



The High School
Leckhampton

Year 7 ART



Topic Titles

1. Baseline Assessment: Elements and Principles
2. Colour Theory: Painting Skills
3. Musical Mark Making
4. Colour Theory: Sculpture
5. Ceramics: Fantasy Buildings

Intent

We want our students to recognise and appreciate the wider impact art has on the world around them and be able to engage with it in an informed way. To this end our curriculum aims to develop students who are curious, independent, and resilient; confident in taking intellectual and creative risks with their work. A range of practical skills, including drawing, painting, printmaking, and sculpting are developed in response to a range of themes and subject matter, covering the broad spectrum of art, craft, and design. This is fully underpinned by visual literacy, critical thinking, and the language skills necessary to engage with historical and contemporary contexts and develop an understanding as to how this reflects and shapes who we are. The art department aims to be a stimulating and inviting place where all students feel capable, supported, and challenged, whilst enjoying their learning.

Links with other subjects

DT – Drawing skills, rendering forms, isometric and oblique projections, colour theory and critical evaluation

Maths – Keywords and concepts proportion, scale, ellipse, shape, Venn diagram

History – Wider historical and cultural context of various artists and themes

RE – Symbolism and cultural significance of colour

English – Narrative art and storytelling, analysis

Music – Graphic scores and musical notation, synaesthesia

How will knowledge and skills be taught?

Students follow a highly creative, skills-based art curriculum through studying a sequence of engaging topics. The formal elements and principles of Art and Design are at the heart of all learning in this first year and lay a strong foundation for those that follow. Focus is given to fundamental drawing, painting, and observation skills, as well as the importance of playful experimentation with materials, techniques, ideas, and influences. Research and practical exploration help solidify learning throughout the year and enable students to develop their own personal and meaningful responses to a broad range of stimuli.

How can parents help?

By encouraging positive engagement with the subject and practicing of key skills at home. Visits to galleries and museums help enhance what is taught in the classroom and along with watching relevant television programmes such as *Artist of the Year* and *Great Pottery Throw Down* can give the subject real-world context. A familiarity with the resources provided on the VLE would be highly beneficial, as would support with the written aspects of their work. Students should be encouraged to undertake thorough and independent research, draft and edit written work which should always be personal, not copied and pasted and use art specific vocabulary, appropriately. General discussion about lessons and looking at student's sketchbook also helpful.

Recommended Reading and Preparation for Learning

Why is Art Full of Naked People and Other Vital Questions – Susie Hodge
Art: A Children's Encyclopaedia – DK
Great Art in 30 Seconds – Susie Hodge
How to Talk to Children About Art – Francoise Barbe-Gall
A History of Pictures for Children – David Hockney

Websites:

The Tate
The National Gallery
The British Museum
The Vincent Van Gogh Museum
ArtUK.org
Google Arts & Culture

Year 7 DESIGN TECHNOLOGY

Topic Titles

PRODUCT DESIGN: Block Bot
PRODUCT DESIGN: Trick Deck
PRODUCT DESIGN: Keyring
TEXTILES: Bunting
FOOD & NUTRITION: Healthy Eating

Intent

Design and technology prepares students to participate in tomorrow's rapidly changing world. They learn to think and intervene creatively to solve problems and become increasingly autonomous as well as collaborative team members. Students must look for needs, wants and opportunities and respond to them by developing a range of ideas and solutions. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all students can become discriminating and informed users of products and innovators. The DT department aims to be a stimulating and inviting place where all students feel capable, supported, and challenged, whilst enjoying their learning.

Links with other subjects

Art – Design process, drawing rendering, annotation, aesthetics
Science – Properties of materials, electronics, safety and risk
English – Literacy skills, analysis and annotation
PSHE – Self-care (cooking)
Maths – Measurement, units, scale, ratio, area, volume, numeracy

How will knowledge and skills be taught?

During each academic year, students complete four different projects of varying length across all DT areas of product design, textiles and food and nutrition. Whilst specific knowledge and processes underpin each topic, the key skills of designing, making, evaluation and technical knowledge are consistent throughout the programme of study, and link to formative assessment objectives. Students work in booklets designed specifically for each project to record all aspects of their creative journey, including designs, CAD/CAM, digital research and evaluation of products as well as understanding and evidence of health and safety. We are proud to offer a range of DT opportunities to all students and enable them to develop personal and meaningful responses to a range of briefs.

