LONGHILL
HIGH SCHOOL

Year 7
Curriculum Map
2020 - 2021

Contents: Year 7

Curriculum Design

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

Maths	7 hours
English	7 hours
Science	6 hours
History	4 hours
Geography	4 hours
RE	1 hour
PSHE	1 hour
PE	4 hours
French or Spanish	4 hours
Design & Technology	3 hours
Computing	3 hours
Art	2 hours
Music	2 hours
Drama	2 hours

Students are set for Maths, English & Science.

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

Students are taught in different classes in PE, French or Spanish and Design & Technology.

Expected Grades

Students arrive from primary school with three SAT scores. These scores nationally give the expected GCSE grades that students achieve when they leave year 11. These are called the **expected grades**.

Where students arrive without a SAT score, the school use the CAT (Cognitive Ability Tests) that are taken by year 7 students in September to calculate their expected grades.

Throughout year 7 students are then assessed on the grade they are forecast to achieve. These are called the **forecast grades**. A student is doing well if their forecast grade equals or is higher than their expected grade.

5. Curriculum Map for Art -Year 7

Number of hours per fortnight	2
Exam board	AQA
How course is assessed	Students progress is tracked using AQA Assessment Objectives.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** To introduce Y7s to the formal elements of Art. Develop observational drawing skills through working directly from Still Life setups. **Knowledge taught:** Still life Observational drawing, working with Scale, colour and composition. Students will develop their critical awareness by studying the artwork of Fernand Leger. **Skills:** Observational drawing, transforming an images scale, watercolour painting techniques working with ink and exploring mark making.	**This links to KS2 by** Introduction to Art. Student's experience of Art as a discrete subject is variable. Building on previous experience of formal observational drawing. **This is taught now because** Observational recording is a key skill in Art and design and will be revisited throughout the curriculum. **This links to careers by:** It would be impossible to access any creative Art or Design careers without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** Observational recording forms one of the four assessment **objectives** in Art and Design GCSE and students embed and improve their skills with repeat practice. **Why are we teaching these topics?** Still Life is an ideal vehicle for students to practice core art skills. Studying the history of Still Life gives students a broader cultural context to the activity as well as helping them to become visually literate. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Making and understanding art helps develop students' ability to express themselves allowing them to become more skilful, articulate and confident.	Baseline test of observational drawing skill for forecast grade. Observational drawing. Fernand Leger style painting Self / Peer Assessment Teachers marking and feedback

Spring Term	**Learning overview:** Students will examine the human figure in motion. Making reference to the paintings of Sonia Delauney. **Knowledge taught:** Colour theory, proportion and anatomy.A01; Sonia Delaunay, Bauhaus and Russian Constructivism. **Skills:** Drawing, Composition, construction and mark making.	**This links to KS2 by** Introduction to Art. Student's experience of Art as a discrete subject is variable. Observational drawing and painting revisited from term 1. **This is taught now because** In early years most children draw people and figures, we hope to develop, inform and nurture students' ability to depict the body. **This links to careers by** It would be impossible to access any of the creative careers in Art and Design without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** Many students go on to develop portfolio and exam work based on the human figure. **Why are we teaching these topics?** It allows students to develop skills as well considering proportion, ratio and structure.The figure is a major motif throughout art history. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Students examine anatomy and movement of the body, as well as using geometry to develop their work. This overlaps with Science, PE and Mathematics.	Observational drawing. Figure in movement collage Sgraffito image. Self / Peer Assessment Teachers marking and feedback
Summer Term	**Learning overview:** Marine Life Project: Students will be studying the Marine Conservation Zone on the local beach. This research will be used to develop ceramic work. **Knowledge taught:** Studying the MCZ and the local biosphere. Learning about environmental threats and the effect of global warming on marine environments. Learning about the properties of clay, the firing and glazing processes. Looking at the work of Ernst Haeckel, and Courtney Mattison. **Skills:** Observational drawing, printmaking and clay modelling skills.	**This links to KS2 by** Introduction to Art. Student's experience of Art as a discrete subject is variable. Further exploration of observational drawing and mark making form term 2. **This is taught now because** This particular project introduces students to Art and the Landscape. We have a unique coastal biosphere. The time of year lends itself to a coastal visit. The project is designed to allow students to work more independently and students are encouraged to develop their work in a personal way. **This links to careers by** It would be impossible to access any of the following careers without a basic knowledge of the formal visual elements **This is then developed in Y11 by** Many students choose to work in clay at GCSE Fine Art and 3D Art either as part of their portfolio or for their exam work. **Why are we teaching these topics?** Modelling in clay is a fundamental art activity. Introducing this key skill now helps students develop their tactile making skills. The local marine biosphere is under threat, and it's a great way to introduce students to environmental issues around plastic pollution and global warming. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Cross curricular learning objectives shared with Chemistry and Biology.	Observational drawing. Ceramic work Self / Peer Assessment Teachers marking and feedback

6. Curriculum Map for Computer Studies (Year 7)

Number of hours per fortnight	3
Exam board	Not Applicable
How course is assessed	National Curriculum 2014

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** To be able to access the School server from within the classroom and externally; To be able to use a visual program to solve a computational problem. **Knowledge taught:** Access to a networked file storage server; Access to a Cloud file storage server; Sending and receiving emails; Programming with Scratch. **Skills:** Opening**,** Saving, Downloading and Closing Files; Attaching Files; Developing Computer Programs in the Scratch programing language. **Memory Platforms:** Communication; Keywords; Command Words	**This links to KS2 by** enhancing Students level of ability in Scratch programming. **This links to previously taught** Scratch programming in KS2 **This is taught now because** it will enable Students to communicate and store their learning files across the curriculum. The Scratch element will give Students confidence by improving their knowledge from KS2. **This is taught before** the remainder of their KS3/4 learning **because** it is essential to cross curricular learning. **We are teaching these topics** because they are relevant to whole School learning. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The communication elements and programming methodology are both life skills that can be used beyond School and into adult life..	Students will be given homework once a fortnight. Continuous review will be undertaken over the duration of the term. A formative assessment will be completed at the end of each unit.
Spring Term	**Learning overview:** To be able to understand the hardware and software components that make up computer systems and how they communicate with one another and other systems.	**This links to KS2 by** developing prior knowledge of computer systems. **This links to previously taught** Hardware in KS2 **This is taught now because** it will give Students a greater understanding of the tools that they will across the curriculum.	Students will be given homework once a fortnight. Continuous review will be undertaken over the duration of the term. A formative assessment will be completed at the end of each unit.

