



Great in name, greatest together

# Great Sankey

High School

## Curriculum Guide

# Year 7

## Curriculum Vision

**Our mission is to ensure every student leaves Great Sankey articulate, resilient, compassionate and culturally aware. That they are inspired to contribute to society, are able to pursue careers they are passionate about and live, healthy, happy and fulfilled lives.**

Our ten school values fall into **three pillars of community, learning and self** and these thread their way throughout our curriculum. We believe that if children understand the purpose of what they are learning and why they are learning it; not only will they be more engaged but they are much more likely to remember what they have learnt and be able to use it again in the future.

We also recognise the huge impact that learning beyond the classroom can have but appreciate we don't know which moment at school will inspire a child or resonate with them later in their life. It could be the inspirational careers speaker, a museum or gallery visit, the Duke of Edinburgh's Award expedition, a science experiment, or be on the sports field or theatre stage. What we do know is that if we ensure children seize as many opportunities as they can something has more chance to stick and act as a catalyst.

To achieve all of the above we have designed a knowledge based, word rich curriculum and we evaluate what knowledge and skills pupils have gained (at each stage) against expectations. The impact of innovations such as knowledge organisers and student self-selected KS4 target grades, will be reviewed regularly and remodelled to help all pupils perform well. We also won't be shy about investing in our staff to ensure they are using the most effective techniques to help students secure what they learn in class is committed to their long term memory, regardless of their starting point. Furthermore, we understand that those extra important details such as careers guidance, RSE, PHSE, British Values and enrichment should not just be bolted on but play an integral part of 'what we do' as a school community. We are already the largest provider of the Duke of Edinburgh's Award in the North West and the largest provider of the John Muir environmental award nationally and are planning to create a bespoke approach to encouraging and recording participation in extra-curricular provision.

All of these plans and actions are evidence-based and research-driven.

In short, our ambition is to create a dynamic learning culture and deliver a bold curriculum and personal development programme that ensures that both students and staff have the courage and determination to **dare for greatness**.

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## Curriculum overview – Year 7

### What will my child study?

Our curriculum is broad and balanced; we place great value on academic, creative and technical subjects. Therefore, all students study English, maths, science, two languages, French & Spanish, history, geography, RS, PE and ICT/computing but, in addition, we provide a broad performing arts offer for all students that includes Drama and Music as well as lessons in Art, Food and Design Technology. The following pages provide an overview of what students will be studying each term.

### How is the curriculum sequenced?

Research around memory and how children best learn has been used to inform our curriculum planning. Subject specialist staff have thought carefully about the curriculum we deliver. Knowledge and skills are sequenced so that these are taught in a sensible order allowing for regular revisiting of knowledge and retrieval as complexity and depth build.

### How will my child be assessed?

Regular assessment and high quality feedback are essential for students to learn effectively. Students are given clear, regular feedback following each assessment they complete which consists of what went well, and areas that could be even better. Students then address the areas that could be better through Dedicated Improvement and Reflect Time (DIRT) opportunities. This information should be clearly identified on green paper in student's books.

Twice per year, all students in year 7 complete more formal assessments. Crucially, these assess all of the knowledge and skills taught to students up to that point. For example, an assessment completed in the summer term of year 7 could assess any of the curriculum content covered in year 7. In practical subjects, students will be assessed and placed in one of four knowledge levels from Mastering to Emerging. In academic subjects, results are recorded as a percentage and a knowledge level; indicating subject knowledge and understanding.

### Homework

In Ebacc subjects; English, maths, science, MFL, geography, history and RS students will be set one homework activity per week. This will either be based around the knowledge organisers or work set by the class teacher. All knowledge organiser homework is set on a week A. Week B homework is to be set by class teacher. In all other subject's students will be set one homework per fortnight.

### How can I support my child?

#### Top Tips

1. Encourage students to use their Knowledge organisers and to regularly review knowledge using techniques such as read, cover, write, check.
2. Encourage your child to read regularly at home, each year 8 student should have an accelerated reader book with them each day at school and home.
3. Attendance and punctuality directly relate to student attainment, avoid non-emergency medical appointments during the school day for example.
4. Talk to your child about what they have been learning at school, this helps reinforce understanding.
5. Download the SIMS app so you can monitor attitude to learning scores in lessons and homework deadline.
6. Support us and your child by attending parent consultation evenings.