How can parents help?

By encouraging positive engagement with the subject and a familiarity with the resources provided on the VLE. Students complete all tasks, including homework, in their project booklets so engagement with this resource at home and support with development of their ideas and evaluation of their concepts and products would be very beneficial. Support too with organisation of ingredients ensuring these are brought in on the correct days is essential and very much appreciated. Watching relevant television programmes such as *The Repair Shop*, *Grand Designs*, *Great British Sewing Bee* and *Bake Off* can give the subject real-world context. Students should be encouraged to undertake thorough and independent research, draft and edit written work which should always be personal, not copied and pasted and use subject specific vocabulary, appropriately.

Recommended Reading and Preparation for Learning

Making It: Manufacturing Techniques for Product Design – Chris Lefter
The Complete Baking Book for Young Chefs – America's Test Kitchen Kids
The Complete Cooking Book for Young Chefs – America's Test Kitchen Kids
Process: 50 Product Designs from Concept to Manufacture – Jennifer Hudson
Contemporary Design, Classics of Modern Design – Catherine McDermott
50 Fantastic Ideas for Exploring Food – Judith Horvath
The Eco-Design Handbook – Alistair Faud-Luke
Design of Everyday Things – Don Norman

Websites:

foodafactoflife.org.uk
technologystudent.com
The Design Museum
The V&A Museum



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Year 7 **DRAMA**



Topic Titles

Introduction to Drama

Storytelling – Fairy Tales

Mime

Shakespeare

Introduction to Script

Intent

Above all else, the drama department aims to help pupils of all abilities to make the most of their potential. Everyone can gain from access to the performance arts, enriching appreciation of both the form and content of dramatic works - building empathy, understanding, teamwork and negotiation skills, as well as fostering creativity.

Links with other subjects

Drama and English have many links, including reading and analysing scripts, considering the impact of setting and understanding characterisation. Drama and PE have many links, including understanding movement, using the space around you and considering how movement affects emotions. Drama and History have many links, including considering the social and historical context of a text, discussing different time periods and considering different cultural norms.

How will knowledge and skills be taught?

Pupils will be focusing on building a solid foundation of skills on which to develop and progress throughout KS3 and beyond. The skills the students will be taught are:

- Practising using their body language and facial expressions
- Using freeze frames
- Using flashbacks/flash-forwards
- Working in a group
- Planning, discussing and rehearsing
- Reading, interpreting and working with scripts

How can parents help?

Watching live performances of productions with your children will be invaluable: being able to see performances in person allows children to understand the scope of drama, the importance of using space and the art of projection. Furthermore, discussions around performances will encourage them to self-reflect on their own work, encouraging improvement and development. Having active and lively discussions and debates with your about current news topics and issues on a regular basis will not only help and improve their listening skills, but it will also develop and their discussion and debate voice.

Recommended Reading and Preparation for Learning

- All about Theatre - National Theatre
- Acting for Young Actors: The Ultimate Teen Guide – Dinah Lenney
- Break a Leg! The Kids Guide to Acting and Stagecraft – Lise Friedman



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Year 7 ENGLISH

Topic Titles

- Non-fiction Reading and Writing – Charities
- Novel – ‘Ghost Boys’
- Creative Writing – Ghost Stories
- Poetry – exploring identity
- Introduction to Shakespearean context
- Shakespeare – ‘The Tempest’

Intent

Our intent for our Year 7 English curriculum is for it to be rigorous, exciting, and balanced, with the National Curriculum at its core. Our curriculum will be transformational, equipping our pupils, regardless of their starting point, with a wide range of knowledge and skills, enabling them to fulfil their potential and realise their ambitions.

Ultimately, our aim for our English curriculum is to ensure that pupils are equipped with the necessary literacy skills so that they can excel in the wider world, in any career that they desire, and that foundation is created in Year 7. Our key aims and intent for our Year 7 English curriculum are:

- To ensure pupils have a solid and core understanding and knowledge of the skills required to make a successful start to KS3.
- To expose pupils to a range and wealth of texts, from varied contexts, aiming to expand their knowledge and understanding of genres, time periods and cultures.
- To promote and encourage wider reading

Links with other subjects

Literacy is the cornerstone of all subjects, so the work that we do in English is integral. Our fortnightly Literacy lessons in Year 7 will focus on the skills and revision of Literacy to practise and develop these imperative skills that students can use throughout their curriculum.

