tables scatter graphs. Set 3 Mode, median, mean and range, read information from and complete a discrete or grouped frequency table, bar charts and two-way tables, scatter graphs Set 4 &amp; 5 Mode, median, mean and range, find data based on averages and range, bar charts and two way tables, read information from and complete a discrete or grouped frequency table</p>

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<b>HISTORY</b>	<p>Pupils will learn the key skills required to become a successful historian; chronology, cause and consequence, change and continuity, the importance of sources and different interpretations.</p> <p>Following this pupils will then examine the history of Merseyside Pre1066, looking at the Calder Stones, Formby Point, Wirral and Vikings and Liverpool villages of the Anglo Saxons. This unit is in keeping with the National Curriculum guidelines of undertaking a local history study.</p>	<p>Pupils will learn about the Norman Conquest of 1066 focusing upon claims to the throne, the Battle of Stamford Bridge and the significance of the Battle of Hastings. Pupils will then study William 1st keeping control of England. Pupils will study; The Harrying of the North, the Feudal System, and the Domesday Book. Pupils will examine the success of each of these events as a method of controlling England after the Battle of Hastings. They will examine the advantages of Motte and Bailey castles, the changing design of stone castles and concentric castles, before examining the different elements of medieval warfare when attacking and defending stone castles</p>	<p>During this half term pupils will explore the many different Monarchs that reigned over England during this period of time. Pupils will focus on events such as the murder of Thomas Becket, Richard the Lionheart and the Crusades, King John and the Magna Carta. Through these lessons pupils will reach a judgement on the successes and failures of the monarchs during this period of time.</p>	<p>Pupils will study the theme of life and society in the Middle Ages. As a result will examine the changing nature of medieval villages and towns, the development of guilds, medieval justice with a focus upon crime and punishment during this period, as well as the theme of medicine through this time. This will then lead to pupils examining the causes, symptoms and cures of the Black Death. Finally pupils will look at the consequences of the Black Death including the Peasants Revolt and the role of Wat Tyler.</p>	<p>During this half term pupils will then study the theme of Britain at war. Henry II's conquest of Ireland, Edward I and the Conquest of Scotland and Wales (including his legacy of stone castles in north Wales). The Crusades, Hundred Years War and the Battle of Agincourt. Pupils will also look at medieval heraldry and will design their own medieval coat of arms.</p>	<p>In this final half term pupils will be given the opportunity to work on a local history project developing their knowledge and understanding of the different units studied during Year 7. Pupils will be expected to use key history skills such as chronology, cause, consequence, change and continuity as well as including sources to support their work.</p>

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<b>PE</b>	<b>Baseline and introduction.</b> Pupils take part in a baseline assessment through the first half term in PE. Pupils will experience a range of activities including football, badminton, gymnastics, dance, hockey, orienteering and fitness. They will be assessed against our 6 strands, Performance, Creativity, Leadership, Rules, Evaluation and Healthy lifestyle.	<b>Winter Activities- Continued.</b> Pupils will take part in a 3 half term rotation of learning. Pupils will learn about invasion games, Net and Wall games, Dance and Gymnastic events	<b>Winter Activities- Continued.</b> Pupils will take part in a 3 half term rotation of learning. Pupils will learn about invasion games, Net and Wall games, Dance and Gymnastic events.	<b>Winter Activities- Continued.</b> Pupils will take part in a 3 half term rotation of learning. Pupils will learn about invasion games, Net and Wall games, Dance and Gymnastic events. Pupils will develop tactical awareness and learn simple rules and regulations and start to apply them in a range of different sports. They will learn to create sequences and routines. They will participate in competitive sport during inter-form.	<b>Summer Activities</b> Pupils will learn about striking and fielding games, net and wall games and athletics events. They will develop practical performance skills. They will learn how to perform core skills and techniques. Pupils will develop their use of tactics and strategies to beat an opponent in a competitive situation.	<b>Summer Activities</b> Pupils will learn about the benefits of participating in sport and exercise and will start to link working heart rate to exercise. They will learn how the body reacts during different types of physical activity.