If you would like to know more about our curriculum please contact Mrs C Kane, Deputy Head, [christina.kane@greatsankey.org](mailto:christina.kane@greatsankey.org)

**Art Curriculum Vision:**

In the Art department we aim to create an environment in which every child can feel confident and succeed. To encourage individual creativity and nurture a passion for the subject. We aim to enable our learners to develop an understanding and appreciation of the diversities of life, be it cultural, geographical, social, economic or skill. Our schemes of learning cover a vast array of inspirational starting points allowing our learners to critically reflect and gain knowledge & understanding not only from those around them but from those who have gone before. Students are encouraged to take this knowledge forward whilst problem solving, skilfully creating, experimenting, and finally producing their personal outcome.

Underpinning the practical element of our teaching and learning is a focus on building self-confidence. When our learners participate in individual, group activities or critical reviews, the feedback they give builds self-respect by teaching them to accept constructive criticism and praise from others. This in turn develops character, acceptance, resilience and supports good mental health; invaluable life skills our learners will take forward into adulthood.

**Year 7 Art Curriculum Aims:**

At the start of year 7 pupils will be completing a series of baseline activities covering observational drawing, colour, and analysis. From here pupils will work through our four golden threads each project, these threads will be revisited each project from years 7 to 13. Golden thread 1- Researching, 2-experimenting with materials, 3- Drawing and photography, AO4- Final presentation.

| Year 7 Art Curriculum | Topics  | Content  |
|-----------------------|---|--|
| <b>Term 1</b>         | Working safely with the practical space. Baseline activities, followed by the start of first project about Great Britain. | Pupils begin with baseline activities including observational drawing, colour, tone, and analysis. Our first project is Great Britain, looking at our culture, traditions, and tourism. Pupils will learn how to participate in practical lessons safely when working as a team or independently. Each project learners will work through our four assessment objectives building on their understanding and skills along the way. |
| <b>Term 2</b>         | Final outcome for our GB project. Starting our second project focusing on Identity.                                       | This term will begin with producing their final outcomes from the GB project. Pupils will consolidate their learning and highlight their skills, evaluating the piece against the assessment objects and discussing their progress from baseline. Personalised targets will then be set to ensure greater progress as we start our Identity project.   |
| <b>Term 3</b>         | Final outcome for Identity. Observational drawing and exam preparation.   | Pupils will complete their final outcome for Identity, evaluating and setting personalised targets ready for our final assessment piece. Our end of year exam covers all 4 assessment objectives, pupils will highlight the progress they have made in research, drawing, composition, and tone.   |

**What enrichment opportunities are available and how do these support learning?**

Art club is available after school; pupils need to speak to their teacher for further details. Drawing challenges are set during the year to encourage pupils to practice their skills and earn extra house points.

**Where can I visit to help with my learning?**

<https://wmag.culturewarrington.org/whats-on/>

<https://www.whitworth.manchester.ac.uk/>

<https://www.tate.org.uk/visit/tate-liverpool>

<http://manchesterartgallery.org/>

<https://www.liverpoolmuseums.org.uk/walker/>

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### Year 7 - Design and Technology Curriculum Vision

Design and technology is an inspiring, rigorous, and practical subject where pupils experience a 9-week rotation in Design Technology, Electronics, Food Technology and Graphics. Our curriculum uses creativity and imagination, where pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing, and art and as stated in the National Curriculum. Within Food Technology 'pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now, and later in life'. Across the subject areas, pupils learn how to take risks, becoming resourceful, innovative, enterprising, and capable citizens to make an essential contribution to the creativity, culture, wealth, health and well-being of the nation.