	[8]Understand how instructions are stored and executed within a computer system. **Knowledge taught:** Be able to identify input and output devices; Be able to identify the difference between memory and storage; Be able to choose a computer system for a given scenario. **Skills:** Identifying internal and external components of a computer system. **Memory Platforms:** Component identification; Keywords; Word search's.	**This is taught before** the remainder of their KS3/4 learning **because** it is essential to cross curricular learning. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** As technology becomes more widely used Students will be able to select an appropriate computer system that is fit for purpose.	
Summer Term	**Learning overview:** To be able to understand several key algorithms that reflects computational thinking. Use logical reasoning to compare the utility of alternative algorithms for the same problem. **Knowledge taught:** Decomposition of a complex problem; Abstraction of relevant information; Developing algorithms; Programming in Python. **Skills:** Abstraction of information; Decomposition of a complex problem; Writing pseudocode; Drawing flowcharts; Developing Computer Programs in the Python programing language. **Memory Platforms:** Keywords; Command Words.	**This links to KS2 by** developing prior knowledge of programming techniques. **This links to previously taught** Scratch programming in KS2 **This is taught now because** it will develop a life skill of solving complex problems. **This is taught before** the remainder of their KS3/4 learning **because** it is essential to cross curricular learning. **We are teaching these topics** because they are relevant to whole life skills. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The life skills learnt can be applied to any scenario in School and beyond.	Students will be given homework once a fortnight. Continuous review will be undertaken over the duration of the term. A formative assessment will be completed at the end of each unit.

7. Curriculum Map for KS3 Y7 DT- Food, Graphics, Textiles & DT

Number of hours per fortnight	3 hours a week for 10 weeks (for each of the KS3 subjects)
Exam board	
How course is assessed	% exam, coursework, number of papers etc

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Food	**Learning overview:** Understand basic nutritional value of everyday foods. Learn how to produce balanced healthy meals Learn about food hygiene and safety. **Skills:** Learn and use basic cooking techniques in order to produce healthy meals. Learn about heat control in a safe and controlled manner **Memory Platforms:** Eat Well Plate 4 C's. Heat Control Hygiene and safety in large kitchens.	**This links to KS3** by assessing and developing skills used at home and in primary school **This is taught now because:** This is aimed at broadening student's understanding of foods and their nutritional value. Students are taught a number of processes to develop independent learning in the classroom & at home. **This links to careers by allowing** students to investigate basic food preparation and enable them to provide healthy and nutritious food for themselves and their families. **This is developed in Y11 by** preparing students for the Food & Nutrition GCSE. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Food Preparation and Nutrition is a life skill. Students will be provided with foods to produce healthy meals. They will be supported in learning a range of techniques that will allow them to adapt and produce a range of meals for themselves and their families.	AQA Assessment is criteria will be applied to the following work: Understanding of Eatwell plate Safe use of processes. Nutritional value of food Measuring and adapting a recipe Evaluation of recipes
Graphics	**Learning overview:** **Design a logo: Exploring and working with different Text.** Students are introduced to a variety of serif and sans serif font styles. The design brief is to produce a Logo using the initials of their name. Following a series of drawing activities; Generative iteration, One point perspective, Isometric and cavalier projection, they will come up with a final design. This will be scaled up and rendered using colour materials. **Knowledge taught:** Design brief, Graphic design concepts. Contextual design history. Colour theory **Skills:** Generative sketching, different approaches to drawing 3 dimensions; one point perspective, isometric and cavalier projection. and rendering skills.	**This links to KS2 by:** Students will be used to illuminating and illustrating work from KS2. **This is taught now because**. This is an attempt to give this form of communication a deeper focus and allowing them to express their ideas more effectively. **This links to careers by:** Graphic design is an expanded and growing area in the creative industries, as so much of our work now is online having a working knowledge of formal art and design concepts can give you the edge making your communications stand out and be more effective. **This is then developed in Y11 by** Everything covered in this project is useful in Design Tech and Art in Y11. **Why are we teaching these topics?** Graphic designers work with text, photography, drawing, illustration, print and digital media to communicate ideas visually. This project is a great introduction to what Graphic designers do, **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Working with precision and scale connects with maths, examining and analysing the work of other designers develops literacy and history skills, learning to present things powerfully can help in all areas of the curriculum.	AQA Assessment is criteria will be applied to the following work: Design and make prototypes that are fit for purpose Analyse and evaluate: • design decisions & outcomes, including for prototypes made by themselves & others • wider issues in design and technology.

10 **Textiles**	**Learning overview:** To design and create textiles pieces exploring weaving, applique and embroidery techniques. **Skills:** Students are introduced to a variety of embroidery stitches and a number of different weaving techniques. . Students are to make designs to include the introduced techniques. Following the creation of their design they are then to produce their textile piece using a majority of recycled sustainable materials. **Knowledge taught:** Safe working practices in the Textiles room, how to use a sewing machine (if available). Cutting patterns, pinning, basting (tacking), embroidery stitches, applique, sustainability, fabric production and environmental impact. **Memory Platforms:** Types of fabric- synthetic and organic Boro sustainable fabric fast fashion sewing machines sport clothing	**This links to KS2 by:** Students will be used to **This is taught now because**. This is an attempt to give them practical skills in sewing and making allowing them to apply the skills. **This links to careers by:** There are a huge number of potential careers in the Textiles industry; it is a growing industry in the UK. The aim is to give students an understanding of the broadness of the sector and the roles within the industry. **This is then developed in Y11 by** Everything covered in this project is useful in Design Tech and Art in Y11. **Why are we teaching these topics?** It develops students' skills in making and allows them to develop their fine motor skills. It widens students understanding about sustainability and the environment and awareness of the need to move away from a throw away culture. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Working with precision exploring wider environmental issues, examining and analysing their work develops literacy skills, learning to present things powerfully can help in all areas of the curriculum.	AQA Assessment is criteria will be applied to the following work: Design and make prototypes that are fit for purpose Analyse and evaluate: ● design decisions and outcomes, including for prototypes made by themselves and others ● wider issues in design and technology.
DT	**Learning overview:** This project aims to introduce students to the nature of wood and its working properties. This is primarily a practical project that results in students learning a range of practical techniques to produce a softwood car. Theory is taught mainly through memory platforms and evaluative exercises **Skills:** Students are taught basic technical drawing, marking out, cutting, shaping and finishing techniques alongside workshop safety **Memory Platforms:** Categorising timbers Tool recognition and purpose How to cut joints/make the car	**This links to KS2 by:** aligning students prior understanding of woods and tools. **This is taught now because**: Students require knowledge of timbers as a construction material and to gain understanding and confidence in a range of associated tools and equipment. **This links to careers by:** providing students with the opportunity to design and create useful products and to help them understand that all products are designed for a given purpose including those they use in their daily routines. **This is then developed in Y11 by: Students will use their knowledge and understanding of timbers in order to independently design and make a product of their own.** **Why are we teaching these topics:** Timbers are some of the most widespread materials used in product design and construction and are an integral part of daily life. This topic will build an awareness of the properties of timbers that will help enable students to make more informed decisions when designing products of their own. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** Designing and making products demands a level of understanding to make correct judgements with confidence. Furthermore creating meaningful products with increasing quality serves to build a student's self-esteem considerably.	AQA Assessment is criteria will be applied to the following work: Design and make prototypes that are fit for purpose Analyse and evaluate: ● design decisions and outcomes, including for prototypes made by themselves and others ● wider issues in design and technology.

