



LONGHILL

HIGH SCHOOL

Year 7
Curriculum Map -Part 2
2021 - 2022



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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	<p>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.</p> <p><u>This is the same throughout the academic year.</u></p> <p>Knowledge taught:</p> <p><u>Key verbs:</u> to be, to have and to do, regular -er verbs, talking about doing and having, distinguishing between having and being, describing people and actions.</p> <p><u>Pronouns:</u> I, you, he and she. <u>Articles:</u> Indefinite and definite.</p> <p><u>Phonics:</u> Taught weekly</p> <p>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.</p> <p>Memory Platforms: Weekly vocabulary tests and all in-class activity scores are recorded.</p>	<p>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.</p> <p>This links to careers by giving students communication skills in a foreign language and helping them to make logical connections.</p> <p>This is then developed in Y11 by teaching students the basic fundamentals of French so they know these securely in the future.</p> <p>Why are we teaching these topics?</p> <p>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.</p> <p>Termly cultural study: Sept Couleurs Magiques</p>	<p>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.</p> <p>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.</p>

<p>Spring Term</p>	<p>Learning overview: as above Knowledge taught: <u>Key verbs:</u> to be, to have, to do, to go <u>Verb conjugation:</u> Using regular -er verbs and adapting based on person <u>Pronouns:</u> we, you (plural), they, possessive pronouns (my etc) <u>Prepositions:</u> in and to (in various forms and uses) <u>Articles:</u> definite and indefinite, singular and plural <u>Question words:</u> 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</p>	<p>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</p>	<p>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.</p>
<p>Summer Term</p>	<p>Learning overview: as above Knowledge taught: <u>Key verbs:</u> irregular -re verbs (to learn, to understand, to take) irregular -er/-ir verbs (to say, to go out, to come, to know) <u>Pronouns:</u> I, you, he/she + we, you (plural) they <u>Grammar:</u> forming the future tense with 'to go' <u>Modal verbs:</u> in structures with infinitives <u>Question words:</u> who, when, how, why, how many Nationality/Language. Skills: <u>Forming negatives:</u> using ne...pas Subject-verb inversion in questions Word order in sentences Talking about the future using 'to go' plus an infinitive verb. <u>Forming questions:</u> using different pronouns, inverting verbs, <u>Phonics:</u> pronouncing vocabulary and decoding unseen words Memory Platforms: as above</p>	<p>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</p>	<p>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.</p>

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	<p>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.</p> <p><u>This is the same throughout the academic year.</u></p> <p>Knowledge taught:</p> <p><u>Key verbs:</u> to be (both verbs), to have, there is/they are, to give, to want.</p> <p><u>Articles:</u> definite, indefinite, singular, plural</p> <p><u>Key pronouns:</u> I, you, he/she</p> <p><u>Adjectives:</u> gender and agreements</p> <p><u>Regular verbs:</u> AR verbs in the present</p> <p>Mixed class vocabulary related to the given context</p> <p>Skills:</p> <p>Recognising words, pronouncing, spelling and using in a sentence</p> <p><u>Forming negatives:</u> using 'no' and forming yes/no questions</p> <p>Revising and adapting verbs, and using vocabulary from memory</p> <p>Describing what there is around you, people and places.</p> <p>Memory Platforms: Weekly vocabulary tests and all in-class activity scores are recorded.</p>	<p>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.</p> <p>This links to careers by giving students communication skills in a foreign language and helping them to make logical connections.</p> <p>This is then developed in Y11 by teaching students the basic fundamentals of Spanish so they know these securely in the future.</p> <p>Why are we teaching these topics?</p> <p>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.</p> <p>Termly Cultural Study: La Plaza Tiene Una Torre</p>	<p>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.</p> <p>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.</p> <p>Assessment length: approximately 40 minutes.</p>