### Year 7 Curriculum aims:

At Great Sankey High School students have four lessons per fortnight on a nine-week rotation. In Design Technology, Electronics and Graphics we use Year 7 to introduce rules and routines of the workshops. Each project will introduce pupils to an assortment of hand-tools, electrical equipment and understanding of different materials. In Food Technology we aim to educate on healthy eating and making balanced choices as well as 'inspiring a love of cooking' in Food Technology the format is one theory lesson closely linked to a practical lesson each week. Students will have an introduction to the food room and its facilities. They will be taught how to work safely and hygienically. They will investigate the importance of weighing and measuring and how to use different parts of the cooker. They will apply the principles of healthy eating, based on the Eatwell Guide. There will be a ratio of one sweet to two savoury dishes across the rotation.

We seek to consolidate prior knowledge gained from primary school and have based our golden threads on the KS2 and KS3 National Curriculum core components. Across Design & Technology pupils need to be able to demonstrate the following skills:

- Technical Knowledge
- Design & Modelling
- Making
- Evaluating

|                | Design Technology (Pen Holder)   | Electronics (Warning Sign)  | Food Technology   | Graphics (Pop-up Card)  |
|----------------|--|---|---|---|
| <b>Topics</b>  | <ul style="list-style-type: none"> <li>• Health and safety rules</li> <li>• Design brief, task analysis, specification</li> <li>• Use of a coping saw</li> <li>• Use of pillar drill, hand tools and methods of joining timber.</li> <li>• Use of dowels</li> <li>• Types of woods</li> </ul>  | <ul style="list-style-type: none"> <li>• Research signs and their meanings</li> <li>• Design brief, task analysis, specification</li> <li>• Design ideas and make a card template</li> <li>• Manufactured boards</li> <li>• Use of coping saw, tenon saw, pillar drill</li> <li>• Use of soldering iron</li> <li>• Circuit drawing and electrical components.</li> <li>• Acrylic and its properties</li> <li>• Use of line-bender</li> <li>• Use of laminator.</li> </ul> | <ul style="list-style-type: none"> <li>• Health and safety rules.</li> <li>• Knife safety.</li> <li>• Weighing and measuring.</li> <li>• Rubbing-in method.</li> <li>• Cooker safety.</li> <li>• Enrobing.</li> <li>• Knife safety.</li> <li>• Stir Frying.</li> <li>• Reduction sauces.</li> <li>• Raising agents.</li> <li>• Dough production.</li> <li>• Eatwell Guide.</li> <li>• Use of the hob.</li> <li>• Functional properties of ingredients.</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to paper engineering/ mechanisms and graphic skills.</li> <li>• Design brief, task analysis, specification</li> <li>• Drawing equipment,</li> <li>• Typography</li> <li>• Use of colour and its meaning.</li> <li>• Explore different types of mechanisms and ultimately make a pop-up card for a specific client.</li> <li>• Tone, shade and render</li> </ul> |
| <b>Content</b> | At the start of the project it is important that the health and safety expectations are outlined for the workshop and are then reiterated within each of the practical sessions throughout the project. We encourage pupils to think like a designer and they are introduced to the design brief of making an animal pen holder to be sold in the Chester Zoo gift shop. Pupils analyse the task by producing a task | The lesson starts with the health and safety expectations of the workshop. Pupils are introduced to the design brief of producing a warning sign with a functional LED circuit. Pupils will produce a task analysis using ACCESS FM, followed by a specification that will drive the design process.  | It is important that in the first lessons pupils are taught the basics of working safely and hygienically whilst carrying out practical work. We encourage teamwork and focus on building good routines. Even at the early stages whilst simple dishes are being produced, the students are encouraged to adapt recipes and give them an original twist. Students will be taught how to use the hob, grill and  | This project will look at simple mechanisms in card and develop pupil's presentation and drawing skills.<br><br>They will be given a client but are able to explore different possible outcomes. Pupils will learn about the significance of colour   |