8. DRAMA Curriculum Map for Year 7 to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

9. Curriculum Map for Year 7 English

Number of hours per fortnight	6
Exam board	
How course is assessed	

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	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Reading and analysing the novel 'Ruby in the Smoke' by Phillip Pullman. **Knowledge taught:** Social & Historical context of Victorian Britain; Literary conventions. **Skills:** Analysis of language and methods; Pullman's intentions; how to develop an analytical argument. **Memory Platforms:** Reading, writing and retrieval of information skills, linking information across a text.	**This scheme develops** reading for pleasure and to develop detailed analytical skills. **This is taught now because we are** using a challenging text as a model for ambitious language to be appreciated as the author's craft. **This is taught before Identity scheme of work because** students need experience of a structured whole text. **This is then developed in Y11** by A Christmas Carol, set in the same era. **Why are we teaching this?** Students to be exposed to a range of texts from different historical periods.	Baseline writing assessment Reading checkpoint – short answer questions emulating those at end of KS2 Long answer reading assessment analysing an extract
Spring Term	**Learning overview:** Study of a range of fiction, non-fiction and poetry in clusters linked by theme. Over-arching theme of 'Identity'. **Knowledge taught:** Range of text types and genres; Literary conventions; other cultures. **Skills:** Evaluation of writers' methods and intentions; developing analytical arguments; retain & retrieve information. Developing writing skills. **Memory Platforms:** Reading, writing and retrieval of	**This scheme develops** the critical reading skills in term 1, now linking across text types. Wider range of writing models. **This is taught now because** students work with a variety of texts to make explicit/implicit links between them and writers' methods. **This is taught before Shakespeare because** students gain confidence in dealing with unseen poetry and challenging vocabulary. **This is then developed in Y11** by study of a range of unseen poetry in the anthology, fiction and non-fiction extracts in Language. **Why are we teaching these topics?** Students evaluate and discuss a range of text types and show an appreciation of differing viewpoints and methods.	Fortnightly extended reading and writing opportunities, using prior targets to develop skills. Reading assessment – critical reading of a given extract. Creative writing assessment using a picture stimulus, mirroring that of the Language Paper1.

13	information, linking themes and ideas across texts.		
Summer Term	**Learning overview:** Study of Shakespeare's *A Midsummer Night's Dream.* **Knowledge taught:** Setting, plot and characterization in the play. How Shakespeare engages audiences. **Skills:** Evaluation of writers' methods; conventions of play scripts. Confidence in shared reading. **Memory Platforms:** Reading, writing and retrieval of information skills, linking themes and ideas across the play.	**This scheme develops** confidence with analytical reading and writing skills through a range of text types and genres. **This is taught now because** to allow experience of a play text and helps develop confidence in dealing with Shakespearean language and the relevance of his work today. **This is taught before students move into Year 8 because** students gain confidence in dealing with Shakespeare. **This is then developed in Y11** by study of Macbeth as an exam text. **Why are we teaching these topics?** Experience our literary and cultural heritage and how to approach them more independently.	Creative writing assessment. Writing in role – character monologue/ diary entry. Reading assessment analysing an extract from the play. Extended critical essay skills.

10. Curriculum Map for Y7 Geography

Number of hours per fortnight	4
Exam board	WJEC Eduqas
How course is assessed	Mid topic assessments and End of Unit Exam. All exams at the end of Y 11. Mock exams through Y10 and Y11.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Across this term we cover one unit which has three sub sections. We introduce basic Geographical skills. Adaption and flexibility is often required depending on student prior Geographical skills. **Knowledge taught:** Weather, Climate and Ecosystems. The Weather element is primarily focused on the UK. Students learn about the desert and rainforest ecosystems. **Skills:** - Graphical skills – drawing and interpreting graphs - Map skills – describing the location of places and the distribution of features - Math skills – calculating range. **Memory Platforms:** Different types of weather, difference between weather and climate, key characteristics of ecosystems.	This often links to previously taught material in primary schools. Students frequently learn about Ecosystems but not in the context of climatic regions. This is taught first because it allows us to introduce the most basic Geographical skills and builds upon the topics that are most regularly covered in primary school. This links to careers by introducing numerical analysis and interpretation of graphs. This is then developed in an Y11 core GCSE Unit which looks at Climate in far more detail. A key part of this unit is how rain is formed. This process underpins the foundations of many other GCSE topics including the water cycle, flooding, rivers and global circulation. We think it is important for pupils to be exposed to different types of ecosystems and understand that these exist in specific places due to the climate in these places. It is an excellent way of introducing the fragility of the world which links well to the Climate Change and the Sustainability Unit. The ecosystems also allow us to 'visit' other countries, building up a sense of place.	Knowledge: What is climate? What is weather? Skills: Interpretation of a Climate graph Maps skills: Location of deserts Literacy focus: Scotts Diary Entry End of Unit Summative Assessment

Spring Term	**Learning overview:** Across this term we cover two short units, either side of the half term. **Knowledge taught:** India (climate, history, development) and Climate Change **Skills:** - Graphical skills – drawing and interpreting graphs - Map skills – describing the location of places and the distribution of features - Analysis and explanation of data - Math skills – percentages **Memory Platforms:** How can we measure development? Comparison of India and the UK data. Explain the enhanced Greenhouse effect.	This unit allows us to build upon the graphical and data analysis skills from the last unit. The India climate section also links to the Climate unit and allows us to weave this knowledge back into learning. We continue the thread of understanding the fragility of the planet and move onto looking at Climate Change in more detail. This unit also provides an opportunity for independent work which is well placed in the second term. Development is a common theme in the GCSE spec so it is important for students to have some exposure to it. Approaching development through the positive of a particular country makes it more accessible and interesting for Y7 students. This unit builds upon student's sense of place by allowing them to become very familiar with a different country and culture.	Why is India classed as an LIC? Explain and justify your shanty town redevelopment End of Unit Assessment
Summer Term	**Learning overview:** Across this term we cover two short units, either side of the half term. **Knowledge taught:** Coasts and Map Skills **Skills:** - Map skills – describing the location of places and the distribution of features - Analysis and explanation of data - Explanation of Geographical processes using key terms - Annotation – New skills - Map Skills – Contours, scale **Memory Platforms:** - Key term recall - Explain processes using an annotated diagram - Short answer map skills for example map coordinates	The Coasts unit is likely to be a new topic for many students but they will have some understanding of coastal processes through the location of Geography. This unit allows the addition of another key geographical skill – annotation and builds upon the skills which have been previously introduced. The Map skills unit is positioned as our final topic as many of the subjects standalone so are not hugely impacted by students being involved in other things during the last week of term. Also it provides opportunities for working outside the classroom which can be enjoyed in the nicer summer weather.	Two end of unit assessments – Coasts and Map Skills Mini assessments throughout the unit, for example Explain how a coast transports material. Extended writing assessment: Newspaper article about the collapse of Holbeck Hotel.