<b>GEOGRAPHY</b>	Pupils will learn about the different forms of Geography, exploring the different aspects of human, physical and environmental Geography, and begin to develop an understanding of how human and physical processes interact and influence each other. Students will then develop their location knowledge and deepen their spatial awareness of the world's countries, using world map, continental maps and individual country maps.	Invasion games, Net and Wall games, Dance, and Gymnastics events. UK, with some focus upon the population of the UK through choropleths maps, thematic maps and some basic GIS. Students will build upon their knowledge of globes, maps and atlases, and apply and develop this within the classroom. Students will also begin to interpret Ordnance Survey maps and use grid references, scale and symbols to support this understanding.	Pupils will learn about Invasion games, Net and Wall games, Dance, and Gymnastics events. meteorological features can be measured and presented. Pupils will develop an understanding of the different factors that have affected the climate of the UK and the different factors that can impact upon day to day changes in weather conditions. The use of on-site microclimate fieldwork then allows students to collect, analyse and draw conclusions from Geographical data.	Pupils will learn about the causes, impacts and responses to climate change on both a local, national and international scale. Pupils will explore how human and physical factors can affect each other and how changing landscapes and environments will exist as a result of climate change. This will further allow pupils to explore the linkages between climate change and tropical cyclones, using aerial and satellite photographs.	Pupils will learn about population and urbanisation trends across the UK, exploring the factors that have influenced the location of these urban regions, trends in economic activity and drawing upon key concepts of economic development. Pupils will use a variety of qualitative and quantitative resources to explore population distribution and density on a wide range of scales	Pupils will learn about some of the different ecosystems found around the world, focusing largely on tropical rainforests and polar environments. Students will explore the changing landscapes here, animal adaptations, the climate of the biomes, and the impact of human activity on the environments. On-site fieldwork opportunities allow students to meet, hold and question experts about some of the animals of the Amazon Rainforest.
<b>SPANISH</b>	Mi vida (my life) personal information and descriptions. Pupils will learn the alphabet in Spanish and become familiar with Spanish pronunciation patterns. Pupils will learn how to introduce themselves. Pupils will learn how to ask relating to personal information such as name and spelling, birthdays, age, how many brothers and sisters they have. Pupils will learn how to describe their personality and that of others using accurate adjectival agreements.	Mi vida (my identity) Mi tiempo libre (my free-time) free-time activities and opinions. This half term pupils will learn how to talk about the pets they have, and how to describe animals accurately in Spanish using accurate adjectival agreements. to give opinions about what they do in their free time as well as describing when they do these activities. Pupils will become familiar with Christmas and New Year celebrations around the Spanish speaking world.	Mi tiempo libre (my free-time) Mi insti (my school) subjects and opinions. Students will describe how often they do free time activities. They will learn how to describe the weather and what they do in different weather conditions. This half term pupils will learn how to give opinions and justifications for their opinions on the different subjects.	Mi insti (my school) School day, facilities and and break time activities. Pupils will further develop their opinions on subjects. Pupils will learn how to talk about what they do and don't do at break time. Furthermore, pupils will study the grammar and describe the facilities that they have and haven't got in school, as well as general descriptions of schools. Culturally, pupils will look at the importance of Carnival and Easter celebrations in Hispanic world, and how they are celebrated.	Mi familia y mis amigos (my friends and family) describing family, family members and homes. In this half term pupils will look at the vocabulary and grammar needed to specify who is in their family, to describe different family member's personality. Pupils will also learn how to talk about the home and area they live in.	Culture and identity In this half term pupils will focus on developing an understanding and awareness of the culture and identity of the countries and communities where Spanish is spoken. Pupils will read and create literary texts such as will also look at the Mexican Day of the Dead celebrations; how it is celebrated, and the meaning attached to these rituals and traditions.

