



ST LAURENCE SCHOOL
YEAR 7 CURRICULUM MAP
2026-27

St Laurence School
Care • Inspire • Succeed

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Art

Term 1		Term 2	Term 3
Warning – students will be drawing from real life taxidermy insects, please contact your child’s art teacher if you wish them to draw from photographs instead. <u>Insect Project & and Introduction to Colour Theory</u> A brief introduction to colour theory and art techniques, including: observational drawing, proportion, scale, tone, mark making and Zentangle patterns. Pupils will be encouraged to take their own photographs to work from. They will experiment with watercolour painting and bleeding techniques. Artist research includes Christopher Marley and Damien Hirst.		<u>Insect project continued into 3D materials</u> Using sketchbooks and annotation in order to develop their skills, pupils will create a variety of designs in their sketchbook so that they can apply this to either a 3D Clay ‘Japanese Netsuke’ inspired mini bug, or working collaboratively to create a bug installation. Pupils will also get to see the various career paths within art, craft and design, from fine artists to jewellery makers.	<u>Identity/ Cultures – Adinkra (West African Art)</u> Pupils will research West African art and its culture. They will explore, printmaking, collage, painting and how to present their work. They will look at pattern making and its application to print or graphic design. Pupils will focus on the theme of symbolism and their personal identity, pupils will draw from their own personal objects and resources both realistically and then through simplification.
Term 4		Term 5	Term 6
<u>Identity/ Cultures – Adinkra (West African Art)</u> Refining and practising skills learnt so far, pupils will design, create and evaluate a final piece either individually or in groups. This will be either be a poly print onto collaged surfaces or a large oil pastel piece with stencils painted on. They will also learn how to write an artist’s personal statement.		<u>Mexican Day of the Dead</u> Pupils will be building a sketchbook of work with drawing, artist research and experimentation inspired by Mexican culture, specifically the Day of the Dead. They will also explore the work of Thaneeya McArdle.	<u>Day of the Dead 3D work</u> Refining and practising skills learned, pupils will design, create and evaluate a 3D final piece. This final piece can either be a shrine that is created form a range of materials that they will make in response to celebrating a loved one, or it may be a 3D mask or clay piece.
Resources	Students are provided with a sketchbook. All materials needed will be provided by school.		
Setting	Students are taught in mixed ability Learning Groups.		
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout the term.		

Home Learning	We set homework twice per term (6 week block); one is assessed and one to support the learning in class which is research, revising or gathering resources or taking photos.
Extension work	Art club runs every other term which is an opportunity to work with a teacher improving specific skills.
Careers	Students are exposed to artist's names and artist craftsmen who work with the industry. Visiting artist workshops.

Dance

Term 1		Term 2	Term 3
Discovering contemporary dance		Fireworks performance	Shadows contemporary choreography
Safety in dance. Warmup. Developing physical skills.		Warmup. Developing physical skills.	Warmup. Developing physical skills.
Learning the key contemporary dance actions. Understanding and applying elements of space. Understanding and applying different dynamics. Responding to a stimulus. Introducing choreographic devices.		Learning a set phrase of contemporary dance. Using a set stimulus. Developing movement memory. Developing the technique of physical skills. Understanding musicality. Accenting dynamics in performance. Introducing motif development.	Responding to a set stimulus. Looking at using literacy in dance. Applying action, space, and dynamics in a choreography. Introducing dance relationships (duets, lead and follow, mirroring, contact work).
Teacher baseline assessment in performance and choreography.		Teacher assessment in performance.	Teacher assessment in choreography.
Term 4		Term 5	Term 6
Cultural dance performance		Street dance performance and choreography	Rock and roll
Warmup. Developing physical skills.		Warmup. Developing physical skills	Warmup. Developing physical skills.
Stylistic features of cultural dance. Choreographing a Haka. Application of facial expression and emotion. Motif development using space. Working as part of a group.		Choreographing a street dance. Recalling set street dance actions. Using formation effectively. Using canon and unison. Taking and sharing weight	Partner Work. Hand jive. Sequencing. Taking and sharing weight.
Teacher assessment in performance and theory.		Teacher assessment performance and choreography.	Peer assessment in performance.
Text book	KS3 Dance theory work booklet provided by the teacher.		
Equipment	Water bottled filled up for each lesson.		