Furthermore, there are many links between English & History, including exploring the connections between texts and their different contexts. RE, including exploring the connections between texts, their different religious contexts. Drama, including studying plays, exploring context, and speaking publicly. MFL, including grammar, sentence organisation and the etymology of words.

How will knowledge and skills be taught?

Pupils will be focusing on building a solid foundation of skills on which to develop and progress throughout KS3 and beyond. The skills the pupils will be taught are:

- Planning and writing creatively, including organising ideas through paragraphing and punctuation.
- Planning and writing for varied purposes, including to inform, persuade and argue, including organising ideas through paragraphing and punctuation.
- Reading a range of non-fiction and fiction texts, from different contexts and time periods to retrieve information and infer knowledge.
- Reading a range of text types, including poetry & plays, from different contexts and time-periods.
- Selecting appropriate quotations to analyse language, structure, and form, using appropriate technical devices. Comparing attitudes and methods presented in texts, using inference skills.

How can parents help?

The most important practice that parents can help their children with at home is to promote reading regularly. Evidence demonstrates a strong correlation between students who regularly read and those achieving levels 7,8 and 9s in their GCSE exams. Reading also improves vocabulary, written expression and develops a sensitive understanding and appreciation of contexts different to student's own. As well as encouraging reading, parents can help to encourage and promote the use of tier 2 vocabulary at home, so that it becomes a common part of their everyday speech.

Furthermore, parents can help support students with their English homework that they'll receive once a week, ensuring that it is done to the very best of their ability and that maximum effort has been put in, to every single piece.

Finally, if parents wish to offer even more support, then we recommend utilising BBC Bitesize and Seneca Learning as interactive learning tools to work alongside our current topics.

Recommended Reading and Preparation for Learning

Recommended reading for Year 7 English at HSL:

- ‘Noughts and Crosses’ by Malorie Blackman
- ‘Clean Getaway’ by Nic Stone
- ‘The Boy at the Back’ of the Class by O. Rauf
- ‘Warhorse’ by Michael Morpurgo
- ‘His Dark Materials’ series by Philip Pullman
- ‘The Fastest Boy in the World’ by Elizabeth Laird.



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Year 7 FRENCH



Topic Titles

- Introducing yourself, numbers, dates,
- French phonics, describing your personality, saying what you like doing. Colours, numbers,
- telling the time, school subjects, what you wear, the school day, Christmas in the Francophone world.
- The weather, sports and activities, giving opinions, asking questions.
- Describing family, where you live, breakfast, celebrations. Weekend plans, making invitations, ordering food and drink, talking about future plans,

Intent

Students can use and manipulate a variety of key grammatical structures and patterns, give and justify opinions, use accurate grammar, spelling and punctuation, initiate and develop conversations, coping with unfamiliar language and unexpected responses, can speak coherently and confidently, with increasingly accurate pronunciation and intonation, read short, suitable texts and understand and enjoy cultural differences. Students understand the importance of language learning, feel successful and are clear about how to make progress.

Links with other subjects

Literacy – English. A broader knowledge of English vocabulary and more confidence in reading skills will support foreign language learning.

Humanities – Cultural knowledge is key to understanding different ways of life, customs & traditions.

Maths/Science – The application of rules and the skill of deduction are helpful tools in language learning.

How will knowledge and skills be taught?

Structured and supported tasks to build confidence. Phonics, vocabulary and grammar are key and form the basis of all teaching. Cultural awareness and cultural capital are a thread running through teaching. Phonics – planned practice and logical progression via a short focus every lesson. High frequency vocabulary is revisited and retrieved in different contexts – non negotiables are shared with students and regularly revisited. Confidence and automaticity of recall are key. Target language use is modelled, taught and expected from students as well as teachers. Authentic materials are used but will be adapted to be appropriate.

How can parents help?

Test your child when they have learning homework. Explain the importance of learning language for cultural awareness, travel, job opportunities, making friends etc. Learn some items with your child and model enthusiasm for language. Encourage their interest in any cultural aspects of other countries: cooking, travel, music, popular culture.

Recommended Reading and Preparation for Learning

Use the useful French to use in class to help you speak more French than you have to in lessons.

Use the Non-negotiables list to help you revise and learn those key phrases which are so useful.