11. Curriculum Map for Year 7 History

Number of hours per fortnight	4
How the course is assessed	Tests and short essays

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** A British depth study of Anglos-Saxon and Norman England **Knowledge taught:** Life in Anglo-Saxon England; Edward the Confessor and succession crisis; William Duke of Normandy; the battles of 1066; Norman conquest; rebellion; the Domesday Book **Skills:** source analysis; inference; interpretations; chronology	An essential component of KS3 history. It provides a foundation for the British depth study as part of the history GCSE.	Independent research Source based questions Tests
Spring Term	**Learning overview:** A period study of the Medieval England **Knowledge taught:** The feudal system; village life; The Church and the State; The Black Death; The Peasants' Revolt **Skills:** writing a narrative account; source analysis; inference; interpretations	This topic follows on from term 1. Students develop a better understanding of Medieval England, which provides a foundation for the British depth study (Paper 2) and thematic study (Paper 1) as part of the history GCSE.	Independent research Source based questions Tests

17 **Summer Term**	**Learning overview:** The Reformation and Counter-Reformation. A British depth study **Knowledge taught:** The Catholic Church and early Protestants; Henry VIII; Edward VI and the making of Protestant England; Mary and the counter reformation; Elizabeth I and the 'Middle Way' **Skills:** source analysis; inference; interpretations; chronology; essay writing	An essential component of KS3 history. It provides a foundation for the thematic study (Paper 1) as part of the history GCSE.	Independent research Source based questions Test
	Learning overview: A British depth study of Parliament **Knowledge taught:** What is Parliament? Why do we have one?; the role of Parliament and the monarch; political parties; The Gunpowder Plot; The Civil War and Cromwell **Skills:** source analysis; inference; interpretations; chronology; essay writing	An essential component of KS3 history. It provides a foundation for the thematic study (Paper 1) as part of the history GCSE.	Independent research Source based questions Test

12. Curriculum Map for Mathematics Year 7

Number of hours per fortnight	7
Exam board	Internal
How course is assessed	Unit assessment End of year test

Learning overview:
Mathematics is a creative and highly interconnected discipline aimed 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. **Develop fluency**: consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots. **Reason mathematically**: extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations. **Solve problems**: Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems. **Creativity**: Students are encouraged to be creative by asking their own questions, making conjectures and reflecting on processes.
Mastery: longer periods of time on one key concept linked to different topics; intervention aimed at students who do not reach minimum level.
I**nter-leaving**: is the way the topics are taught which means concepts arise in different contexts at different times; applications and context are not presented in one block.
Topics taught: Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics and Probability

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term	**Knowledge taught** *Algebraic Thinking***:** Exploring Sequences; Understand and use algebraic notation; Equality and Equivalence. *Place Value and Proportion***:** Place value; Ordering integers and decimals. Fraction, decimal and percentage equivalence. **Skills:** *Exploring sequences:* Describe and continue sequences in diagram and number forms. Compare numerical and graphical forms. *Understand and use algebraic notation:* Use single function machines and series of two function machines with numbers, bar model and letters. Use and interpret algebraic notation. Understand and use inverse operations. Form and substitute into expressions, including to generate sequences. Represent functions graphically. *Equality and equivalence:* Understand equality. Use fact families. Form and solve one-step equations. Understand equivalence of algebraic expressions. Collect like terms. **Memory Platforms:** Skills learned last lesson, last week, last term.	***Algebraic Thinking*** This links to KS2 by recapping basic algebra taught at Primary School while introducing still sequences. This is taught now because it starts the secondary school learning with a topic that is new and challenging. This is taught before applications of number because it provides a strong basis for understanding. This links to careers by helping with jobs in the IT sector and programming. This is then developed in Y11 by building on the foundation of algebraic understanding to explore more complex algebraic concepts. This allows students to develop an understanding of pattern spotting and forming generalisations ***Place Value and Proportion*** This links to KS2 by covering core number topics which allow teachers to gauge mathematical understanding and is taught now because it is a core concept that students need to be fluent in. This is taught before applications of number because it secures prerequisite knowledge. This links to careers by helping those that end up working in sales or estate agents. This is then developed in Y11 by developing an understanding of ratio and applying this to problems. An understanding of ratio and proportion is essential for mathematical fluency and applicable to many other topics	*Assessments* A block test is completed at the end of each topic (approximately every 2-3 weeks) and students complete a feedback exercise the following lesson.

Spring Term	**Knowledge taught:** *Applications of Number:* Solving problems with addition and subtraction. Solving problems with multiplication and division. Fractions and Percentages of amounts *Directed Number:* Operations and equations with directed number *Fractional Thinking*: Addition and subtraction of fractions **Skills:** *Solving Problems with Addition & Subtraction:* Properties of addition and subtraction. Formal methods of addition and subtraction of integers and decimals. *Solving Problems with Multiplication and Division:* Properties of multiplication and division. Understand and use factors and multiples. Multiply and divide by powers of 10. Convert Metric units. *Fractions and Percentages of Amounts:* Find a fraction of an amount. Use a given fraction to find the whole amount. Find a percentage of an amount. *Directed Number:* Understand and use directed number. Evaluate algebraic expressions with directed number. Introduce and solve two-step equations *Fractional Thinking:* Understand representations of fractions. Convert between mixed numbers and fractions. Add and subtract fractions. Use equivalent fractions **Memory Platforms:** Skills learned last lesson, last week, last term.	***Applications of Number*** This links to previously taught methods of calculation at KS2. Allows teachers to ensure all students have basic calculation skills. This is taught now because it builds on key stage 2 knowledge. This is taught before directed number because it allows deeper understanding of negative numbers when these concepts are secure. This links to careers as most jobs require an understanding of number and problem solving is a feature of most employment. This is essential since all mathematics covered between years 7 and 11 requires a strong fluency with number. Number fluency enables students to be numerate and thus understand concepts not only within STEM subjects, but any numerical concepts which are essential for understanding day to day calculations, finances, public information and news, and the many other domains which require numeracy to access. ***Directed Number*** This links to KS2 by building on students' existing knowledge of negative numbers. This is taught now because it introduces negative numbers early in the curriculum. This is taught before fractional thinking because directed number can then be revisited with fractions. This links to careers by helping our students problem solve which will be a feature most employers look for. This provides an essential foundation for future mathematical study since directed number is incorporated into most later topics. This will allow students to understand contrasting values, such as profit and loss, measurements and point scoring in games or sport. ***Fractional Thinking*** This links to previously taught topic of fractions which is covered extensively at KS2, however students often still struggle with basic conceptions of what a fraction actually is. This is taught now because it builds on KS2 knowledge. This is taught before reasoning with number because it contains prerequisite knowledge for proofs. This links to careers by helping those that secure a job in the science field. This is then developed in Y11 by incorporating fractions into more complex problem solving and other topics. An understanding of parts and proportion is essential for mathematical fluency and applicable to many other topics	*Assessments* A block test is completed at the end of each topic (approximately every 2-3 weeks) and students complete a feedback exercise the following lesson.