Uniform	St Laurence blue PE tops, PE shorts or plain black or navy thick (none see through) leggings or joggers. Joggers must be close fitting to the leg with elasticated ankles. Joggers should not have drawstrings, open hems, or excess fabric around the ankle. Hair tied back. No jewellery. Bare feet.
Setting	Students studying dance will be in mixed ability groups
Assessment	There will be regular class performance. All students also complete skills assessments at the end of each term. These test physical, technical, expressive and mental skills or choreography skills. We also test dance knowledge and understanding through retrieval practice at the start of each lesson and through application in practical tasks.
Trips and expenses	While there are no set trips, one-off dance trips may occur, and students are actively encouraged to go to the theatre to watch dance as much as possible. We also encourage pupils to take part in extra-curricular opportunities.
Home Learning	Warrior mask making. Students are encouraged to practice dances outside the lesson to improve physical skills
Extension work	Extra-curricular Junior dance club.
Careers	Understanding what type of person they are, what skills they have and what jobs they might do. Begin to look forward to the future and be aware of different life stages and different roles Understand the importance of the link between learning, skills and qualifications, and their career. Understanding that dance is a professional subject and developing those skills needed to go into a dance job in the future. Through practical exploration of self and of other cultures. Access to seeing professional dance teacher's role modelling, access to professional dance environment like the studio and going to see dance in the theatre. Providing performance opportunities in school and in the wider community.

Design and Technology

Terms 1-6

*Students work in three areas of Design & Technology – Food, Resistant Materials (RM) and Textiles. Groups rotate throughout the year to cover all of the units of work detailed above.

Food

You will learn the basic rules of health and safety, food hygiene, healthy eating (using the traffic light system) and safe food storage and preparation, whilst also developing practical skills – e.g., creaming, rubbing in and melting method. You will learn how to adapt recipes, using nutritional analysis software, to make them healthier e.g., higher in fibre. You will design and make a healthy pizza for your family. You will need to conduct research, analyse your results, and then develop a design that your family will enjoy. You will make and evaluate your pizza. Focused practical tasks will help you to develop practical skills further, for example, making a fruit salad, pasta dishes, fruit crumble and scones.

Textiles

You will learn about materials, how to operate the sewing machines and use them safely and independently. You will design and make a cushion cover, introducing colour using tie-dye techniques. You can then add surface decoration using applique. You will learn how to hem and sew simple seams to make your cushion cover. Your personal hobbies and interests will be focused on as inspiration for your products.

RM

You will make a block bot (wood), a floating picture frame (plastics with wood), wax melt (metals with wood) working with different materials (wood, metal and plastic) to learn about safety procedures and materials. You will learn how to use equipment safely. You will use CAD/CAM to decorate these products.

Text book	N/A
Setting	Students are taught in mixed ability teaching groups. They rotate through RM, Food and Textiles modules throughout the course of the year. * Each module lasts approximately two terms (three hours per fortnight)
Assessment	Students are assessed formally at the end of each project but have formative assessments throughout the year; these focus on generating ideas, planning, making and evaluation.

Trips and expenses	Voluntary pupil contributions for RM and Textiles. Cost of food ingredients for practical work (Please notify your Food teacher if this presents any difficulties as help can be sought for school to provide these ingredients)
Home Learning	Food - Sourcing, weighing and preparing of ingredients is considered to be homework for all students and this will be set once a fortnight. On the odd occasion, students will have tasks to complete at home. This will be completing design ideas, completing time plans or carrying out a piece of research. This will be set once per term. DT and Textiles - Students will be set one piece of assessed homework per term which will go towards their current project.
Careers	DT career pathways are introduced and discussed with year 7 during the first few lessons on each rotation. Careers are identified such as a chef, dietician, seamstress, fashion designer, product designer and architect. Transferable skills are linked to the practical areas covered throughout each project.

