

# Longhill High School



Year 7

Curriculum Guide

2018-2019

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# Curriculum Design & Flightpaths

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The following times are spent on each subject in year 7 per fortnight

Maths	6 hours
English	6 hours
Science	6 hours
History	4 hours
Geography	4 hours
RE	1 hour
PSHE	1 hour
PE	4 hours
Modern Foreign Languages	3 hours each
Design & Technology	3 hours
Computing	3 hours
Art	2 hours
Music	2 hours
Drama	2 hours

Students are set for Maths & Science.

Students are taught in the same mixed ability class for English, Art, Computing, Drama, Geography, History, Modern Foreign Languages, Music, PSHE & RE.

Students are taught in different classes in PE and Design & Technology.

In years 7 & 8 students are given an expected grade range. A grade range is a range of knowledge, skills and understanding that a student needs to develop to be making expected progress. It is a forecast of the range of grades students could be awarded in their GCSE examinations as shown below.

Grade Range	New 9-1 Grade
9-7	9
	8
	7
6-5	6
	5
4-3	4
	3
2	2
1	1

# Art

**Head of Department** Mr Iozzi  
**Number of hours per fortnight** 2

## **Aims & Objectives:**

To further explore the formal elements of Art, refining and developing skills and understanding. To introduce students to a broader range of art mediums and processes to allow them to realise their own work in a variety of forms.  
To enhance their visual literacy by focusing on key artists.

## **Course Details**

### **Autumn Term:**

Still Life Project: Developing observational drawing and painting skills, in response to the work of Patrick Caulfield.

### **Spring Term:**

Students will analyse West African tribal masks, using willow cane they will construct 3D sculpture focusing on pattern and symmetry. They will also consider the cultural significance of these artefacts.

### **Summer Term:**

Students producing work in 2 and 3D, using paint and ceramics. Focusing on different bugs and insects, the artist supporting this project is Peter Randall Page.

## **Assessments**

### **7/1**

Observational drawing.  
Patrick Caulfield painting.

### **7/2**

Cane construction.  
Collage/ Watercolour

### **7/3**

Observational bug/insect studies  
Painting and ceramics

# Computing

**Head of Department** Mr Iozzi

**Number of hours per fortnight** 3

## Course details

Computing in Year 7 is closely based around the core concepts of Computational Thinking:

- Logic – predicting and analysing. Logic helps us to establish and check facts, and to make predictions.
- Algorithms – making steps and rules. An algorithm is a precise sequence of instructions, or set of rules for performing a task.
- Decomposition – breaking down into parts. Decomposition involves breaking down a problem or system into its constituent parts.
- Patterns – spotting and using similarities. By spotting patterns we can make predictions, create rules and solve other problems.
- Abstraction – removing unnecessary detail. Abstraction is identifying what is important and leaving out detail we do not need.
- Evaluation – making judgement. We use evaluation when we make judgments based on different factors, such as design criteria and user needs.

We approach these concepts by:

- Tinkering – experimenting and playing.
- Creating – designing and making.
- Debugging – finding and fixing errors.
- Persevering – keeping going.
- Collaborating – working together.

Autumn term	Spring term	Summer term
Programming with Scratch Internet safety Searching the internet	Computational thinking Hardware & software Programming with Small Basic	BBC micro-bits Kodu game lab

## Homework

All students will be given a research booklet for each term. It will contain a series of topics for the student to research and write some notes on to demonstrate their understanding. We would prefer that the research is written up by hand as this helps the learning of the content. It also minimises the chance of copying and pasting without fully understanding.

# Design & Technology

**Head of Department** Mr Gibbs

**Number of hours per fortnight** 3

## **Aims & Objectives**

The premise of year 7 Technology at Longhill is to provide student with a broad range of technical making skills across a wide range of disciplines. This will enable them to design larger projects in year 8 with a real knowledge and understanding of the working properties and characteristics of tools and materials to produce high quality products.

## **Course Details**

Students work in 4 project areas on a rotation system:

**Textiles-** Students learn how to hand sew a sampler and then produce a felt phone case

**Graphical communication-** Students learn about technical 3D and presentation drawing techniques and produce a product design model.

**Resistant materials-** Students develop workshop skills through a range of short projects; a copper candle holder and a wooden toy car.

**Food and Nutrition-** Students develop their knowledge of Food and Nutrition by cooking and evaluating a range of savoury dishes with a focus on a healthy balanced diet. Ingredients are provided for students with a contribution (TBA through a letter home). Letters will be issued at the start of their food unit with further information.