Summer Term	**Knowledge taught:** *Lines and Angles:* Constructing, measuring and using geometric notation. Developing geometric reasoning *Reasoning with Number***:** Developing number sense. Sets and probability. Prime numbers and proof **Skills:** *Constructing, measuring and using Geometric notation:* Understand and use labelling conventions. Draw and measure line segments and angles. Classify angles. Identify perpendicular and parallel lines. Recognise types of shapes. Construct triangles. Construct more complex polygons. Interpret and draw pie charts *Develop Geometric Reasoning:* Understand and use the sum of angles at a point or on a straight line. Understand and use vertically opposite angles. Know and apply the sum of angles in a triangle or quadrilateral. Find the angle sum of any polygon. Investigate and use angles in parallel lines. Use known facts to obtain simple proofs *Develop Number Sense:* Mental strategies for all 4 operations. Use known number and algebraic facts to derive other facts. Know when to use a mental strategy, written method or calculator *Sets and Probability:* Identify and represent sets. Identify and create Venn diagrams. Understand and use intersections, unions and complements of a set. Understand and use the probability scale *Prime Numbers and Proof:* Recognise prime, square and triangular numbers. Find common multiples and factors, including the LCM/HCF. Write a number as a product of its prime factors. Use a venn diagram to calculate the HCF and LCM **Memory Platforms:** Skills learned last lesson, last week, last term.	***Lines and Angles*** This links to KS2 by building on the previously taught topic of angles. This is taught now because it ensures KS2 concepts are secure before moving to constructions. This is taught before constructions because it contains prerequisite knowledge. This links to careers by supporting those that secure jobs in construction and architecture. This is then developed in Y11 by exploring circle theorems and geometric proof. This topic provides a foundation for students to gain an understanding of geometry. ***Reasoning with Number*** This links to KS2 by looking at Year 5 topic of Prime Numbers, an essential concept for later learning. This is taught now because it introduces reasoning skills. This is taught before Year 8 because it develops reasoning skills. This links to careers by supporting anyone with employment in architecture. This is then developed in Y11 by developing problem solving and mathematical explanation skills. This allows students to reason mathematically, allowing them to solve various numerical problems both within Mathematics and other STEM subjects.	*Assessments* A block test is completed at the end of each topic (approximately every 2-3 weeks) and students complete a feedback exercise the following lesson. Students will complete a final assessment at the end of the year.

13. Curriculum Map for Year 7 French

Number of hours per fortnight	4
Exam board	SOW: NCELP // GCSE: AQA
How course is assessed	GCSE AQA taken at the end of Y11. 25% for each of Speaking, Listening, Reading and Writing.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Basic grammar using key, high-frequency verbs, target language phonics, and AQA GCSE vocabulary (from the top 2000 most frequently used words in the language). Lessons combine Phonics, Vocabulary and Grammar and include speaking, reading, writing and listening tasks. Grammar is taught in English. 10 new vocabulary words are introduced each week. Homework is set via Quizlet, paper tasks and Google Classroom. Each term includes a cultural study of an authentic text. **This is the same throughout the academic year.** **Knowledge taught:** Key verbs: to be, to have and to do, regular -er verbs, talking about doing and having, distinguishing between having and being, describing people and actions. Pronouns: I, you, he and she. Articles: Indefinite and definite. Phonics: Taught weekly **Skills:** Forming phonic sounds, words and decoding. Forming questions using intonation. Using/adapting nouns and adjectives. Understanding complete sentences, analysing texts and being creative with language. Speaking skills are emphasised through short paired and group tasks where possible. **Memory Platforms:** Weekly vocabulary tests and all in-class activity scores are recorded.	**This is the first term of French at Longhill.** It follows learning students may have done at Primary, and puts all students on an equal footing in their language learning. We discuss what students have previously learned during their first two lessons with us. **This links to careers by** giving students communication skills in a foreign language and helping them to make logical connections. **This is then developed in Y11 by** teaching students the basic fundamentals of French so they know these securely in the future. **Why are we teaching these topics?** We start with the key verbs because they are irregular and used constantly in various French tenses, so mastery of them is vital. We use high frequency vocabulary which features in the GCSE specification. We start with the singular pronouns to make it easier. We study poetry to give the language enriched cultural meaning. We study phonics to enhance speaking and listening skills. **Termly cultural study:** Sept Couleurs Magiques	Students are assessed weekly through vocabulary tests. At the end of each term, they complete an in-class assessment using ICT facilities where possible, which tests all 4 basic MFL skills and includes phonics, vocabulary and grammar which are the key strands of the curriculum. The assessments are designed, provided and assessed by NCELP in conjunction with the Department for Education. We use their scheme of work and this can be found at www.ncelp.org. Assessment length: approximately 45 minutes.

Spring Term	**Learning overview:** as above **Knowledge taught:** Key verbs: to be, to have, to do, to go Verb conjugation: Using regular -er verbs and adapting based on person Pronouns: we, you (plural), they, possessive pronouns (my etc) Prepositions: in and to (in various forms and uses) Articles: definite and indefinite, singular and plural Question words: how, where, when. **Skills:** Forming longer sentences, decoding longer words, asking questions, using the 'liaison' between vowel and consonant, conjugating and adapting verbs in the present tense, reading French place names and common names for people. Revisiting essential verbs (such as 'to have') in new contexts. **Memory Platforms:** as above	**This links to term 1 by** using the same verbs and adding more complex uses of similar vocabulary. **This is taught now because** by the end of the year, students will have a full grasp of the most important linguistic concepts. Students have covered similar grammar in KS2 English, and so by referring back to this we are making concrete cross-curricular literacy links. **This is then developed in Y11 by** needing to use all of the pronouns and being able to confidently form questions. **Why are we teaching these topics?** This term's work links regularly to English grammar, and allows students to express themselves in French. **Termly cultural study:** L'homme qui te ressemble	See above. The term 2 assessments include material from both terms to ensure revision and interleaving and to reduce learning loss. Assessment length: approximately 40 minutes.
Summer Term	**Learning overview:** as above **Knowledge taught:** Key verbs: irregular -re verbs (to learn, to understand, to take) irregular -er/-ir verbs (to say, to go out, to come, to know) Pronouns: I, you, he/she + we, you (plural) they Grammar: forming the future tense with 'to go' Modal verbs: in structures with infinitives Question words: who, when, how, why, how many Nationality/Language. **Skills:** Forming negatives: using ne...pas Subject-verb inversion in questions Word order in sentences Talking about the future using 'to go' plus an infinitive verb. Forming questions: using different pronouns, inverting verbs, Phonics: pronouncing vocabulary and decoding unseen words **Memory Platforms:** as above	**This term summarises all the learning so far.** **This links to previously taught** phonics, vocabulary and grammar. It expands upon previous knowledge and requires students to recall what they've learned throughout the year. **This is taught now because** students have a firmer grasp on the use of pronouns and the nature of verbs. Students need to be able to use the future tense competently, and this is taught before year 8 to ensure there is time for future revision. **This links to careers by** developing attention to detail, revision abilities and asking formal questions. **This is then developed in Y11 by** learning to use all the vocabulary and skills in the GCSE exams. **Why are we teaching these topics?** We cover the modal verbs prior to year 8 to give students capacity to engage with challenging texts in the future. **Termly cultural study:** Familiale	See above. Term 3 assessments are after June half term. They include material from the whole academic year, ensuring revision and interleaving and reducing learning loss. Assessment length: approximately 45 minutes.