Drama

Terms 1		Terms 2	Terms 3
Introduction to Drama ‘Drama is Serious Fun’ Using the space safely Developing collaboration skills & creating a safe space to perform Activities to develop transferable skills – including confidence, communication, concentration. Introduction to basic Drama techniques including tableaux, thoughts aloud, transitions.		Development of Subject Skills Communicating using physical & vocal skills Pandora’s Box performance	Knowledge and Understanding Learning to interpret the language of Shakespeare. Exploring Shakespeare in performance
Terms 4		Terms 5	Terms 6
Core Skills Developing understanding of Shakespeare through exploration of ‘The Tempest’		Knowledge and Understanding Evaluating a piece of live theatre	Subject Skills Using Spontaneous Improvisation to create drama. Introduction to devising. Exploring a play script – Ernie’s Incredible Illucinations by Alan Ayckbourn
Text book	None used. Students have a Knowledge Organiser and an activity booklet which stays in school		
Setting	Students taking Drama will be in mixed ability groups		
Assessment	There will be regular class performances and students are assessed formally at the end of each term on creating, performing and/or evaluating Drama.		
Trips and expenses	Optional trip to local theatre		
Home Learning	Home learning is set only occasionally eg in order to prepare for assessment		
Extension work	Extra-curricular Drama including a summer term production		
Careers	There is a display outside Drama classrooms regarding creative careers, there are quotes from theatre practitioners on their careers on classroom walls. Live theatre opens discussions of production elements.		

English

Term 1	Term 2	Term 3
Difficult Choices When the Sky Falls by Phil Earle (novel). Reading a story about difficult choices; exploration of characterisation, historical context, story structure and language choices.	Difficult Choices Developing a critical understanding of a novel and discussing the key issues within it; understanding characterisation and atmosphere; developing essay writing skills and appreciation of word choice and techniques used by writers	Stories from the Past Narrative Poetry. Understanding the effect of using poetic techniques; exploring how a poet creates effective atmosphere and character through language; Using Tennyson's poem 'The Lady of Shalott' to inspire a piece of creative writing.
Term 4	Term 5	Term 6
Stories from the Past Introduction to Shakespeare. Gaining an appreciation of the techniques and language used by Shakespeare through excerpts from a variety of his plays. Developing an understanding of his language and the plays in performance.	Heroes and Villains Frankenstein. Developing a critical understanding of a classic Gothic novel (in play form) and discussing the key ethical issues within it. Whole text argument essay response to answer the question: Who is the real monster?	Heroes and Villains Action Heroes and Villains: Exploring a range of different kinds of heroes and villains; writing creative and non-fiction responses.
Text book	Students access a range of fiction and non-fiction texts throughout the year. Students have access to school copies of <i>Frankenstein</i> and <i>When the Sky Falls</i> , as well as collections of poetry, non-fiction and short stories.	
Setting	Students are taught in learning groups, generally by one teacher, sometimes two. The learning group teacher sees the class six times a fortnight.	
Assessment	There is at least one summative assessment per short term, and we assess a range of reading and writing skills. Schemes of learning are designed to enable students to develop the knowledge and skills required for the assessments beforehand, through formative assessment, modelling of work and building on prior knowledge and skills.	
Trips and expenses	There are no extra expenses or trips in Year 7. However, the English department runs writing clubs that students may choose to attend and they may have the opportunity for a theatre trip if appropriate. Students also have the opportunity to visit the ILC once a fortnight to discover new books and develop their enjoyment of reading.	
Home Learning	English homework is set once a week. The homework tasks will vary, but will be focused on preparing for new learning, consolidating or extending learning. Occasionally, students will be given a longer task to complete over a more extended period of time.	