<p>Spring Term</p>	<p>Learning overview: As above Knowledge taught: <u>Adjective agreement:</u> gender and number <u>Key verbs:</u> 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. <u>Question words:</u> 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</p>	<p>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</p>	<p>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.</p>
<p>Summer Term</p>	<p>Learning overview: As above Knowledge taught: <u>Key verbs:</u> -AR verbs in the plural (they), -ER and -IR verbs (infinitive and I/you/he/she), -ER and -IR verbs (they) <u>Possessive adjectives:</u> my, your, their <u>The verb to go:</u> in all forms of the present tense <u>The future tense:</u> 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</p>	<p>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</p>	<p>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</p>

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	<p>Learning overview: Two topics are covered in each term.</p> <p>Topic 1 The Elements of Music: 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.</p> <p>Knowledge taught: Identifying percussion instruments aurally and visually. Describe and demonstrate the different elements of music.</p> <p>Skills: Playing percussion instruments – as individuals /ensemble. Showing aural awareness.</p> <p>Memory Platforms: Visual and aural recognition of percussion Instruments. Form and Structure – Rondo and ABA form. Definitions of key elements and key vocabulary</p> <p>Topic 2 Introduction to Notation and Keyboard:</p> <p>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.</p> <p>Knowledge taught: Names and time values of 'notes'. The staff, treble clef and where notes are placed on the staff. Introduction to the major scale. Use of scale to construct melodies. Musical devices such as 'Drone'. Keyboard etiquette</p> <p>Skills: Performing a part as individuals /pairs. Using scale to compose within a 4 phrase structure.</p> <p>Memory Platforms: Notation vocabulary and keyword definitions. Demonstration task.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

<p>Spring Term</p>	<p>Topic 3 Instruments of the Orchestra : 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.</p> <p>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.</p> <p>Skills: Developing instrumental and notation skills. Showing aural awareness of orchestral instruments. Following a conductor</p> <p>Memory Platforms: Notation vocabulary, time signatures, and keyword definitions. Showing aural awareness through Identifying Instruments</p> <p>Topic 4 Chinese Traditional Music : 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.</p> <p>Knowledge Taught: Aural and visual recognition of instruments. Understanding of the Pentatonic Scale. Understanding how to work collaboratively and to a brief.</p> <p>Skills: Developing ensemble, performance and composition skills.</p> <p>Memory Platform: The importance of Structure Tempo, Timbre, Dynamics. Traditional Chinese Instruments. What makes a successful rehearsal.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<p>Summer Term</p>	<p>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.</p> <p>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'</p> <p>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.</p> <p>Knowledge Taught: Navigating the interface of a music sequencer. Keywords used. Following an online tutorial and produce a piece of music.</p> <p>Skills: Basic music technology skills . Memory Platform: Hands up/down Q&A, remembering procedures, Identify stylistic features</p>	<p>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</p> <p>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.</p>	<p>Topic 5: Formative assessment of proficiency at playing chord sequences accurately and fluently. Summative assessment of group/paired Blues composition</p> <p>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.</p>

16. Curriculum Map for Year 7 PE

Number of hours per fortnight	4
Exam board	Core PE
How course is assessed	Me in PE - Use of Emerging, Developing, Securing and Mastering Learning Criteria. ATL (1-4) levels.

