SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	Chumash	**YEAR GROUP:**	Year 7
SUBJECT INTENT:	To develop students' ability to learn Chumash with accuracy, independence and depth: building Hebrew vocabulary, translation skills, textual analysis and engagement with meforshim, while appreciating Torah as relevant to personal growth, Jewish identity and real-life choices.		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Lech Lecha	Learn selected pesukim from Lech Lecha with guided translation, key vocabulary and meforshim.	Avraham Avinu; covenant; faith and tests; beginnings of Am Yisrael; independent translation foundations.	Begins KS3 Chumash by establishing core skills: accurate word-by-word translation, key vocabulary, reading the pasuk carefully and using meforshim.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Vayera	Continue narrative learning through Vayera, applying vocabulary and translation routines to new pesukim.	Chesed; tefillah; moral choice; tests of Avraham; how meforshim answer textual questions.	Builds on Autumn by asking pupils to use familiar vocabulary and teacher modelling to approach new pesukim with more independence.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Vayera	Deepen study of Vayera through further pesukim, revision of vocabulary and seen/unseen style practice.	Consolidation; text-to-life links; developing questioning of the weekly Parsha and learned text.	Consolidates Year 7 foundations before Year 8 by increasing confidence in independent translation and basic mefaresh skills.

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TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Shemos	Study selected pesukim in Sefer Shemos with focus on narrative, vocabulary and seen assessment skills.	Galus and geulah; leadership; Moshe Rabbeinu; hashgacha; growth in translation accuracy.	Moves from Bereishis narratives to national formation in Shemos while continuing KS3 translation and vocabulary routines.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Vaeira	Learn Vaeira with greater emphasis on independent translation, meforshim and unseen preparation.	Yetzias Mitzrayim; emunah; Hashem's promises; reading patterns in pesukim.	Builds upon Shemos by tracing the development of redemption and expecting pupils to apply prior vocabulary to new text.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Beshalach	Study Beshalach, including key episodes after leaving Mitzrayim, with independent/chavrusa text work.	Trust in Hashem; miracles and effort; national identity; chavrusa learning.	Develops independence before Year 9 through more sustained text study and links between Chumash episodes and lived emunah.

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HASMONEAN
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SUBJECT:	Chumash	**YEAR GROUP:**	Year 9
SUBJECT INTENT:	To develop students' ability to learn Chumash with accuracy, independence and depth: building Hebrew vocabulary, translation skills, textual analysis and engagement with meforshim, while appreciating Torah as relevant to personal growth, Jewish identity and real-life choices.		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Shelach Lecha	Study Shelach Lecha with focus on translation, meforshim and the deeper messages of the meraglim narrative.	Eretz Yisrael; speech and perspective; trust; communal responsibility; consequence.	Begins a Bamidbar sequence, moving pupils into more sophisticated moral/thematic analysis while retaining translation discipline.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Korach	Learn Korach through text, vocabulary and meforshim, analysing argument, leadership and machlokes.	Machlokes; leadership; kavod and humility	Follows Shelach by comparing different failures of leadership and community, building analytical links across parshiyos.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Chukas	Study Chukas with continued independent translation, meforshim and application questions.	Loss and leadership transition; tefillah; healing; faith in difficult moments.	Completes KS3 by preparing pupils for KS4 Chumash expectations: more independent learning, thematic synthesis and mefaresh translation.

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HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	Halacha	**YEAR GROUP:**	Year 7
SUBJECT INTENT:	To develop practical halachic knowledge, source-based thinking and confidence in applying halacha to daily Jewish life, enabling students to ask thoughtful questions, understand key principles and connect halacha to avodas Hashem, middos and decision-making.		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Seder Haboker; Six Constant Mitzvos; Hataras Nedarim; Changes in Davening	Learn core daily halachos and introductory source-based thinking around morning routine, constant mitzvos and davening changes.	Daily avodas Hashem; constant mitzvos; tefillah routines; halachic questioning and practical application.	Starts KS3 with concrete, daily halachos that pupils can immediately apply, establishing routines for using halacha source booklets.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Hilchos Shabbos; Hilchos Purim and Pesach	Study practical Shabbos topics including Erev Shabbos, candle-lighting, Kiddush, Hamotzi, bathing/cosmetics and Eruv; seasonal Purim/Pesach halachos.	Kavod Shabbos; oneg Shabbos; seasonal mitzvos; preparation; home practice.	Builds from daily practice to weekly and festival practice, linking classroom halacha to home observance.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Ahavas Yisroel; Kibbud Av V'Eim	Explore interpersonal mitzvos with practical application to family, friendship and school life.	Bein adam lachaveiro; respect; gratitude; family relationships; middos in action.	Completes Year 7 by applying halachic learning to character and relationships, supporting the school's middos culture.

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TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Hilchos Kashrus	Learn foundations and practical applications of kashrus through source booklets and everyday scenarios.	Kosher identity; separation; practical decision-making; asking a shailah.	Extends Year 7 practical halacha into more complex home/community scenarios requiring judgement and clear categories.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Hilchos Brachos; Hilchos Purim and Pesach	Study brachos, food-related halachos and seasonal Purim/Pesach practice.	Gratitude; categories of food; mitzvos of the year cycle; applying rules to examples.	Builds on kashrus by moving from permitted foods to how a Jew eats with awareness and beracha.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Lashon Hara; Hilchos Shabbos - Borer, Bishul, Electricity	Study speech ethics and selected Shabbos melachos with practical classroom and home examples.	Guarded speech; melacha categories; Shabbos boundaries; intention/action; practical problem solving.	Introduces more technical halachic categories while maintaining relevance through common Shabbos and school-life scenarios.

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TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Hilchos Shabbos - Amira L'akum, Muktzeh, Dosh, tying/untying, sechita	Develop more advanced Shabbos knowledge through specific melachos and practical case analysis.	Melacha and toldah; muktzeh; indirect action; boundaries of Shabbos; applied psak.	Builds on Year 8 Shabbos by increasing technical precision and expecting pupils to classify scenarios more independently.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Chesed; Hilchos Purim and Pesach	Study visiting the sick, hosting guests, love for others, respecting elders and seasonal halachos.	Chesed; kavod; communal responsibility; seasonal mitzvos; halacha as lived practice.	Balances technical Shabbos learning with interpersonal mitzvos and practical engagement in the Jewish calendar.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Concern for the Environment	Explore halachic and Torah perspectives on environmental responsibility. Key Mitzvos of Bal Tashchis and Tzaar Baalei.	Bal tashchis; responsibility; Torah view of creation; ethical decision-making.	Completes KS3 with broader ethical application, preparing pupils for KS4 topics linking halacha, society and values.