Extension work	Both classwork and homework should be accessible, but also differentiated, so that there is an opportunity for students to be appropriately challenged. There is also an extensive book list put together by the English department and ILC, accessed through the school website, which has many wider reading texts that complement the scheme of learning that is being studied.
Careers	When the Sky Falls/Difficult Choices: teaching, whether dyslexia can be a barrier, working with animals, zoology as a career. Stories from the Past: awareness of history and different contexts. Heroes and Villains: Chris Packham (Naturalist), Marcus Rashford and other sports people (achieving from positions of adversity, high aspirations). Formal letter writing (persuasive techniques related to real work). Frankenstein (how scientific careers might have changed, university)

French

Term 1		Term 2	Term 3
Topic 1 – key verb: avoir Greetings Classroom items Numbers and Months Pets Age		Topic 2 – key verb: être Family Describing what people look like Describing personalities	Topic 2 – key verb: aimer School subjects Opinions and reasons Time and timetable School day Food Schools in francophone countries
Term 4		Term 5	Term 6
Topic 3 – ER Verbs Gadgets - computers and mobiles Sports Hobbies and activities Opinions on hobbies		Topic 4 – Second verb infinitives and aller Places in the town Giving directions Where you go at the weekend Invitations What you can do in town La Francophonie	Topic 5 – Future Tense and Conditional Tense Countries Getting ready to go out Buying food and drink Holiday plans Dream holidays
Resources	We follow the Access and Studio 1 textbooks from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class. Students will also be given a log in to an interactive learning platform called ActiveLearn.		
Setting	Students are taught in mixed ability Learning Groups.		
Assessment	All students complete common assessments at the end of each topic which test listening, speaking, reading, translation and writing skills (not all skills are assessed at each assessment point).		
Home Learning	In Term 1 only vocabulary learning will be set. From Term 2 onwards home learning is set once per cycle of the timetable and can include vocabulary learning, reading comprehension tasks, cultural research, written tasks and online tasks on the ActiveLearn platform.		
Careers	By building language skills from the start of Year 7, as part of a curriculum which spirals through KS3 and into KS4, students are exposed to words, phrases and grammar which would enable them to build on these later in real-world situations where relevant. In addition, explicit reference is made to the importance of developing linguistic skills in the modern, increasingly interconnected world.		

Geography

Term 1		Term 2	Term 3
How do settlements change over time? A look at how villages and towns grow into different shapes and patterns. Students will discuss how Bradford-on-Avon has changed over time, making use of historical and present-day maps, research skills and developing their use of “GIS” through the online tool “Digimaps”.		How do settlements differ around the world? Investigating how cities grow and how people live differently outside of the UK. Students will compare lifestyles and investigate the issues associated with living in “shanty towns”. Among other places, attention is given to the “favelas” of Brazil’s major cities.	Is Earth running out of natural resources? A look at how Earth’s different ‘spheres’ interlink to create a distinct and unique environment for us to live on and how human activity is having an increasing impact on Earth’s ability to sustain our lifestyles.
Term 4		Terms 5 & 6	
Why is the coastline under threat? Completing their study of physical geography, we consider how humans manage dynamic landscapes. Focussing on the UK coastline, students investigate the effectiveness of coastal defences.		How could we investigate the Geography of St Laurence? Students will undertake project work that will allow them to develop group and individual study skills by collecting data within the school grounds, before presenting and analysing the results in detail. Projects are likely to focus on investigations into the school’s “microclimates” or other issues such as litter/sustainability.	
Text book	While we may use certain pages occasionally, we do not use one text book at KS3 Geography.		
Setting	None - students are taught in mixed ability Learning Groups.		
Assessment	All students complete common assessments throughout the topics (they will complete approximate 1 or 2 per topic). Homework tasks and classwork will also contribute towards students’ progress.		
Trips and expenses	Year 7 Geography makes good use of the school grounds. While there are no set trips, one-off excursions may occur (e.g. in the past we have visited the Olympic Park) and students are actively encouraged to explore their local surrounds and use different maps regularly – Geography is all around you!		
Homework	From term 2, Geography homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Whilst this will not be explicitly marked, it will be used to support your child’s progress in lessons.		