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	<p>Learning Overview</p> <ol style="list-style-type: none"> Find and utilize the interest in ALL for lifelong learning and participation in PE Develop whole rounded independent learners that are 'physically literate' across a range of activity areas Provide all students an opportunity to develop confidence and self-esteem through sporting competition for all genders and abilities. Develop healthy and active young adults that can communicate and share ideas as part of a team. <p>Knowledge taught: Students will be expected to use their learnt theoretical and practical skills and knowledge to achieve assessment criteria in relation to the factors that underpin performance in physical activity and sport. Challenging tasks criteria in relation to ME in PE (Emerging, Developing, Securing and Mastering levels)</p> <p><u>Pupils are assessed within baseline activities in the first 8 lessons across the 5 topic areas in PE.</u></p> <p>1. Practical skills – ABC (Agility, Balance and Coordination) fitness, basic sport specific skills and body control.</p> <p>Skills: Build on physical development skills learnt key Stage 2. Fundamental movement skills run, jump throw, catch, develop flexibility and strength. Competition against self and others.</p>	<p>This links to KS3 by: Units link to KS3 by building on physical development skills and providing challenge, opportunities and progression in the following areas. Team and individual sports.</p> <p>This is taught now because: These are new courses and give a depth and variety to learning experiences. The units of work built on lesson content/ strands of learning and key words learnt in key stage 1 and 2.</p> <p>This links to careers by: Delivering experiences which allows talents to shine through, inspire an interest and self-belief in a career pathway and journey in sport. Pursue a career as: PE Teacher Sports, Scientist, Personal Trainer Sports Journalist. Sports Analyst etc.</p> <p>This is then further developed in KS3 and KS4 by: Students opting to take</p>	<p>Check point Assessments: These are through checkpoint assessments, on all units throughout the course. Staff complete Initial, mid and final assessments.</p> <p>Assess the following sports in the Autumn Term</p> <ul style="list-style-type: none"> Outdoor Education- Team building, OAA, Orienteering Invasion Games- Handball, Rugby, Netball Dance and Health and fitness- Exploring and developing ideas, confidence, maintaining health and wellbeing. <p>End of Unit Assessments: Students will be assessed at the end of every unit through the summative process. Students will be awarded ATL (1 to 4) level and a grade in relation to learning criteria based on ME in PE (cognitive score and physical score) (Emerging, Developing, Securing and Mastering levels)</p> <p>Practical Assessments: Students are assessed on their performance, knowledge and understanding. Pupils are assessed on their performance of skills and techniques in isolation/unopposed situations as</p>