Explore how you learn best: flashcards, testing yourself, using i.t. copying language out, recording the sound etc.

Watch a film you already know in French with English subtitles.

Google something you are interested in but in French.

Try out French you have learned in class at home or with your friends, even if you can only do half the sentence in French!



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Year 7 GEOGRAPHY

Topic Titles

- What is my place in the United Kingdom?
- How do I use skills to investigate the world around me?
- What challenges do volcanoes present?
- How sustainable is the High School Leckhampton?
- What is the importance of river landscapes?
- What role does Russia play in the world?

Intent

We believe that a high-quality Geography education should inspire a curiosity and fascination about the world and its people that will remain with students for the rest of their lives. Our curriculum will equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As students progress, their growing knowledge about the world underpinned by a focus on place, should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Links with other subjects

History – the world as it used to be, can be a fantastic subject for demonstrating change over time.

Biology – studies of natural processes often require knowledge of biological concepts e.g. nutrient cycling.

Art – Geographers need to be able to display ideas in coherent ways that allow others to access them

Maths – coordinates, graphing, data manipulation are all core skills of Geography.

English – the ability to express ideas clearly is vital for success in the subject

How will knowledge and skills be taught?

Our topic choices are framed as 'Big Questions', which are then broken into smaller sub-questions to allow students to investigate natural landscapes and processes and human activities.

A wide variety of teaching activities will support students to be inquisitive, ask questions and find answers about the world around them.

Skills are taught embedded throughout the curriculum, so a lesson about the UK's climate may involve a range of maths skills e.g., graphing and data manipulation.

Map skills are taught near to the beginning of the year, so that they can be used throughout. Choropleth mapping, climate graphing, fieldwork skills, data presentation, use of Geographical Information Systems and data analysis are all key skills taught.

How can parents help?

Discuss with students the wide-range of contemporary affairs that are seen in the news, asking students questions about their opinions. Encourage students to watch documentaries about both the natural world and the human environments.

When out of the house, encourage students to take in their surroundings and observe how places differ.

If possible, take students on day-trips to the Natural History Museum (London), the coastline (anywhere in the UK), to mountainous locations (Brecon Beacons, Peak District, Lake District). Encourage students to study a globe or an Atlas to improve place knowledge.

Support students with homework, checking quality and ensuring that the students re-draft if necessary.

Recommended Reading and Preparation for Learning

Prisoners of Geography – Tim Marshall

The Power of Geography – Tim Marshall

Brilliant Maps: An Atlas for Curious Minds – Ian Wright

Rainforest: Dispatches from Earth's Most Vital Frontlines – Tony Juniper

Factfulness – Hans Rosling

Play map games at the following:

<https://www.geoguessr.com/seterra/en>

<https://worldle.teuteuf.fr/>

<https://www.ordnancesurvey.co.uk/mapzone/>



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Year 7 HISTORY



Topic Titles

1066-1099 – The Norman Conquest: A truckload of trouble?
1096-1199 – Medieval religion: Was the Church loved or loathed?
1199-1307 – Politics and power: How did the battle between monarch and state develop?
Medieval society: What was life like for different groups in society?
1377-1485 – Conflict: What challenges were there to England from home and abroad?
Thematic study – Empires

Intent

Our curriculum is *broad, diverse and inclusive*. It allows our students to gain a sense of their own national and cultural identity through developing a thorough understanding of key events in the history of Britain and how they relate to global events. Through studying key events between 1066 and 1485 they will begin to develop the key skills of the historian, using evidence critically and understanding history as a constructed narrative that varies depending on time, place and perspective.

Links with other subjects

The first assessment of the year requires students to write to a well-known historian, thus practicing their letter-writing skills. There are links with RE when studying the medieval Church. There are links with PSHE when focusing on medieval women and the experience of black people in Tudor England. The 'Empires' topic leans heavily on geographical knowledge for an understanding of place.

How will knowledge and skills be taught?

The curriculum is framed around enquiry questions. Overarching questions are broken down into smaller enquiries that link to three themes: power, beliefs and ordinary people. Through tackling these enquiry questions students will practice the skills of explanation, questioning interpretations, critical analysis and justifying opinions. These are transferrable and students will become questioning, curious citizens who are able to handle information in a balanced, critical way.

How can parents help?