Extension work	Students should always try to keep an eye on the various news outlets. Useful websites include the following: - http://mapzone.ordnancesurvey.co.uk/mapzone/ - http://www.bbc.co.uk/newsround/ - http://www.naturalengland.org.uk/information_for/students_and_teachers/default.aspx - http://www.metoffice.gov.uk/learning
Careers	Our curriculum includes a minimum of one career related homework each topic in KS3 where students are tasked with researching careers that relate to that individual topic.

German

Term 1		Term 2		Term 3	
Unit 1 – Das sind wir! Introductions Counting to 20 and ages The alphabet Pets Colours		Unit 1 (cont.) Family members Describing people Personalities Unit 2 – Komm in die Schule! School subjects Days and times		Unit 2 (cont.) Describing teachers Uniform School rules, facilities and equipment	
Term 4		Term 5		Term 6	
Unit 3 – Stadtleben! Places in the town Buying snacks and drinks Weekend plans		Unit 3 (cont.) Shopping Finding your way Unit 4 – So feiern wir! Birthdays		Unit 4 (cont.) Celebrations Going to a festival Breakfast time	
Resources	We follow the Genau 1 textbook from Pearson although we do not feel buying a copy for use at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class. Students will also be given a log in to an interactive learning platform called ActiveHub.				
Setting	Students are taught in mixed ability Learning Groups.				
Assessment	All students complete common assessments at the end of each topic which test listening, speaking, reading, translation and writing skills (not all skills are assessed at each assessment point).				
Home Learning	In Term 1 only vocabulary learning will be set. From Term 2 onwards home learning is set once per cycle of the timetable and can include vocabulary learning, reading comprehension tasks, cultural research, written tasks and online tasks on the ActiveHub platform.				
Careers	By building language skills from the start of Year 7, as part of a curriculum which spirals through KS3 and into KS4, students are exposed to words, phrases and grammar which would enable them to build on these later in real-world situations where relevant. In addition, explicit reference is made to the importance of developing linguistic skills in the modern, increasingly interconnected world.				

History

Term 1		Term 2	Term 3
EQ1: What impact did migrant groups have on the development of early Britain? (7)		EQ2: Is it true that 'much remained the same' after the Norman Conquest? (9)	EQ3: How important was religion in the Middle Ages?
Term 4		Term 5	Term 6
EQ4: Who was the most successful medieval monarch?		EQ5: What were medieval peasants' lives really like?	EQ6: What travelled along the Silk Roads? EQ7: How well do you know the Middle Ages?
Text book	We use a wide range of resources. Teaching & learning is not based on a textbook.		
Setting	Students are taught in mixed ability Learning Groups.		
Assessment	At the end of each enquiry, students will produce a piece of work that demonstrates their understanding of the disciplinary skills and substantive knowledge that the enquiry has focused on. Three of the six end tasks will be formally assessed, but all contribute to a building a picture of the progress students are making. Students will also complete regular knowledge tests for each topic.		
Trips and expenses	Students will have the chance to go to the Chalke Valley History Festival in Term 6 – spaces on this trip are limited. Names will be selected at random.		
Home Learning	History homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Students are expected to spend 30 minutes on this homework. Whilst this will not be explicitly marked, it will be used to support your child's progress in lessons		
Extension work	http://www.english-heritage.org.uk/ http://www.nationaltrust.org.uk/ Students are encouraged to extend their interest in the subject through visiting historic sites, reading around the subject, watching and listening to news, current affairs and history related programmes.		
Careers	We will consider the role of archaeologists at various points throughout Y7. We will spend time considering how you could pursue archaeology as a career.		