|  |   |   |  |  |
|--|---|---|--|--|
|  | <p>analysis applying ACCESS FM followed by a specification that will drive the design process.</p> <p>Pupils will design their pen holder related to their specification and gain consumer feedback. This encourages their evaluative and reflective skills for later in the project. Pupils develop a template and understand the importance of using such to minimise material waste.</p> <p>During production of the pencil holder pupils will develop use of the pillar drill to drill both holes for pencils but also for the dowels that hold their letter in position. Students will learn how to use the coping saw correctly to cut around their letter followed by sanding the edges.</p> <p>Pupils will reflect on their practical outcome and suggest improvements an important skill for any designer.</p> | <p>Pupils develop an understanding of consumer feedback and the importance of producing a tally to analyse results. Pupils will demonstrate this in the designing stage of the project.</p> <p>Pupils practically will develop skills in using either a tenon saw or coping saw to cut into manufactured boards (MDF). Students will develop skills in using a pillar drill and soldering iron which they will use when constructing their functional circuits.</p> <p>Pupils knowledge of electrical components will be built on from primary school. As pupils demonstrate their understanding of circuits, batteries, and electrical currents.</p> | <p>oven safely. Baking is the initial focus and students produce five baked products, whilst being introduced to the rubbing in method and the process of enrobing.</p> <p>Students will be taught how to use the knives safely and are introduced to the bridge and claw – different chopping techniques will be taught then applied to two savoury dishes in the following lessons, using julienne and brunoise cuts. Students will show good temperature management when using the hob to create a Stir Fry then Bolognese, whilst learning to prevent cross contamination in the preparation stages. The Eatwell Guide is always a focus and students are encouraged to make healthy choices when creating their designs. Sensory appeal is another consideration for success.</p> <p>Pupils gain understanding of the working characteristics of ingredients in the final part of the unit and will learn how different raising agents work within a range of products. Chopping skills will be revisited whilst producing a balanced lunch. The final practical process will be to produce a consistent batch of 'All in One' cakes.</p> | <p>and the use of basic graphical/ drawing equipment.</p> <p>Pupils will develop skills in marking out accurately and cutting out as well as learning about basic paper mechanisms and developing to more complex ones. They will learn about different types of papers and cards, where it is sourced and how its manufactured.</p> <p>A pop-up card will be produced, and Pupils will also learn about typography and how cards are manufactured and printing processes.</p> |
|--|---|---|--|--|

#### What enrichment opportunities are available and how do these support learning?

Within Design & Technology students can take part in many after school clubs within the Design and Technology Department, DT Club, Young Engineers Club, Lego Club and Vex Robotics Club. All Year seven students take part in a National Competition Race for the Line, these activities encourage teamwork and inspire students to continue with DT at Key stage four and beyond. In Food Technology we conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of the activity is to encourage teamwork and instil a 'love of cooking'. We also run competitions over the course of the year – some will be in-house whilst others will be national competitions. There will also be house challenges, where students can choose a mild, medium, or hot recipe to make at home. Photo entries are then submitted and displayed outside the Food Technology rooms to inspire students to cook a home and would love to photograph of the dishes they produce.

#### What resources can my child access to support?

Your child will be provided with a Year 7 cookbook, with all the recipes to be produced during the course. Pupils are encouraged to practice their skills and we love to hear that students' have made the recipes again at home! There are lots of fantastic cookbooks in the LRC and a reliable website is [www.bbcgoodfood.com](http://www.bbcgoodfood.com). In design technology we recommend the following website <https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4> which provides supportive material into the design process. We encourage pupils to be inventive and creative even watching shows like the Apprentice showcases the design process in action.

#### Head of Department:

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Ste Jenkins (Head of Food Technology)  
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### Drama Curriculum Vision:

Great Sankey Drama Department holds the shared vision that is; for all students to experience drama as a powerful means to explore and question the world around them by placing themselves in others' shoes. This is the over-arching intent and will always be at the core of our subject beliefs. Through this we hope to instil a passion for Drama and Theatre. We aim to develop pupils' language register through work in role - using language in a greater variety of situations, for a variety of audiences and purposes, including presentations and debate. Our lessons develop an ethos of respect where all feel able to take risks, raise questions and challenge their own and peers' thinking and in turn experience, and thus develop empathy. Drama students will develop through our issue-based units' compassion, patience, understanding, generosity and resilience to become life-long learners.

Our curriculum is designed to enable students to understand how drama as an art form can communicate to an audience, be able to select and use performance skills and techniques independently and with purpose and to become a reflective practitioner as a result.

Our students will experience the cultural capital of drama through studying practitioners, playwrights, staging, history, styles and genres. In addition, the ability to analyse and evaluate work is explored both practically and in written form which prepares them for further study at GCSE and provides pupils with a firm grounding in the subject.