Parents can help by encouraging students to:

- remain up to date with homework and consolidation tasks
- ask for the term's 'Reach' reading article
- talk about what they are learning and ask questions, demonstrating curiosity
- look at how they can enhance their understanding by going on a family outing to a historic site – for example a local church, Hailes Abbey or Gloucester city centre to visit the area previously known as the Jewry

Recommended Reading and Preparation for Learning

Students will have access to additional reading and online resources throughout the year, including the Bayeux Tapestry online, articles from BBC History magazine and extracts from key texts written by historians who are experts in their field. Students can access all of these resources via the VLE, on the History pages.

These resources will be added to throughout the year to ensure students have access to the most up to date historical thinking and stay abreast of new discoveries and events.



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Year 7 MATHS



Topic Titles

- Toolkit lessons
- Properties of number
- Comparing numbers
- Multiplying and dividing decimals
- Constructions and labelling
- 2D shapes
- Proportional reasoning
- 3D shapes
- Expressions
- Units
- Area and volume
- Calculations with fractions
- Transformations
- Measuring and presenting data

Intent

The intention of the maths curriculum is to foster pupils' interest, enjoyment, and curiosity of maths. By following the National Curriculum, our curriculum will be rigorous, coherent and connected throughout Key Stage 3. We aim to develop competent mathematicians who are able to apply their knowledge across subjects, year on year.

By designing the curriculum around a mastery approach all students will gain depth to their learning leading to secure and sustained progress over time. All students will develop their fluency, reasoning and problem-solving skills.

The department has the strong belief that all students can be successful in maths and teaching for understanding is at the heart of every lesson.

Links with other subjects

- Averages and data – Science
- Geometric reasoning – Art
- Fractions – Music
- Logical reasoning – computing
- Measures – Tech
- Percentages and negative numbers – History
- Graph interpretation and measures – Geography

How will knowledge and skills be taught?

Knowledge and skills will be taught through a combination of teacher-student explanation and student self-discovery.

Teaching will follow the NCETMs Teaching for Mastery approach with lessons consisting of visual representations, modelling and purposeful practice to help students build and link their knowledge together.

There is a focus in year 7 of building a secure foundation. Students will revisit ideas they have met in primary school before building on these in further depth.

How can parents help?

- Present a positive opinion of maths – please change: 'I was never very good at maths' to 'I had to work really hard at maths'
- Encourage your child to attend Sum Up The Week to consolidate their learning
- Highlight the use of maths in your everyday life – calculating change, timings etc
- Speak to your child about the maths they are learning in school and ask them to explain their understanding to you.
- Maintain your child's fluency with times tables, mental maths and written multiplication and division.

Recommended Reading and Preparation for Learning

Murderous Maths – Kjartan Poskitt
The Number Devil – Hans Magnus Enzensberger
The Man Who Counted – Malba Tahan
Alex's Adventures in Numberland – Alex Bellos
How Long is a Piece of String – Rob Eastaway
How Many Socks Make a Pair – Rob Eastaway
Humble Pi – Matt Parker



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Year 7 MUSIC

Topic Titles

What are the building blocks of music?

How can we develop language to discuss different instruments?

How do musical elements apply to the music of other cultures?

What purpose does music serve in films?

Why is improvising an important skill for musicians?

How can we use melody and chords to compose our own music?

Intent

Throughout our lessons, our goal is for students to develop a knowledge of how music is created with the key musical elements, before growing and challenging this knowledge through the exploration of other musical styles across the globe.

We hope to provide students with a rich understanding of music from different cultures, styles and periods, so that they may use all of this as the basis of their own creations.

As we move through the topics, our aim is also for students to be able to use their skills and understanding to evaluate their own work and that of their class, through which they will learn how to develop and build on their initial ideas.

Links with other subjects

Music has strong links to Geography as we explore other cultures across the globe and the musical differences. Biology and physics are used to explore how we use our voices and how sounds are produced by instruments. Music often relies on sequences and patterns, which lead to links in Maths. History is regularly discussed throughout Music lessons to create context for the pieces.

How will knowledge and skills be taught?

Students will learn how to read music notation and how to use this knowledge to help create pieces of their own. They will also learn to express their thoughts on music through active listening; having listened to music they will be equipped with the skills to identify key features and comment on how these compare to other music.

How can parents help?

Encourage students to visit the VLE, especially the "Weekly Listening" section.

By taking students to music events; concerts, musicals etc. These can also be watched online together too.