Maths

Terms 1-3	
Algebra – Expressions – forming, interpreting and equivalence; Equations – forming and solving; Substitution; Number – Place Value – integers, decimals, powers of ten, exponents and measures; Properties of number – factors, multiples, squares, cubes, distributive/associative and commutative laws; Understanding arithmetic procedures with integers and decimals; Shape – Metric unit conversions.	
Terms 4-6	
Number – Arithmetic procedures involving negative integers, decimals, fractions operations and comparing; Convert fluently between decimals and fractions. Shape – Perimeter & area of triangles and quadrilaterals, understanding the concepts and applying skills in a range of problem-solving contexts.	
Setting	Number skills feature in all aspects of life and are a fundamental part of any career. Forming expressions are key in solving problems and solving equations allows us to find missing values within formulae. These will be evident in careers involving engineering, medical, product design, data analysts, construction and more.
Assessment	Students in year 7 are taught in learning groups of mixed ability with four groups in each half of the year. Setting is introduced in Year 8 based on performance in tests and other data from KS2 and year 7, as well as learning behaviours. Setting is fluid and assessed at regular intervals throughout the year.
Trips and expenses	All students complete a baseline assessment in September, regular end of topic tests and formal written assessments in terms 2, 4 & 6.
Home Learning	N/A
Extension work	Maths home learning is approximately 30 minutes per week and may include online tasks via the Mymaths and Kerboodle websites, worksheets on current topics or preparation for forthcoming topics, research activities or revision.
Careers	Mymaths and Corbett maths are good online resources for use throughout KS3.

Music

Theme 1		Theme 2	Theme 3
Transition/Elements 1		Transition/Elements 2	Woodwind/Brass WCET
Establishing listening, performing and composing skills by exploring a range of music for the voice from different cultures and periods in history. • Listening to a range of music for the voice from different cultures and periods of history • Ensemble performance through singing together. • Composing short pieces using a range of vocal techniques		Developing ensemble performance skills through singing together. • Learning to perform and evaluate a set of songs, both in unison and in harmony, with an opportunity to take part in a public performance at Holy Trinity Church	Starting to learn the basics of playing a woodwind or brass instrument. • Introducing initial performance techniques • Exploring the way sound is produced and how technical developments have changed the instruments over time • Developing listening and ensemble skills
Theme 4		Theme 5	Theme 6
Introduction to the Keyboard		Ostinato Composition	Strings WCET
Starting to learn/develop keyboard skills; developing skills in musical theory and notation. • Learning about different ways of notating music • Developing solo and ensemble performance skills		Developing composing skills through working with a range of instruments (focusing on the percussion family). • Learning to use ostinato patterns and pulse to develop musical ideas in response to a given brief	Starting to learn the basics of playing the violin. • Introducing initial performance techniques • Exploring the way sound is produced and how technical developments have changed the instruments over time • Developing listening and ensemble skills
Text book	None used.		
Setting	Students taking Music will be in mixed ability learning groups.		
Assessment	There will be regular class performances and opportunities to test listening skills. All students also complete formal assessments at the end of each unit which involve either a live performance, a recording of their work or a piece of writing.		
Trips and expenses	While there are no set trips, one-off concert visits may occur and students are actively encouraged to go to performances in the WMC.		
Home Learning	N/A		
Extension work	Extra-curricular Music ensembles; Grade V Theory; attend a concert in the WMC; instrumental or singing lessons OR on-line resources developing instrumental skills		

	It is strongly recommended that students who are interested in pursuing Music at KS4 and/or KS5 engage with these activities, as both GCSE and A Level courses require minimum levels of specialist performance skills which need additional time to that which is available in classroom lessons at KS3
Careers	Developing listening and ensemble (teamwork) skills; developing the ability to be self-aware; developing the ability to give and receive constructive feedback; developing the ability to practise (persevere)