## **Assessments**

As students are on a rotation system they will complete four projects, but in a different order for each class band. Marks will be recorded and communicated to students for each project and three reports published throughout the year will reflect the average grade from all assessed elements at that time in the year.

# Drama

**Head of Department** Mrs Fenwick  
**Number of hours per fortnight** 2

## **Aims & Objectives**

To begin developing performance skills  
To learn a range of different skills such as mime and comedy  
To build confidence and use of imagination  
To learn to work together effectively in a team  
To respond constructively to feedback given by other students.

## **Course Details**

### **INTRODUCTION TO DRAMA**

A fun and interesting introduction in the Drama curriculum. Using skills such as Mime and Role play.

### **PANTOMIME**

Pupils will be taken into the bright and exaggerated world of pantomime. Learning about the traditions of winter theatre, stock characters and audience interaction.

### **DARKWOOD MANOR**

Pupils will learn new skills such as whole class improvisation as they explore 'Darkwood Manor' and create different styles of performances ranging from documentary styles to nightmares. Includes Mime, Group work, Improvisation.

### **FARCE**

This unit allows pupils to explore different styles of Physical Comedy ranging from slapstick to cross-talking. They will be given opportunities to create their own silent movie style performances and use scripts.

### **MIDSUMMER NIGHTS DREAM**

Without studying the text in full pupils will be learning about different characters in this great Shakespearian fantasy.

### **MELODRAMA**

This is a firm favourite with pupils, it allows them to explore exaggerated, over the top characters in a variety of different over the top situations. This really helps to develop their confidence when performing.

## **Assessments**

### **7/1**

INTRODUCTION TO DRAMA  
PANTOMIME- Milestone

### **7/2**

PANTOMIME- Final  
DARKWOOD MANOR- Milestone

### **7/3**

FARCE  
MIDSUMMER NIGHTS DREAM- Milestone

# English

**Head of Department** Mr Bliss  
**Number of hours per fortnight** 6

## **Aims & Objectives**

To provide a diverse experience of texts, topics and key skills which will further develop and embed core reading and writing techniques whilst encouraging students' love for the subject. To provide a successful transition from KS2 literacy to English as a distinct discipline. To establish modes of working and learning that will allow students to progress and to begin introducing students to a range of KS4 skills.

## **Course Details**

Autumn term – study of two modern novels; close textual analysis of language and structure; debate and discussion surrounding novel key themes.

Spring term – study of a Shakespeare text; writing on themes and characters; creative writing, study of non-fiction.

Summer term – Study and comparison of poetry. introduction to nineteenth century fiction and non-fiction with analysis of writers' techniques; Non-fiction writing (to inform); fiction writing based on 19<sup>th</sup> C sources

## **Assessment examples:**

7/1

1. How does the writer present the character in the given extract?
2. How does the writer structure the extract to engage readers or build tension?
3. Evaluate a given statement on the extract analysed.

7/2

4. Use A Midsummer Night's Dream as a stimulus to produce a description of a dream or a nightmare.
5. Write a persuasive speech.
6. Produce a newspaper article informing readers about and explaining an issue.

7/3

7. In role diary entry as a Victorian child.
8. Analyse Dickens' use of language in an extract from Oliver Twist.
9. How does the writer present the speaker in the poem The Battery Hen?



# Geography

**Head of Department** Mrs Seaby  
**Number of hours per fortnight** 4

## **Aims & Objectives**

Our aim is to encourage students to develop an interest in Geography and recognise its importance in our daily lives. The topics covered encourage pupils to not just think globally or nationally but recognise what is important locally as well.

Geography has a key role to play in helping pupils to become informed and well-rounded global citizens who are confident to question and have a sense of place in the world in which they live.

## **Course Details**

Students complete the following units:

**Introduction to Map Skills** – students learn a range of map skills including how to use an OS map, recognise symbols and calculate scale.

**India** – Students develop a sense of place and uncover a wealth of new knowledge about India.

**Weather and Climate** – Students have an introduction to this topic and address questions such as: What makes the weather? What makes rainfall? What are the differences between weather and climate?

Students also learn how climate influences vegetation and explore a number of different biomes including the tundra, desert and tropical rainforest.

**Climate change** – Students explore the causes and impacts of Climate Change. They learn about how individuals and governments can implement changes to reduce the impacts of climate change.

## **Assessments**

7/1 Map Skills Test

7/2 India Assessment

7/3 Climate and Biomes Assessment

# History

**Head of Department** Mr Wilson  
**Number of hours per fortnight** 4

## **Aims & Objectives**

Through history, students have a variety of learning opportunities to develop the skills essential for success at GCSE. Emphasis is placed on more general skills, such as: how to prepare for a test or exam; how to formulate an argument based on evidence; using sources; identifying bias; checking for inference and reliability; being able to identify cause and consequence; how to write a conclusion.