14. Curriculum Map for Year 7 Spanish

Number of hours per fortnight	4
Exam board	SOW: NCELP // GCSE: AQA
How course is assessed	GCSE AQA taken at the end of Y11. 25% for each of Speaking, Listening, Reading and Writing.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Basic grammar using key, high-frequency verbs, target language phonics, and AQA GCSE vocabulary (from the top 2000 most frequently used words in the language). Lessons combine Phonics, Vocabulary and Grammar and include speaking, reading, writing and listening tasks. Grammar is taught in English. 10 new vocabulary words are introduced each week. Homework is set via Quizlet, paper tasks and Google Classroom. Each term includes a cultural study of an authentic text. **<u>This is the same throughout the academic year.</u>** **Knowledge taught:** <u>Key verbs:</u> to be (both verbs), to have, there is/they are, to give, to want. <u>Articles:</u> definite, indefinite, singular, plural <u>Key pronouns:</u> I, you, he/she <u>Adjectives</u>: gender and agreements <u>Regular verbs</u>: AR verbs in the present Mixed class vocabulary related to the given context **Skills:** Recognising words, pronouncing, spelling and using in a sentence <u>Forming negatives:</u> using 'no' and forming yes/no questions Revising and adapting verbs, and using vocabulary from memory Describing what there is around you, people and places. **Memory Platforms:** Weekly vocabulary tests and all in-class activity scores are recorded.	**This is the first term of Spanish at Longhill.** It follows learning students may have done at Primary, and puts all students on an equal footing in their language learning. We discuss what students have previously learned during their first two lessons with us. **This links to careers by** giving students communication skills in a foreign language and helping them to make logical connections. **This is then developed in Y11 by** teaching students the basic fundamentals of Spanish so they know these securely in the future. **Why are we teaching these topics?** We start with the key verbs because they are irregular and used very frequently in Spanish, so mastery of them is vital. We teach high frequency vocabulary which features in the GCSE specification. We start with the singular pronouns to make it easier. We study poetry to give the language enriched cultural meaning. We study phonics to enhance speaking and listening skills. **Termly Cultural Study: La PLaza Tiene Una Torre**	Students are assessed weekly through vocabulary tests. At the end of each term, they complete an in-class assessment using ICT facilities where possible, which tests all 4 basic MFL skills and engages the phonics, vocabulary and grammar which are the key strands of the curriculum. The assessments are designed, provided and assessed by NCELP in conjunction with the Department for Education. We use their scheme of work and this can be found at www.ncelp.org. Assessment length: approximately 40 minutes.

Spring Term	24 **Learning overview:** As above **Knowledge taught:** Adjective agreement: gender and number Key verbs: to have (we and they), to do (I, you, he/she), to be able to, to have to, to be (we and they) for both forms of the verb. Question words: who/what/when/where/why/which Mixed class vocabulary related to the given context **Skills:** Contrasting similar phonics and recognising the difference in aural situations Contrasting what people must, can and want to do Describing what people are link in general Recognising and describing wonders of the Spanish speaking world Describing family Using and understanding modal verbs and -ar verbs Revisiting prior learning in a different context. **Memory Platforms:** As above	**This links to Autumn Term by** expanding knowledge of verbs and pronouns, building on prior knowledge **This is taught now because** a range of pronouns and ability to form questions are essential, and because cultural knowledge is vital to developing a love of languages. **This is taught before** the future tense **because** in order to do that well, students require a working knowledge of a wide range of verbs in the present tense. **This links to careers by** learning about countries as potential future workplaces or travel opportunities **This is then developed in Y11 by** forming questions in their speaking exam, and using modal verbs in their written work **Why are we teaching these topics?** This term requires students to look outside of their own world and examine what is important to others **Termly Cultural Study: TBC**	See above. The term 2 assessments include material from both terms to ensure revision and interleaving and to reduce learning loss. Assessment length: approximately 45 minutes.
Summer Term	**Learning overview:** As above **Knowledge taught:** Key verbs: -AR verbs in the plural (they), -ER and -IR verbs (infinitive and I/you/he/she), -ER and -IR verbs (they) Possessive adjectives: my, your, their The verb to go: in all forms of the present tense The future tense: combining the verb to go with an infinitive to express future plans (I/you/he/she/we) **Skills:** Embedding the use of wh- words for questions Adapting and remembering -AR, -ER and -IR verbs Forming and adapting basic examples of the future tense to give details about future plans Describing activities, what people do, re-using negatives Describing people and their possessions Describing when and where people go (or don't go) Reviewing ALL phonics from the year **Memory Platforms:** As above	**This links to Autumn and Spring Term by** continuing to expand the range of pronouns used and adding more complex grammar/vocabulary. **This is taught now because** students are now able to use all 3 regular verb types, and so it is the right time to move on to examining a different tense. **This is taught before** the past tense (Autumn Year 8) **because** the future is easier, and so it builds confidence **This links to careers by** allowing students to discuss future jobs and plans. We encourage students to consider this at all times. **This is then developed in Y11 by** recognising the exam board requirement to read and write in at least 3 tenses for a passing grade. **Why are we teaching these topics?** similarly to in English, students need to be able to discuss others as well as themselves in order to achieve the highest grades. **Termly Cultural Study: TBC**	See above. The term 3 assessments are after the June half term. They include material from the whole academic year, to ensure revision and interleaving and to reduce learning loss. Revision is an in-built part of MFL at Longhill. Students are assessed every lesson on their phonics, vocabulary and grammar, and are expected to complete weekly revision at home using vocabulary lists and Quizlet. Full training on accessing and using Quizlet is given. Assessment length: approximately 45 minutes