Physical Education

Term 1		Term 2	Term 3
Activities: Rugby Netball Inter house cross country		Activities: Rugby Netball Football Gymnastics Badminton Fitness	Activities: Football Gymnastics Badminton Fitness
Assessment: Physical ME Social ME		Assessment: Physical ME Social ME	Assessment: Physical ME Personal ME
Term 4		Term 5	Term 6
Activities: Football Gymnastics Badminton Fitness Football/Netball Interhouse		Activities: Athletics	Activities: Cricket Rounders
Assessment: Physical ME Personal ME		Assessment: Physical ME Thinking ME	Assessment: Physical ME Thinking ME
Kit	Please see the kit list found using the link below: School Uniform St Laurence School (st-laurence.com)		
Grouping	Students will be taught in their learning groups and according to their gender where they will cover a range of activities and opportunities.		
Assessment	Pupils are assessed on their performance throughout each term using the ME in PE approach. This is an assessment process that looks at all aspects of the student, not just their practical ability but also their knowledge and understanding. This complements the departments drive to develop physical literacy.		
Trips and expenses	Clubs and fixtures are available for the majority of sports taught in school. Look out for the extra-curricular programme that will be released in tutors each term. All clubs run by PE staff are FREE and OPEN TO EVERYONE.		

Home Learning	N/A
Extension work	Pupils are encouraged to attend after school clubs to develop their skills and interest in a sport and potentially represent the school in fixtures. Use the knowledge organisers to support understanding before and during each activity.
Careers	Knowledge organisers will have information linked to specific careers within the field of sports and physical activity. Staff will discuss career pathways linked to areas of study where appropriate; for example about personal trainer qualifications when completing the fitness unit. Staff will link career information to the ME in PE assessment structure within KS3 PE. Wet weather lessons, cover lessons and occasional homework in Year 9 will guide students to research and explore careers within PE.

PSHE - Please note that the PSHE curriculum may change during the year to meet the needs of our students. If you would like an up to date version, please email; chabry@st-laurence.com. Mrs Charlotte Bryer, Head of PSHE.

Term 1		Term 2	Term 3
Introduction to PSHE – What is it and why is it important? Trusted Adults Transition to KS3/Secondary school- Goal setting Managing emotions Resilience- developing positive thinking habits Growth Mindset Microsoft tools- word/excel/email/PPT and Canva tool		Friendships Empathy Neurodiversity Student reflective speeches Wellbeing activities Microsoft tools- word/excel/email/PPT and Canva tool Scratch software	Mental Health- Happiness Friendship challenges Relationships- socialising, Bullying, cyber-bullying, peer pressure Coercive friendships Change, loss and grief Microsoft tools- word/excel/email/PPT and Canva tool
Term 4		Term 5	Term 6
Careers- Getting a job/Unifrog platform/Decision making/ County Lines Personal Safety Road, Rail safety Microsoft tools- word/excel/email/PPT and Canva tool		Online safety- Roles in families Exploitation Neglect Relationships- Healthy Consent Puberty- Emotional changes and Genital Health Microsoft tools- word/excel/email/PPT and Canva tool	FGM First Aid Financial Literacy- Making spending decisions/Budgeting Role of the Police If I were Prime Minister Water Safety Microsoft tools- word/excel/email/PPT and Canva tool
Text book	N/A		
Setting	Taught in learning groups.		
Assessment	Through verbal contributions, assessment tasks and termly progress review sheets.		
Home Learning	One piece during the Careers topic. Any additional teacher directed 'follow up' if deemed necessary		
Extension work	As part of differentiated work in class.		
Careers	Embedded learning through our curriculum. Planned absence will use Unifrog Platform for lessons.		

RE

Term 1		Term 2	Term 3
Authority Students will study a wide range of world – views in order to master the knowledge and understanding needed engage with the following topics: • Human and divine authority • Ultimate authority • Monotheism and the characteristics of a monotheistic God • Authority of Jesus • Trinity		Authority Students will study a wide range of world – views in order to master the knowledge and understanding needed engage with the following topics: • Arguments for and against miracles • Jewish concepts of divine authority • The authority of religious texts and the written word • Literal and non-literal interpretations • Islamic concepts of divine authority	Would the world be better with or without Religion? Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions: • What does it mean to be religious, have a worldview and what is an ideology? • What are the conditions for a better world?
Term 4		Term 5	Term 6
Would the world be better with or without Religion? Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions: What are the different roles performed in society by: • Places of worship • Education • Family • Media		What does it mean to have a good life? Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions: • Who are good role models in society? • Does religion contribute to a good life? • Is it easy to live a Good life?	What does it mean to have a good life? Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions: • What makes a life valuable? • What does a life well lived look like? • What are the characteristics of a good person?
Resources	While we may use certain pages for various topics, we do not use one text book at KS3 RE.		
Setting	None - students are taught in mixed ability Learning Groups.		