Listen to music in the car with your child and encourage active listening; what can they hear in the music? What instruments are present? How are musical elements used? Do they like it? Forming opinions is important here, but more so is being able to justify them.

Encourage your child to try extra curricular music activities, especially Voices, which requires no previous musical knowledge. Music is for everyone!

Recommended Reading and Preparation for Learning

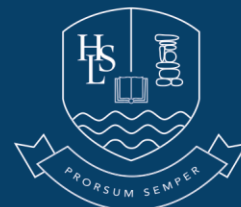
Explore the "Weekly Listening" section of the VLE; practice "active listening", using understanding of musical elements and topics to support opinions.

Listen to a variety of music. Spotify, Youtube and services like "Tidal" or "Qobuz" can be useful for this.

Visit IMSLP.org to find a variety of classical sheet music

Muscore can be a useful source for sheet music but be mindful that this is based around amateur transcriptions.

Spend time experimenting with different Instruments and perhaps consider instrument / singing lessons in school



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Year 7 PHYSICAL EDUCATION

Topic Titles

Autumn Term Sports:

- Rugby
- Hockey
- Netball
- Football
- Badminton
- Gymnastics
- Basketball

Spring Term Sports:

- Cricket
- Tennis
- Athletics
- Rounders
- Dance
- Cross Country
- Strength & Conditioning
- Table Tennis

Extra-Curricular Sports:

Intent

As a Physical Education department, our main ambitions fall under three categories:

1. Essential & Fundamental Body Management Skills whilst learning Sport Specific Skills.
2. Promotion of Physical Fitness as Fun.
3. Developing Teamwork, Sportsmanship & Cooperation.

We want to inspire every student to pursue a life-long participation in sport. Whether this be at the highest professional level possible in a particular discipline or simply to inspire a student to continue to live a healthy-active lifestyle

How will knowledge and skills be taught?

A Physical Education lesson at HSL always starts with a Fit in Five. This is a warm-up but also a short window in which the students are encouraged to develop their fitness through: Strength, Cardiovascular Endurance or Skill orientated activities. Our lessons will then be based upon a variety of different teaching pedagogies, some very much teacher led (Javelin Throwing), with some being fully based on guided discovery, encouraging the students to find the solutions to the problems presented to them.

Links with other subjects

Science: Aspects of 'How the Body works' How the body reacts to exercise, Nutrition, What is an injury and understanding the recovery process.'

Maths: Measuring our Athletics times and distances! **Music:** Understanding Rhythm, Unison & Cannon for Gymnastics and Dance!

Geography: Cross Country, enjoying and respecting the natural environment! **History:** Why games were invented and the strange rules that they involve, records and how we can train to break them!

How can parents help?

By encouraging and enabling students to attend extra-curricular sports clubs or clubs outside of school.

Watch Live Sport – Live Sport provides a great sense of excitement for anyone involved, whether it on the TV or at the local sports club. Pop out and watch anything you can!

BY JOINING IN! – Your child is much more likely to take part if you do too!

Recommended Reading and Preparation for Learning

Bounce – Matthew Syed

You are a Champion – Marcus Rashford

Kick – Mitch Johnson

Local Newspapers – Sport Sections
(Celebrating local sporting achievements)

BBC SPORT – YouTube
BBC SPORT – Website and App
(Great highlight videos and some interesting articles)



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Year 7 RELIGIOUS EDUCATION

Topic Titles

What is Christianity?
Who was Jesus?
The life of Jesus
Where do we find meaning?
What is God?
Does God exist?
Moral dilemmas
Religion in action

Intent

Our department aim is to ensure that every child is religiously literate by the time they leave us. All children will be offered a broad and detailed Religious Education curriculum covering the six major world religions, non-religious and secular ideas. They will be given the opportunity to explore their own religious, philosophical and ethical ideas and compare these to the ideas of academic scholars and their peers alike. By the end of year 9 pupils will be able to confidently compare and contrast the views of the various religions studied and apply these to modern philosophical and ethical issues. This will serve them well in the multicultural society we live as well as preparing them for GCSE study.

Links with other subjects

In RE students will draw on learning from English as they structure extended responses to key questions. There are also important links to the other Humanities subjects of geography and history, as students learn about the origins of world religions. The RE curriculum draws on the arts as students consider where we gain our understanding of what Jesus looked like and discuss how music plays an important role in worship for some Christians.