<p>Students will get the opportunity to try a range of activity areas to develop student knowledge in the components of Physical fitness. They will understand why, when and how to improve their performance.</p> <ul style="list-style-type: none"> ● Safe practice in all sports learnt, key rules and regulations. ● Knowledge of how to warm up? Why? ● Knowledge of Active and Passive stretching <p>2.Cognitive skills – Confidence, communication, teamwork and responsibility.</p> <p>In PE and Sport, we have designed our curriculum around the needs of our young people. In year 7, students arrive at a large new school with many new faces and new people to form friendships and relationships with. Our PE curriculum responds to this, ensuring that all have the opportunity to develop an important set of cognitive skills needed around the whole school. A student’s ability to work together transcends the whole school day, and ensures that students feel confident and have the communication skills to be active participants in daily school life. These skills are taught through a range of practical activities that students will find both fun and engaging.</p> <p>The curriculum also gives students an equal opportunity to develop an important set of practical skills regardless of their previous experience or ability.</p> <p>Memory Platforms:</p> <ul style="list-style-type: none"> ● Developing and learning vocabulary lists from previous lessons defining key words - ● Students engage in starter and plenary tasks to reinforce learning. ● Focus on Describe, Explain and discuss questions to promote learning, memory and recall. ● Regular conversations/discussions in starters and plenaries will promote the concept of students volunteering developing selfless service in the community by training as a Longhill Sports Leader supporting sporting festivals. 	<p>GCSE PE or Sports Studies in year 9 to extend their learning.</p> <p>In year 9 -10 and 11 core PE students select a sports pathway to empower students in decision making.</p> <p>Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils’ OVERALL academic development and understanding: By focusing on the foundations and key expectations of the National Curriculum in KS3 PE in Year 7 students can then develop and progress over time, raising self-esteem developing a lifetime engagement in sport and physical activity.</p>	<p>well the application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situations.</p> <p>The following Me in PE criteria are assessed in the academic year. See curriculum plan 2021 for outline of sports being taught.</p> <p>Different units of work focus on - Physical Me</p> <ul style="list-style-type: none"> ● - Personal Me ● - Thinking Me ● - Healthy Me ● - Creative Me ● - Social Me.
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Spring Term	<p>Learning Overview Developing students, knowledge, understanding and physical ability across outdoor and indoor invasion activities, gymnastics and badminton by building confidence, communication skills and teamwork. Students will be able to perform in front of others and give feedback on WWW and EBI showing empathy and motivation.</p> <p>Knowledge taught: Build on physical development skills learnt key stage 2. Fundamental movement skills in Team games, Dance and Gymnastics Develop Key Core values through participation in the Power of sport-TREDS- Teamwork- Respect- Enjoyment- Discipline - Sportsmanship</p> <p>Skills: Students will be expected to use their learnt theoretical and practical skills and knowledge to achieve assessment criteria in relation to the factors that underpin performance in physical activity and sport. Challenging tasks criteria in relation to ME in PE</p> <p>1.Practical skills – ABC (Agility, Balance and Coordination) fitness, basic sport specific skills and body control.</p> <p>2.Cognitive skills – Confidence, communication, teamwork and responsibility.</p> <p>(Emerging, Developing, Securing and Mastering levels)</p> <p>Different units of work focus on - Physical Me - Personal Me- Thinking Me- Healthy Me - Creative Me- Social Me. Develop a range of tactics and strategies to overcome opponents. Develop analyse and evaluating skills to improve the performance of self and peers across a range of physical activities.</p> <p>Memory Platforms: Developing and learning vocabulary lists from previous lessons defining key words - Students engage in starter and plenary tasks to reinforce learning.</p>	<p>This links to KS3 by: Units link to KS3 by building on physical development skills and providing challenges, and opportunities building on National curriculum expectations.</p> <p>This is taught now because Units of work build on strands of learning in key stage 1 and 2.</p> <p>This links to careers by: Experiences will allow students' talents to shine through, inspire an interest and self-belief in a career pathway and journey in sport.</p> <p>This is then further developed in KS3 and KS4 by: Providing opportunities for students to Apply knowledge and understanding with challenge.</p> <p>Why are we teaching these topics? They develop foundations and key expectations of the National Curriculum in KS3 PE developing sustained levels of activity and promote healthy lifestyles. This links closely to the mastery model of learning and research suggests this is beneficial to learning. All units in Autumn Spring Summer terms provide progressive opportunities that build on previous learning. KS2 and 3.</p>	<p>Check point Assessments: These are through checkpoint assessments, on all units throughout the course. Staff complete Initial, mid and final assessments.</p> <p>Assess the following sports in the Spring Term</p> <ul style="list-style-type: none"> ● Basketball- Teamwork, Tactical awareness and skill application ● Football- Teamwork, Tactical awareness and skill application ● Gymnastics- Confidence ● Badminton- Coordination and resilience <p>End of Unit Assessments: Students will be assessed at the end of every unit through the summative process. Students will be awarded ATL (1 to 4) level and a grade in relation to learning criteria based on ME in PE (cognitive score and physical score) (Emerging, Developing, Securing and Mastering levels)</p>
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Learning Overview

Developing knowledge, understanding, technical and physical skills in relation to performing in Athletics, Strike and field and tennis.

Overview of content in the following sports in the Autumn Term

- **Athletics**- Health and fitness- To perform across a range of track and field events by learning how to improve my own and other performance. Students will show a drive to push and motivate themselves by showing good resilience and health/fitness.
- **Tennis**- Learn the importance of coordination and how to improve technique. Learn how to perform and range of shots and the rules surrounding singles and doubles
- **Striking and fielding** (Rounders, Stoolball, Cricket)- Teamwork and communication- Rules and skills needed to be successful within a game.

1. Practical skills – ABC (Agility, Balance and Coordination) fitness, basic sport specific skills and body control.

2. Cognitive skills – Confidence, communication, teamwork and responsibility.

(Emerging, Developing, Securing and Mastering levels)

Knowledge taught: Build on physical development skills learnt key stage 2. Fundamental movement skills in Athletics, Strike and field and Team building.