Assessment	All students complete common assessments towards the middle and at the end of topic. These assessment strands are based on different skills, one will be a explanatory essay, whilst the other essay will be an adjudicatory essay where students are marked on their ability to construct a well-supported argument
Home Learning	Home learning will not be given until term 3 and tasks will then be set twice a term. These tasks are supported through the student drive, where there are many resources to help with home learning
Extension work	The library and the student drive will have many resources that can allow a student to deepen their understanding of the topic.
Careers	Philosophy and religion help students explore deep questions about religion and the good life, while developing critical thinking, ethical reasoning, and clear communication. These skills are valuable in careers like law, education, social work, and public service, and can guide choices about future study or qualifications by connecting personal beliefs with real-world impact.

Science

Terms 1 & 2		Terms 3 & 4	Terms 5 & 6
Introduction to Science at St Laurence - Safety procedures, getting to know the laboratory, key practical skills. Cells - Plant and animal cells, specialised cells and single celled organisms. Particles - States of matter, changes of state and the particle model. Forces – What are forces? Types of forces and forces in action.		Structure and function of Body Systems - tissues and organs, gas exchange and the skeleton. Elements, atoms and compounds - What are atoms like? How do we make a compound? What are chemical formulae? Space - What's in the solar system? What's in the universe? Phases of the sun and moon.	Reproduction - Male and Female reproductive organs, what happens during pregnancy? Plant reproduction. Acids and Alkalis – Hazards of acids and alkalis, indicators and making salts. Sound – Introduction to waves, how does your ear work? How do we measure sound?
Text book	We use the Oxford University Press Activate course as a guide for our scheme of work. Students can access the text book and resources using their kerboodle login. Kerboodle		
Setting	None - students are taught in mixed ability Learning Groups.		
Assessment	All students complete common assessments during each topic. Usually this will consist of a task to test scientific skills and knowledge. A longer, knowledge-based summative test will be given to students towards the end of the year.		
Trips and expenses	Science makes good use of the school grounds throughout the year. Whether it is modelling particles in the quad or sampling invertebrates around the grounds. STEM opportunities vary each year with minimal or no cost involvement		
Home Learning	All homework will be set via Bromcom. This will include: Learning Journey Tasks in the Learning Journey Topic booklets. This a set resource across the year group including checklists, keywords, knowledge organisers and extended response question. There is a learning journey for each topic which includes the topic's homework's. These will be stuck in to exercise books but also posted on Bromcom. In the first couple of homework's students will be asked to complete the topic checklist and learn the keywords for an in-class quiz. Students will then be asked in the following homework, to complete the extended response question and in the final homework, use the knowledge organiser and all they have learnt to revise for an end of topic test.		

Extension work	The online text book we use in class can be accessed via Kerboodle, along with other revision resources and activities. Students should always try to keep an eye on the various news outlets. Useful websites include the following: - http://www.sciencemuseum.org.uk/onlinestuff.aspx - http://www.nasa.gov/audience/forkids/kidsclub/flash/ - http://www.rsc.org/learn-chemistry/resource/listing?searchtext=&fcategory=all&filter=all&fAudience=AUD00000002&reference=students - http://www.bbc.co.uk/newsround/ BBC Bitesize has recently been updated with key topics for Key Stage 3.
Careers	Careers posters in labs. Some scenarios/context given to big tasks including Science Week tasks. Reflection on careers after end of topic assessment. Careers links made in Last time, This time, Next time topic starter slides.