## **Course Details**

### **Introduction to history**

Students begin the year by looking at what history is and it is important. Lessons focus on historical skills: chronology; enquiry, analysis and interpretation.

### **Topic 1**

The first topic is all about 1066 and succession to the throne after the death of Edward the Confessor. Students learn about the contenders to the throne and the battles that took place, including the Battle of Hastings. An enquiry into why William won and an exam are used to assess students.

### **Topic 2**

The Norman Conquest of England: castles; the Domesday Book and the feudal system. Students get to research and design their own castles.

### **Topic 3**

Medieval England. Village life in Medieval England. The role of the Church and the State. The Black Death and the Peasants' Revolt

### **Topic 4**

The Reformation and Counter Reformation. The Catholic Church and the early Protestants. Henry VIII's break with Rome. Edward VI and the making of Protestant England. 'The Middle Way' under Elizabeth I.

### **Topic 5**

Parliament and monarchy - what is it? How does it work? Voting and elections. The role of political parties and the monarchy. The Gunpowder Plot. The Civil War and execution of Charles I.

## **Assessments**

7/1 1066, exam

7/2 Black Death exam

7/3 The Reformation & Counter Reformation exam

7/4 Gunpowder plot essay

7/5 Civil War exam

# Maths

**Head of Department** Mr Ous  
**Number of hours per fortnight** 6

## Aims & Objectives

**The department aims to** ensure that all students:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## Course Details

The course for year 7 is divided into six main areas, allowing students to develop a deep procedural and conceptual understanding before moving on to other parts of the curriculum. The department aims to connect areas of the curriculum partly through an inquiry-based approach that promotes questioning, discussion, exploration, reasoning and proof. Students also develop their problem-solving skills. The areas of the curriculum for year 7 are shown below:

Term 1 Autumn		Term 2 Spring		Term 3 Summer	
1	2	3	4	5	6
Analysing and displaying data, Number skills	Expressions, functions and formulae, Measures and Units	Fractions, Probability	Ratio and proportion,	Lines and angles, Sequences and graphs	Transformations

## Assessments

Half Term Chapter assessment: October, February, May

National Term Papers: December, April

National End of year Test: July

# Modern Languages - French

**Head of Department** Mrs Stallard  
**Number of hours per fortnight** 3

## **Aims & Objectives**

To build a firm foundation in language learning

To encourage good practice in the effective acquisition of language-skills.

To develop students' ability to understand and communicate effectively in French.

To inspire students to acquire language learning skills and to understand language in its cultural context.

## **Course Details**

### **MODULE 1 – INTRODUCTION**

Simple introductions including days and months, numbers, classroom objects, classroom instructions and language. Numbers 0-30. Students will work on recognising cognates, masculine and feminine nouns.

Present tense of verbs être and avoir.

### **MODULE 2 – FAMILY AND FRIENDS**

Family members, friends, animals, personality and physical descriptions, the possessive.

### **MODULE 3 – MY HOME**

Countries, my house, where I live, time and numbers 31-100.

### **MODULE 4 – MY TOWN**

Places in town, directions, snacks.

The verb aller, asking questions using aller.

### **MODULE 5 – MY DAY**

Daily routine, evening routine, school subjects and opinions, reflexive verbs.

### **MODULE 6 – HOBBIES**

Sports, hobbies, activities, free time.

Aller + infinitive to form future tense.

Infinitives with activities and opinions.

## **Assessments**

**7/1**

INTRODUCTION - Reading and writing

FAMILY AND FRIENDS – Speaking and Listening

**7/2**

MY HOME – Reading and writing

MY TOWN – Speaking and listening

**7/3**

MY DAY – Reading and writing

HOBBIES – Speaking and listening

# Modern Languages - Spanish

**Head of Department** Mrs Stallard

**Number of hours per fortnight** 3

## **Aims & Objectives**

To build a firm foundation in language learning

To encourage good practice in the effective acquisition of language-skills.

To develop students' ability to understand and communicate effectively in Spanish.

To inspire students to acquire language learning skills and to understand language in its cultural context.

## **Course Details**

### **MODULE 1 – INTRODUCTION**

Simple introductions including greetings, questions, answers, numbers from 0-31, days, months, classroom language and instructions.

Present tense of verbs ser and tener

### **MODULE 2 – SCHOOL**

School subjects, opinions, describing subjects and teachers.

Snacks, what I do in class.

### **MODULE 3 – FAMILY**

Family members, numbers 32-100, physical and personal descriptions, names, age, pets and animals in general.