15. Curriculum Map for Music Year 7

Number of hours per fortnight	2
Exam board	N/A
How course is assessed	Teacher Assessment of Practical and Theory Learning

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview: Two topics are covered in each term.** **<u>Topic 1 The Elements of Music</u>**: Students learn to play and perform a range of tuned and un-tuned percussion instruments in a small group setting. They compose music to a brief and it should encompass elements of music including Rhythm, Tempo, Dynamics, Pitch, etc. **Knowledge taught:** Identifying percussion instruments aurally and visually. Describe and demonstrate the different elements of music. **Skills:** Playing percussion instruments – as individuals /ensemble. Showing aural awareness. **Memory Platforms:** Visual and aural recognition of percussion Instruments. Form and Structure – Rondo and ABA form. Definitions of key elements and key vocabulary **<u>Topic 2 Introduction to Notation and Keyboard:</u>** Students learn to relate keys on the keyboard to the notes on the page. They compose simple melodies using the major scale. Working in pairs, students learn a set song with a simple accompaniment. **Knowledge taught:** Names and time values of 'notes'. The stave, treble clef and where notes are placed on the stave. Introduction to the major scale. Use of scale to construct melodies. Musical devices such as 'Drone'. Keyboard etiquette **Skills:** Performing a part as individuals /pairs. Using scale to compose within a 4 phrase structure. **Memory Platforms:** Notation vocabulary and keyword definitions. Demonstration task.	**Topic 1** At Primary school music provision is varied. This first topic is broad based to enable on a drawing of students musical experiences both inside and outside of school. This topic helps establish a starting point for students that can be built on over the course of the year. **Topic 2 :** Builds on Elements by developing students instrumental skills. Language from previous topic is used frequently to embed key vocabulary and concepts. Western notation is introduced in preparation for later Blues and Orchestra Topics and Y8 and KS4 courses.	**Topic 1** Whole class Question and Answers, teacher observation of student progress against Success Criteria (set every lesson) listening test, milestone and final performance of ensemble composition recorded and graded individually. **Topic 2:** Separate right and left hand playing of C major scale. Students compose and perform to class short melody using Success Criteria. Final performance of set piece performed recorded and graded.

26 **Spring Term**	**<u>Topic 3 Instruments of the Orchestra :</u>** Students explore the four families of instruments in the symphony orchestra. They listen and appraise different pieces of music by composers such as Beethoven, Tchaikovsky and Benjamin Britten. Using their keyboards they play their part on an orchestral instrument culminating in a whole class performance of an orchestral piece in several different parts. **Knowledge Taught:** Aural and visual identification of orchestral instruments. Western notation signs and symbols. Aural understanding of harmony and different sonorities. The use of Texture in music. The role of the Conductor. Time signatures 3/4 and 4/4. **Skills:** Developing instrumental and notation skills. Showing aural awareness of orchestral instruments. Following a conductor **Memory Platforms:** Notation vocabulary, time signatures, and keyword definitions. Showing aural awareness through Identifying Instruments **<u>Topic 4 Chinese Traditional Music</u>** : Students find out about how traditional Chinese music evolved. They compose pieces of music based on the Pentatonic using keyboards and percussion. They compose 3 contrasting pieces of music to a brief working in small groups. **Knowledge Taught:** Aural and visual recognition of instruments. Understanding of the Pentatonic Scale. Understanding how to work collaboratively and to a brief. **Skills:** Developing ensemble, performance and composition skills. **Memory Platform:** The importance of Structure Tempo, Timbre, Dynamics. Traditional Chinese Instruments. What makes a successful rehearsal.	**Topic 3 :** This links to previously taught Western notation and keyboard building on learning in Topic 2. Notation and ensemble work is revisited in later Blues Topic. Students are gaining confidence and satisfaction from reading music and performing as individuals, in pairs and in ensembles. **Topic 4:** This topic exposes students to 'different' sounding music. They use their understanding of the elements to help them construct short compositions. Composing to a brief introduces KS4 composition work.	**Topic 3:** Q & A. Teacher observation of student progress against Success Criteria (set every lesson) listening test, milestone and final performance of ensemble composition recorded and graded individually. **Topic 4:** Q & A . Teacher observation of student progress against Success Criteria (set every lesson) listening test, milestone and final performance of ensemble composition recorded and graded individually.
Summer Term	**Topic 5 Blues Music:** Understanding of the historical context of the development of Blues. They are introduced to basic chord formations on keyboard and learn a repeating sequence of chords to use this as a basis on which to improvise/compose melody and bass parts. Simple parts for additional instruments such as guitar bass drums and vocals are also used. **Knowledge Taught:** Understanding how simple chords (Triads and Dyads) can be formed from the scale. Key features and instruments. Blues Scale. **Skills:** Listening, timing and rhythm skills. **Memory Platforms:** Notation vocabulary, time signatures, and key features and keyword definitions. Visual recognition and aural awareness of Instruments used. Sequence of chords in 12 Bar Blues' **Topic 6 Introduction to Music Sequencing:** Working in pairs students follow a set of online tutorials that show students how to create their own music loops using a music sequencer and how to sequence these to make a whole piece of original music in their chosen style. The elements of music are revisited - particularly texture, structure timbre and tempo along with recognizing the importance of stylistic features within the genre. **Knowledge Taught:** Navigating the interface of a music sequencer. Keywords used. Following an online tutorial and produce a piece of music. **Skills:** Basic music technology skills . **Memory Platform:** Hands up/down Q&A, remembering procedures, Identify stylistic features	**Topic 5:** This is taught now because students are building on instrumental/reading/performance and composition skills gained in earlier topics and in preparation for later Y8 band work and KS4 topics **Topic 6:** This topic revisits the elements of music and highlights links and relationships between the different musics experienced in prior topics broadening and deepening their understanding of how the building blocks of music can be used to make different styles of music.	**Topic 5:** Formative assessment of proficiency at playing chord sequences accurately and fluently. Summative assessment of group/paired Blues composition **Topic 6:** Teacher observation of how well students can follow online instruction. Summative assessment of finished sequenced piece. Opportunity for students to upload their music to sequencer producer for feedback.