How will knowledge and skills be taught?

There are two key assessment objectives:
A01 – Learning about religion
A02 – Learning from religion

Throughout the year students will engage with and learn about Christianity in the first instance, and throughout the curriculum will consider the lived experience of Christians and what can be learnt from a Christian life. Students will learn in a variety of ways, accessing a variety of tasks throughout the year.

How can parents help?

Parents can help by encouraging students to:

- remain up to date with homework and consolidation tasks
- ask for the term's additional reading article
- talk about what they are learning and ask questions, demonstrating curiosity
- look at how they can enhance their understanding by discussing news stories related to the religions studied

Recommended Reading and Preparation for Learning

We would encourage students to read widely to broaden their understanding of all world religions and non-religious or secular viewpoints. BBC Bitesize has some excellent information about each of the world religions.

Students will also find additional materials to support their learning on the VLE. These will be added to as appropriate throughout the year.



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Year 7 **SCIENCE**



Topic Titles

7WS Working Scientifically Topic The Lab Licence

7B1 Biology Topic 1 Cells, Organisation and Reproduction

7C1 Chemistry Topic 1 Matter, Particles and Physical Changes

7P1 Physics Topic 1 Waves and Space

7B2 Biology Topic 2 Photosynthesis, Ecosystems and Health

7C2 Chemistry Topic 2 Atoms, Elements, Compounds and Mixtures

7P2 Physics Topic 2 Motion, Forces and Pressure

Intent

Our main aim and ambition in science is for our students to develop a curiosity and a desire to want to find out and understand more about the world around them. Science is a subject rich in knowledge that can change lives and open so many doors for our students. Through teaching a varied curriculum of biology, chemistry and physics, students develop the skills that they require to be able to apply their understanding of science to situations all around them and allow them to make informed choices as an educated citizen who promotes inclusivity. Students will be encouraged to question and recognise the power of rational explanation, fostering a sense of enthusiasm and creativity about natural phenomena.

Links with other subjects

ART – Drawing accurate, annotated scientific diagrams.

DT – Properties of materials.

ENGLISH – Using comparative terms, learning word etymology, recalling exact definitions, writing and following detailed instructions.

MATHS – Converting units, calculating averages, rates and percentages, rounding results, using and rearranging equations, drawing scatter and bar graphs.

PSHE – The effects of drugs, exercise and puberty on the body.

How will knowledge and skills be taught?

In lessons students will learn from their teacher, and work individually or with others, to develop their scientific knowledge and conceptual understanding.

Practical activities will help students understand the nature, processes, and methods of science, as well as the uses and implications of science for today and the future.

Completing homework using provided resources will help consolidate students' understanding and prepare them for future lessons.

Optional activities will challenge and extend students' scientific application.

How can parents help?

Encourage students to use the topic resources on the VLE, the Year 7 Science Basics booklet and the CGP KS3 Science Study Guide provided.

Extend students' understanding using appropriate YouTube channels [e.g. Cognito, PrimroseKitten, KhanAcademy, FuseSchool, AmoebaSisters, Freesciencelessons, AsapScience, Crash Course, SciShow, Veritasium, Kurzgesagt – In a Nutshell, BBC Earth Lab, TED-Ed, Royal Society of Chemistry] and relevant Science-related films, series, and documentaries on various streaming services.

Take an interest – be curious and ask students about their learning.

Recommended Reading and Preparation for Learning

How to Grow a Human: Adventures in Who We Are and How We Are Made – Philip Ball

Where the Wild Things Grow: A Forager's Guide to the Landscape – David Hamilton

The Strange Chemistry of Plants, Poisons and Processed Foods – George Zaidan

KEW: Grow, Forage and Make: Fun things to do with plants – Alys Fowler

How the Body Works: The Facts Simply Explained – Dorling Kindersley

George's Secret Key to the Universe – Lucy and Stephen Hawking

Fourteen Wolves: A Rewilding Story – Catherine Barr

A Short History of Nearly Everything – Bill Bryson

The Incredible Human Journey – Alice Roberts

Diary of a Young Naturalist – Dara McAnulty

Horrible Science Collection – Nick Arnold

The Disappearing Spoon – Sam Kean

More recommendations at:

<https://www.hsl.gloucs.sch.uk/literacy-and-recommended-reading>