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<b>RELIGIOUS EDUCATION</b>	<p><b>Community and Who is God?</b> Pupils begin their RE journey by exploring the idea of community and belonging. They then move onto one of the biggest questions in RE: Who is God? Pupils will discuss their own personal views about God and learn about different characteristics of God in relation to the Creation Story in Genesis. Pupils will begin to develop their skill at finding Bible references in order to use scriptures to support their views.</p>	<p><b>Who is Jesus?</b> Pupils will apply their Bible skills to find out what Jesus was like. They will identify how people felt about Jesus and examine historical evidence of the existence of Jesus. Pupils will have the opportunity to study in depth the miracles of Jesus, and they will be able to explain how and why the miracles of Jesus changed peoples' lives and how these miracles might have helped them to see Jesus/God. Pupils will study the importance of celebrating Advent and Christmas for the Church community.</p>	<p><b>What is the Kingdom of God?</b> This term, pupils will study the teachings of Jesus. In particular, they will focus on the concept of the Kingdom of God. They will use their Bible skills to find and explain the meaning of the Parables of the Kingdom told by Jesus. Pupils will be able to explain what these teach about the nature of Kingdom of God. They will also explore ways in which Catholics can act upon these teachings to help bring about the Kingdom of God.</p>	<p><b>What are the signs of Catholic identity?</b> Pupils will learn about the seven sacraments of the Catholic Church. They will learn about their roots in scripture and will be able to describe what happens during the celebration of the sacraments. Pupils will be able to identify the religious symbols associated with each sacrament. They will focus in particular on the importance of the Eucharist for Catholics, and explore why it is seen to be the "source and summit" of the faith.</p>	<p><b>What are the Jewish signs of identity?</b> Pupils have the opportunity to explore the main beliefs and practices of Judaism in this term. Pupils will discover the key beliefs about God and will explore how these beliefs affect the everyday life of Jewish people. They will learn about the ways in which the faith is practised, key rites of passage and festivals celebrated by Jewish people in the UK.</p>	<p><b>How do we know what is fair?</b> Pupils will be introduced to Catholic Social Teaching in this term. They will discuss, with the use of case studies, areas of injustice in the world, and propose solutions to bring about justice. They will look at the core principles of Catholic Social Teaching and explore how groups such as CAFOD put these principles into action.</p>

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<b>PSHE</b>	<p><b>Politics &amp; Democracy</b> in the UK as part of the statutory Citizenship curriculum</p> <p>Their <b>Rights &amp; Responsibilities</b> inside and outside of school with a focus on exploring British Values</p> <p>How to access <b>Careers Information Advice &amp; Guidance</b> through a career matching questionnaire and session providing them with useful resources for research.</p> <p><i>Please see the PSHEE &amp; Citizenship Policy for a more detailed breakdown and <b>additional activities</b> that take place as part of the PSHEE programme.</i></p>	<p><b>Relationships &amp; Anti-Bullying</b> with an exploration of the different types of bullying that may occur focusing on abusive relationships.</p> <p><b>School Environment &amp; Recycling</b> which includes a look at the importance of being environmentally friendly and how we can do this in our school community.</p> <p>How to reflect in their <b>Personal Development Record Booklet</b></p>	<p><b>Healthy Lifestyles</b> and the importance of a healthy/balanced diet, regular exercise, eating disorders, positive self-esteem and the dangers of drugs.</p> <p><b>Road Safety</b> including road and travel safety information, case studies, journey planner and the creation of a road safety campaign</p> <p><b>Respect &amp; Diversity</b> including exploration of 'them vs us' culture and diversity within the UK and respecting yourself</p>	<p><b>Volunteering &amp; Participation</b> including preparing a business plan for a Good Shepherd Fundraising activity</p> <p><b>Enterprise &amp; Employability Skills</b> including a series of team building activities and reflections to help develop enterprise capabilities</p> <p>How to reflect in their <b>Personal Development Record Booklet</b></p>	<p><b>Enterprise &amp; Employability Skills Continued</b> includes a larger team work project with reflection and begins to look at the idea of recording skills to build a CV</p> <p><b>Maricourt Mind-set Programme</b> which is delivered by an external specialist and focuses on mental health &amp; well-being and resilience.</p>	<p><b>Body Image</b> in the media and helps students build emotional resilience by looking at scenarios, videos and holding a class debate</p> <p>How to reflect in their <b>Personal Development Record Booklet</b> record trips, in school and extra-curricular activities and events as well as reflecting on character building and enterprise capabilities developed this academic year</p>