16. PE Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

18. Curriculum Map for Year 7 Religion and Ethics

Number of hours per fortnight	2
How the course is assessed	End of unit test

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term 1	**Learning overview:** A brief introduction to the six major world religions, and a study of the origins, beliefs and stories of Judaism. **Knowledge taught:** Basic features of Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism; the origins of Judaism in the story of Abraham; the story of the Exodus and how it is celebrated in modern Britain in the Passover; monotheism and beliefs about God; theism, atheism and agnosticism; Jewish Creation story and scientific theories about the origins of the universe and life. **Skills:** Scriptural and textual studies; developing and evaluating arguments; understanding the influence of religion on individuals and communities; interpreting symbols; reflecting on own values; preparation for adult life in a pluralistic and global community.	An introduction to the impact of religion in the world, and different worldviews. Starts chronologically with Judaism as the oldest of the western world religions, and the root of Christianity (studied later in Year 7) and Islam (studies in Year 8). Thematic links with later topics: diversity, miracles, sacrifice, belief in God.	Test
Autumn Term 2	**Learning overview:** A study of the life of Jesus and an introduction to Christianity. **Knowledge taught:** Events in the life of Jesus including his baptism, some miracle stories, the crucifixion and resurrection accounts; religious and non-religious perspectives on miracles and religious experiences, including the Resurrection. **Skills:** Scriptural and textual studies; developing and evaluating arguments.	This topic shows how Christianity developed out of Judaism so the unit provides a chronology of religious history. Students study in more depth how the experience of miracles and religious experiences impact an individual's beliefs. Christianity is an essential component of the GCSE in Religion and Ethics, and is the main religious tradition of Great Britain. Thematic links: miracles, sacrifice, belief in God, life after death.	Test

29 **Spring Term 1**	**Learning overview:** A introduction to some Hindu beliefs and practices **Knowledge taught:** Hindu practices; beliefs about God; religious and non-religious beliefs about life after death; reincarnation and karma; the concept of a sacred earth. **Skills:** Understanding the influence of religion on individuals and communities; interpreting symbolism; reflecting on own values; preparing for adult life in a pluralistic and global community.	Students study an eastern religion, starting chronologically with Hinduism as the oldest of the world eastern religions. Life after death and the Environment are key themes of the GCSE in Religion and Ethics. Thematic links: belief in God, life after death.	Test

19. Curriculum Map for Science

Number of hours per fortnight	6
Exam board	AQA
How course is assessed	100% exam – 6 exams in year 11

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Topics include – cells; introduction to chemistry and magnetism **Knowledge taught:** Before any topic is taught lab safety is taught. Cells – cells to organisms; structure of cells; using a microscope; animal and plant cells; function of cell organelles and specialised cells Introduction to chemistry – chemical and physical changes; solids, liquids and gasses; conservation of mass; cooling curve; change of state; dissolving; pure and impure substances Magnetism – magnetic and non-magnetic; attraction and repulsion; magnetic fields; earth's magnetic compass; magnetic effect of current and electromagnets **Skills:** Safety skills in the lab, how to plan and safely perform a practical. How to draw scientific diagrams. Describing various parts of a cell and explaining what their function is. Description of basic chemical properties and processes. Evaluating practical experiments to draw conclusions. Describe and explain various aspects of magnetism and how it can relate to the earth. **Memory Platforms:** exam style questions, mini-white board questions, peer and self-assessment.	Before any of the topics are started the students do a small course in lab safety which involves the rules of the lab, how to plan a practical and how to safely carry out a practical. All these skills will be very useful for the rest of secondary school and beyond if they choose to. Cells is a good starting point for biology as it forms the basis for many other sections of biology which can't be done without knowledge of cells. The students will have done some work at KS2 about solids, liquids and gases along with evaporation and cooling which the introduction to chemistry topic builds on. KS2 will have covered aspects of magnetism so this topic will add to that knowledge.	End of topic assessments for cells; introduction to chemistry and magnetism. Starting online assessment used to help in determining sets for science class. Online assessment for cells and introduction to chemistry.

31 **Spring Term**	**Learning overview:** Topics include – Forces; atoms and elements; food and digestion **Knowledge taught:** Forces – measuring forces; forces and motion; friction; air and water resistance; stretching and squashing; Hooke's law; momentum Atoms and elements – introducing elements; element symbols; elements and compounds; risk assessments; conservation of mass; word equations; symbol equations; Brownian motion; particle diagrams. Food and digestion – healthy diet; food testing; calculating energy in food; comparing energy in foods; unhealthy diets; the digestive system; bacteria in the gut **Skills:** Math's skills in calculating forces; how to draw correctly labelled diagrams; explaining how to reduce friction; describing and explaining the different forces involved in stretching and squashing; correctly draw and plot graphs; link elements to their symbols; use hazcards to plan and reduce risks; write balanced symbol equations; identify factors affecting Brownian motion; link food groups to types of food and explain their effects on the body; calculate the energy in food; evaluate the effects of unhealthy and healthy diets; explain the functions of parts of the digestive system; link bacteria to healthy digestion **Memory Platforms:** exam style questions, mini-white board questions, peer and self-assessment.	The work that the students do on forces; atoms and elements and food and digestion provide a good foundation for later on at GCSE where these topics are gone into at a greater depth. The students will have done work on different forces such as: gravity; air resistance; water resistance and gravity in KS2 so that will link with the work they are doing during this topic. During KS2 the students will have done work describing the simple functions and basic parts of the human digestive system and may have done some work on different food groups and how they can keep us healthy. This topic will build on that foundation and link to future work at GCSE.	End of topic assessments for forces; atoms and elements; food and digestion. Online assessment covering: magnetism; forces; atoms and elements

32 **Summer Term**	**Learning overview:** Topics include – Acids and alkalis; sound; variation and an optional topic of earth science depending on time left **Knowledge taught:** Acids and alkalis – Acids; alkalis; indictors; pH scale; neutralization; Sounds – how is sound produced; how fast does sound travel; properties of sound waves; the human ear; ultrasound Variation – variation within a species; adaption; competition within a species; changes in the environment Earth science – sedimentary rocks; metamorphic rocks; igneous rocks; the rock cycle; tectonic plates; the carbon cycle and climate change **Skills taught:** Describing the composition and uses of acids and alkalis; comparing different indicators; completing word and symbol equations for neutralization; link sound waves to frequency and amplitude; calculate the speed of sound; explain properties of sound waves; explain how humans detect sound; determine appropriate methods to collect and display data on variation; analyze adaptions of different species; link different adaptions to survival; discuss the human impact on the environment; investigate how cooling affects the size of rock crystals; analyze the effect of different strengths of acid on rocks . **Memory Platforms:** exam style questions, mini-white board questions, peer and self-assessment.	The work that the student will do on acids and alkalis will be very useful for later work in chemical reactions in year 8 and GCSE chemistry. Students will have done work on sound in KS2 looking at vibration; how sound travels through air; pitch and amplitude and it links to the topic of waves that students do in year 11. In KS2 the students will have done work on identifying how plants and animals are adapted to their environment in differing ways. How plants and animals are adapted forms part of the GCSE double and triple biology specification so this links well to that. The sections about climate change; human impact and carbon cycle are linked to topic in both chemistry and biology later at school.	End of topic assessments for: acids and alkalis; sound; variation; earth science. Online assessment covering the topics of food and digestion and acids and alkalis