### **MODULE 4 – MY HOUSE**

Rooms and furniture in the home, countries and nationalities, prepositions, activities I do at home.

### **MODULE 5 – FREE TIME**

Free time activities: games, hobbies, sports. Using the verbs hacer and jugar, frequency, opinions, negations. Telling the time, introducing the simple future tense.

### **MODULE 6 – MY CITY**

Places in town, describing my town, weather, seasons, invitations, more simple future tense, simple past tense.

## **Assessments**

### **7/1**

INTRODUCTION - Reading and writing

SCHOOL – Speaking and Listening

### **7/2**

FAMILY – Reading and writing

MY HOUSE – Speaking and listening

### **7/3**

FREE TIME – Reading and writing

MY CITY – Speaking and listening

# Music

**Head of Department** Mrs Fenwick

**Number of hours per fortnight** 2

## **Aims & Objectives**

The curriculum offered is focussed on the three main areas of Performance, Composition and Listening and we strive to provide a varied, exciting and stimulating experience that is largely focussed on practical work and making music together. The Music Curriculum here at Longhill is designed to be both progressive and inclusive so that all students can enjoy and achieve well in the subject, developing the necessary skills to carry on their musical studies as an option subject, should they so wish.

## **Course Details**

### **Unit 1 Rhythm and the Elements**

Students learn how to handle and perform on a range of tuned (Xylophones and Glockenspiels) and un-tuned (djembe drums, shakers, scrapers, tambourines etc.) percussion instruments They are introduced to a range of different percussion instruments that they use to compose a piece of music in small groups to a given brief. These are then performed to the class. At the end of the unit performances are recorded for assessment.

### **Unit 2 Introduction to Keyboard and Notation**

In this unit students build on their performing and listening skills and develop their instrumental skills using the keyboard. Working in pairs, they begin to learn how to read western notation, how scales are formed and how pitches taken from scales can form melodies.

### **Unit 3 Samba**

Students learn about the origins of Samba music and become familiar with the names and purpose of the different percussion instruments.

Students learn a range of Samba rhythms that fit together and can be performed as a whole class ensemble as well as working in small groups on composing their own Samba piece that they perform to their class.

### **Unit 4 Instruments of the Orchestra**

In this unit students learn about the symphony orchestra. This unit culminates in a whole class performance of an orchestral piece of music

### **Unit 5 Music Technology**

Students are introduced to the music software sequencer Soundation. Working in pairs students select and arrange pre-recorded samples to create a piece of music to a given brief and structure. Students are given their own password so that they can access the technology wherever the internet is available.

### **Unit 6 Chinese Music**

Students learn about how different cultures use different notations. In small groups they compose music that reflects the unfamiliar sounds of traditional Chinese instruments

## **Assessments**

### **7/1**

Rhythm and the Elements

Introduction to Keyboard and Staff Notation Milestone

### **7/2**

Introduction to Keyboard and Staff Notation Final

Samba

### **7/3**

Instruments of the Orchestra

**Head of Department** Mr Fallick

**Number of hours per fortnight** 4

### **Aims & Objectives**

Physical Education at Longhill will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for pupils to become physically confident supporting their health and fitness. We will provide opportunities to compete in sport to develop values such as fairness, respect and teamwork.

### **Course Details**

**Through a varied curriculum of activities, Physical Education at Longhill High School is designed to:**

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs.

Within Physical Education lessons across Years 7 students will take part in a variety of physical activities in line with the new KS3 National Curriculum. Students will participate in; Gymnastics, Teambuilding, Handball/Basketball, Rugby, Dance, Netball, Athletics, Striking and Fielding and Badminton. They will be grouped into streamed single or mixed sex groups all having the same opportunities as each other.

### **Assessments**

PE is a non-examined core subject within the curriculum. At Longhill we identify key PE skills and concepts and assess progress using the following grading system:

- Emerging: just starting to learn a new skill or concept.
- Developing: showing an increased understanding in that skill or concept.
- Secure: frequently showing evidence of understanding of a skill or concept.
- Mastered: always demonstrating a deep understanding of a skill or concept.

**7/1:** Baseline Assessment of Fundamentals and one practical activity

**7/2:** Assessment from five different practical activities

**7/3:** Assessment from seven different practical activities

## PSHE

**Head of Department** Mr Garling

**Number of hours per fortnight** 1

### **Aims & Objectives**

Personal, Social and Health Education (PSHE) promotes pupils' personal, social & emotional development, as well as their health and well being. PSHE provides the knowledge, skills & attributes students need to lead a healthy, safe, responsible & fulfilled lives.