Competition against self and others. Team building students attempt problem solving tasks which focus on teamwork.

Skills: Students will be expected to use their learnt theoretical and practical skills and knowledge to achieve assessment criteria. Demonstrate thinking and practical skills performing Athletic events -Throwing Jumping and Running. Compete against your own personal best and peers. Demonstrate understanding the principles of hitting, catching, fielding and applying tactics. (Coach supports learning of others

Memory Platforms: Developing and learning vocabulary lists from previous lessons defining key words.

This links to KS3 by: Units link to KS3 by building on physical development skills and providing challenge, opportunities and progression.

This is taught now because:

These are new courses and give a depth and variety to learning experiences. The units of work built on lesson content/ strands of learning and key words learnt in key stage 1 and 2. Builds on Physical skill development learnt in KS1 and 2.

This links to careers by: Allowing students talents to shine through, inspire an interest and self-belief in a career pathway and journey in sport.

This is then further developed in KS3 and KS4 by:

knowledge, skills, processes and understanding being challenged by differentiated learning criteria.

These are through checkpoint assessments, on all units throughout the course. Staff complete Initial, mid and final assessments.

Assess the following sports in the Summer Term

- **Athletics**- Health and fitness- How effective can you perform events and how you can set SMART targets to improve performance.
- **Tennis**- Coordination and resilience- Can you self-regulate yourself to improve coordination by playing small sided games. Understanding of rules.
- **Striking and fielding** (Rounders, Stoolball, Cricket)- Teamwork and communication

End of Unit Assessments:

Students will be assessed at the end of every unit through the summative process. Students will be awarded ATL (1 to 4) level and a grade in relation to learning criteria based on MEinPE (cognitive score and physical score) (Emerging, Developing, Securing and Mastering levels)

Why are we teaching these topics?

They develop foundations and key expectations of the National Curriculum in KS3 PE developing sustained levels of activity and promote healthy lifestyles. Units of work inspire mass participation in sport. Elite and gifted sporting talent can be identified, fast tracked into school, community and national pathways of support to enable students to maximise their talent and potential. Inspire students to be a Longhill Sports Leader supporting school inter house sport, school clubs and community sport festivals with our primary school partners. We will build on the Sports Captains developed in primary schools focusing on qualities of a good Sports Leader, role model leadership skills, organisation and communication skills working in teams.

17. Curriculum Map for Year 7 PSHE

Number of hours per fortnight	1
How the course is assessed	Baseline assessments within lessons to assess what a student already knows leading to endpoint activities to demonstrate learning at the end of a lesson or series of lessons

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	Links, Context & Progression	Assessments
Spring Term 2	<p>Learning overview: ‘Equality’ scheme of work including lessons on Being Equal, Discrimination, Fake News, Race, Travellers and Gypsies, Equality and Inequality. An introduction to equality and inequality based on work previously done in primaries on discrimination</p> <p>Knowledge taught: Have changes in the law to promote equality been successful? How can we make society more equal? Learning about protected characteristics that are set out in the Equality Act 2010. Knowing the difference between “fact” and “opinion” and evaluating how all forms of media persuade and influence opinion. Understanding how people have been treated because of racism in society (past and present)</p> <p>Skills: Critical thinking, empathy skills, building self-confidence, self-esteem, team-working and communication skills, prioritising skills. Being able to celebrate difference and diversity as well as appreciating commonality.</p>	<p>Work on Equality and celebrating diversity continues throughout the school PSHE programme with particular reference to units of work in Year 9 on Prejudice and Racial literacy and Sexuality, gender and homophobia in Year 10.</p>	<p>Baseline assessments within lessons to assess what a student already knows leading to endpoint activities to demonstrate learning at the end of a lesson or series of lessons.</p>