### Year 7 Drama Curriculum Aims:

The Drama curriculum has three main areas of focus, these are Making, Performing and Responding. Skills and knowledge in these are assessed both formatively and summatively throughout our KS3 curriculum and are the key skill areas for examination at GCSE. Our curriculum is split into half-termly units. Each unit encompasses key knowledge and skill development tasks delivered as starter activities, in addition to the main task of either performing, making or responding to practical work. Units cover process based drama, a variety of genres/styles of drama and script-based work.

At Year 7, the curriculum is intended to be an introduction to Drama. Students are taught foundation performance skills and techniques, they explore early styles of performance eg mime and begin to develop their groupwork skills.

| Year 7 Drama Curriculum | Topics                  | Content   |
|-------------------------|-------------------------|---|
| Unit 1                  | Lady Mary & Mr Fox      | <b>Process based Unit with an assessment focus of Making.</b><br>The Gothic Fairy Tale genre is used as a framework to develop basic exploration strategies & performance techniques. Students explore how to create practical work from the given stimulus of a story. They work in small groups to develop skills in still images, body as props and begin to explore how to structure a performance using dramatic devices. There is emphasis on developing group skills and a positive working ethos within the drama lesson. |
| Unit 2                  | Mime & Slapstick Comedy | <b>Genre unit with an assessment focus of Performing.</b><br>Students develop confidence in working on physicality and exaggeration. They learn about communicating action through mime and comedy through control, precision and timing. Research into historical and contemporary comedic actors such as Laurel and Hardy and Mr Bean are used to aid understanding, analysis and application of skills.  |
| Unit 3                  | Rose Blanche            | <b>Process unit with an assessment focus of Responding.</b><br>The use of a short story and historical context as a starting point for dramatic exploration of people & events that took place during WW2. Builds onto techniques developed in Unit 1 with a more detailed focus on character and audience response. This unit asks students to demonstrate empathy and understanding of characters in difficult situations.  |

|               |                                  |   |
|---------------|----------------------------------|---|
| <b>Unit 4</b> | Ernie's Incredible Illucinations | <b>Script exploration unit with an assessment focus of Performing 1</b><br>First introduction to script. Students learn about the format of a page of script and how to perform scenes 'from page to stage'. The play is based around a young person who imagines interesting and unusual (and sometimes unexpected!) events. Skills from the physical comedy unit will be built on in this unit and students begin to develop characterisation skills. |
| <b>Unit 5</b> | The Mystery of Anne Graham       | <b>Process based unit with an assessment focus of Making.</b><br>A mysterious event is introduced as a starting point for students to explore, solve & retell their version of events. Students will work within the context of Victorian England and consider character motivation and character relationships. They will also explore how a plot can be presented in a non-linear way.  |
| <b>Unit 6</b> | Survival                         | <b>This unit combines genre and process with an assessment focus of Responding.</b><br>Students are presented with a survival style framework in which they need to create characters and remain in role while responding to different problems such as communicating through language barriers, seeking out clues to a conspiracy theory and exploring environmental issues. They build on all the skills and techniques covered throughout year 7.    |

#### **What resources can my child access for support?**

Your child will have access to resources through their online classrooms. Online platforms such as GCSE POD and BBC Bitesize have a fantastic range of resources covering the three areas of assessment focus,

#### **What enrichment opportunities are available and how do these support learning?**

We aim to organise at least one theatre trip per year, we believe accessing live theatre productions enhances students experience of the Arts and helps develop an appreciation for a variety performance styles.

Our weekly extra-curricular Drama club is popular and offers further development of performance skills, through this there are performance opportunities. In addition, as part of the Performing Arts faculty we present a large-scale production, usually a musical, which we encourage pupils across all key stages to get involved with either as a performer, musician, backstage, technical or front of house team. In February 2024 we will be staging "Shrek" the Musical.