Unlike other subjects there are no exams in PSHE or end of key stage attainment targets.

The subject does have a content base which is listed below, but emphasis is placed on developing personal qualities, self-awareness, attitudes and values and analytical skills.

PSHE is taught by a dedicated team of experienced teachers.

### **Course Details:**

Identity (6 lessons)

- Getting to know Longhill
- Organising myself
- My skills, qualities, likes, dislikes
- Being British – stereotypes, multi-culturalism, immigration, democracy

Drugs, alcohol, tobacco (7 lessons)

- What are drugs – classification, legal, illegal, medical, recreational, danger
- Solvents - effects, risks, signposting support
- Tobacco – effects, risks, resisting peer pressure
- The law
- Offering support – assessing risk

Rights and responsibilities (6 lessons)

- Young carers
- Crime and punishment
- Types of court
- Morals, crime and law
- The election process
- Holding a mock election

Diversity (6 lessons)

- My brain – parts of the brain, flight or fight, coping with threat
- Disability – autism, inclusion, stereotypes, discrimination
- Friendship skills and bullying – what is bullying, friendship skills, signposting support,
- Gender bullying – sexism, thinking about vocabulary

Equality (7 lessons)

- Being equal
- Discrimination
- Fake news
- Race
- Travellers and Gypsies
- Equality and inequality
- Legislation

Relationship and sex education (7 lessons)

- Puberty
- Body parts
- Female genital mutilation
- Attitudes to ourselves and others



- Personal hygiene

## Religion & Ethics

**Head of Department** Ms Wingfield  
**Number of hours per fortnight** 1

## **Aims & Objectives**

The course aims to support students in developing their knowledge and understanding of the major world religions, as well as being able to compare and understand religious and non-religious viewpoints on life and ways of living. Students will learn how to give different viewpoints for and against an issue, and to support opinions with reasons.

## **Course Details**

### **Term 1 – Judaism**

In the first term, students will learn how the religion of Judaism started, and will learn some of the ancient stories of the Jewish people including the Creation story, the story of Abraham and the story of the Exodus. Students will explore the reasons why some people believe in God and why atheists do not. They will also compare religious and scientific beliefs about how the universe started. Finally, they will learn how Jews today remember the ancient story of the Exodus through the celebration of the festival of Passover.

### **Term 2 – Christianity**

In the second term, students will start to learn about the life of Jesus, looking in particular at Christian and other beliefs about who Jesus was and his ability to perform miracles. Students will examine different opinions, religious and non-religious, about Jesus' life, death and resurrection, and about the existence of miracles. Later, students will learn about modern Christian practices, such as observing Lent and celebrating Easter, and will analyse the connection between these and the stories about Jesus.

### **Term 3 – Hinduism**

In the final term, students will study the ancient religion of Hinduism, learning to identify some Hindu gods and goddesses, and to understand some key Hindu beliefs. In particular, they will explore different beliefs about life after death, including the belief in reincarnation and the law of karma, and how this links to the Hindu caste system.

## **Assessments**

**7/1** – Grade based on Test 1 on Judaism

**7/2** – Grade based on the total for Test 1 plus Test 2 on Christianity and Miracles

**7/3** – Grade based on the total for Tests 1 and 2 plus Test 3 on Hinduism

## Science

**Head of Department** Mr Dean

**Number of hours per fortnight** 6

## **Aims & Objectives**

The primary aims of the year 7 science curriculum are to:

- Introduce students to the environment of a secondary school science laboratory.
- Explore the basics of key ideas such as particle theory, energy, forces and cells.
- Encourage the confident use of scientific keywords to articulate our ideas,
- Practice the key skills needed to carry out the scientific method.
- Inspire and engage students to become scientifically curious about their surroundings.

## **Course Details**

In year 7 the students are taught the following topics:

- Cells
- Introducing Chemistry
- Magnetism
- Forces
- Atoms, Elements and Compounds
- Food and Digestion
- Acids, Alkalis and Neutralisation
- Sound
- Variation

These topics give the students the opportunity to learn biology, chemistry and physics and encourage linked-up thinking between the three.

## **Assessments**

### **7/1**

Start of Year Online Test

Cells: End of Topic Test

Introduction to Chemistry: End of Topic Test

Cells and Introduction to Chemistry: Online Test

### **7/2**

Magnetism: End of Topic Test

Forces: End of Topic Test

Atoms, Elements and Compounds: End of Topic Test

Magnetism, Forces and Atoms, Elements and Compounds: Online Test

### **7/3**

Food and Digestion: End of Topic Test

Acids and Alkalis: End of Topic Test

Food and Digestion, Acids and Alkalis: Online Test