<p>Summer Term 1</p>	<p>Learning overview: Drugs scheme including categorisation of drugs, caffeine, tobacco, alcohol, resisting peer pressure -An introduction to categorising of drugs based on work previously done in primaries on what is and is not safe. Research into specific drugs including caffeine, tobacco and alcohol.</p> <p>Knowledge taught: Clarifying and exploring the meanings of the word 'drugs' and how they can be categorised. Completing research on different specific drugs including information on appearance, effects, risks, the law, history. Learning how to risk assess situations and resist peer pressure.</p> <p>Skills: Research skills, building self-confidence, self-esteem, team-working and communication skills. Risk reduction skills.</p>	<p>Drugs education continues throughout the school PSHE programme in every year group revisiting and enhancing knowledge of specific drugs and skills of resisting peer pressure, supporting friends, harm reduction.</p>	<p>Baseline assessments within lessons to assess what a student already knows leading to endpoint activities to demonstrate learning at the end of a lesson or series of lessons.</p>
<p>Summer Term 2</p>	<p>Learning overview: Relationship and sex education scheme including puberty and hygiene, body parts and anatomy, being period positive, FGM, bullying and friendship, gender bullying, sexuality and homophobia</p> <p>Knowledge taught: What we need to know about our bodies to keep ourselves healthy and safe. What we need to know about other peoples' identity in terms of gender and sexuality to ensure we value one another's equality and diversity. Understanding what a good friend is and how to support one another</p> <p>Skills: Research skills, body confidence, normative messages about 'what is normal', looking after your body, empathy and awareness, supporting others. Friendship skills. Being able to celebrate difference and diversity as well as appreciating commonality</p>	<p>Relationship and sex education builds on what has been done in primary school, particularly in year 6 on conception and then continues throughout the school PSHE programme revisiting and enhancing knowledge and skills to ensure that a student can look after themselves, their bodies, their relationships and their attitudes and values towards others with safety, health and happiness.</p>	<p>Baseline assessments within lessons to assess what a student already knows leading to endpoint activities to demonstrate learning at the end of a lesson or series of lessons.</p>

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	<p>Learning overview: A brief introduction to the six major world religions, and a study of the origins, beliefs and stories of Judaism.</p> <p>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.</p> <p>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.</p>	<p>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 (studied in Year 8). Thematic links with later topics: diversity, miracles, sacrifice, belief in God.</p>	Test
Autumn Term 2	<p>Learning overview: A study of the life of Jesus and an introduction to Christianity.</p> <p>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.</p> <p>Skills: Scriptural and textual studies; developing and evaluating arguments.</p>	<p>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.</p>	Test

<p>Spring Term 1</p>	<p>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.</p>	<p>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.</p>	<p>Test</p>
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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	<p>Learning overview: Topics include – cells; introduction to chemistry and magnetism</p> <p>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</p> <p>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.</p> <p>Memory Platforms: exam style questions, mini-white board questions, peer and self-assessment.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>KS2 will have covered aspects of magnetism so this topic will add to that knowledge.</p>	<p>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.</p>

<p style="text-align: center;">Spring Term</p>	<p>Learning overview: Topics include – Forces; atoms and elements; food and digestion</p> <p>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</p> <p>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</p> <p>Memory Platforms: exam style questions, mini-white board questions, peer and self-assessment.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>End of topic assessments for forces; atoms and elements; food and digestion.</p> <p>Online assessment covering: magnetism; forces; atoms and elements</p>
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<p>Summer Term</p>	<p>Learning overview: Topics include – Acids and alkalis; sound; variation and an optional topic of earth science depending on time left</p> <p>Knowledge taught: Acids and alkalis – Acids; alkalis; indicators; 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; adaptation; 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</p> <p>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 adaptations of different species; link different adaptations 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 .</p> <p>Memory Platforms: exam style questions, mini-white board questions, peer and self-assessment.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>The sections about climate change; human impact and carbon cycle are linked to topic in both chemistry and biology later at school.</p>	<p>End of topic assessments for: acids and alkalis; sound; variation; earth science.</p> <p>Online assessment covering the topics of food and digestion and acids and alkalis</p>
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