**Head of Performing Arts Faculty:**

**Exam board: Eduqas**

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### English Curriculum Vision:

English has a pre-eminent place in Great Sankey High School and in the wider community. Our curriculum has been designed to ensure that all students have a chance to succeed, regardless of their starting points. Our seven curriculum threads are intertwined throughout the study of English Language and English Literature. In English, students will study a wide range of socially diverse texts to emphasise the reality of modern-day society and the world around them. All students will study canonical Literature texts, reflecting the rigorous and academic excellence of our subjects. All students have the right to study the discipline of English Literature: to consider how humans have found expression through rebellion; to understand the complexities of relationships and to interpret social inequalities through relevant contextual lenses. A 'Great Sankey English student' will develop a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. All students will explore how the discipline of English Language creates a relationship between readers and writers. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication.

We understand that the curriculum is integral to determining the life chances, choices, and opportunities for our students. Therefore, we will never compromise on our high expectations in the pursuit of greatness!

### Year 7 English Curriculum Aims:

At the start of year 7 pupils will be taught how to access Accelerated Reader, using the LRC to read and quiz on a variety of appropriately challenging books. By the end of year 7, pupils will have built on their knowledge of reading for meaning, writing for purpose and speaking and listening with intent.

| Year 7 English Curriculum | What will pupils study?  | Where and why?   |
|---------------------------|--|--|
| <b>Term 1</b>             | 21 <sup>st</sup> century novel: <i>Eleven</i> by Tom Rogers<br><br>Crafting characters | Students will be introduced to contemporary seminal world Literature. Students will read the whole text and will be introduced to a text containing an allegory. This unit of work has been designed to give all learners the knowledge of cultural capital in terms of their contextual and historical events. The content is coherently planned to extend skills of analysis and inference. Students will be able to identify and interpret information, explain comment, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.<br><br>This unit of work allows students to use their knowledge of characterisation to develop their own pieces of descriptive and narrative writing. Students will have opportunities to edit their work, exploring ambitious and precise vocabulary choices for effect. They will develop their understanding of how to use a range of literary devices and grammatical features to consciously craft their creative writing. |
| <b>Term 2</b>             | Identity poetry anthology<br><br>The Origins of Literature                             | This unit of work is an introduction to poetic devices using the motif of identity. Students will engage with both contemporary poets and poets from the British Literary heritage (1600-1914). Students will be introduced to the departmental method of T.O.O.L.S used to analyse poetry; a method that is used throughout both key stage 3 and 4.<br><br>In this unit of work, students will learn about different character archetypes, exploring a range of myths and legends, such as those from Greek and Norse mythology. Students will gain an understanding of how stories are structured and why writers choose to use archetypal characters in imaginative texts.  |
| <b>Term 3</b>             | The Origins of Tragedy<br><br><i>Grimm Tales</i> adapted by Carol Ann Duffy            | This unit of work will introduce students to the genre of tragedy and act as the foundations of literary knowledge which will be built upon each year. Students will be introduced our curriculum thread of tragedy through exploring the origins of the genre. Students will look at Greek theatre, Aristotle's poetics and William Shakespeare's tragic plays. Students will engage with a selection of Shakespeare's tragedies and then begin to identify iconic Shakespearean villains.<br><br>This unit of work introduces students to contemporary drama using the fairy tales as stimuli. This curriculum thread will start to explore and focus on the consequences of social injustice and inequality.  |

**What resources can my child access for support?**

Your child will have access to online Accelerated Reader quizzes and their knowledge organiser. All additional resources will be published via class charts.

[www.bbcbitese.com](http://www.bbcbitese.com)

**What enrichment opportunities are available and how do these support learning?**

All key stage three students are given the opportunity to participate in the Poetry by Heart Competition, developing their skills of public speaking. There are a wide range of prestigious literary competitions for reading and writing running each term in the LRC to encourage students to actively read widely.

**Head of Department:**

Laura Douglas

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**Head of KS3:**

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**Food Technology Curriculum vision:**

The National Curriculum states that 'As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.'

Because of this mission statement the decision has been made to focus in the main on practical skills. All assessments carried out in the rotation, will be of a practical nature across the key stage. We aim to add value to everyday life too. In relation to food choice behaviour, the advantage would be good health. Therefore, we aim to educate on healthy eating and making balanced choices, as well as introducing 'go to' recipes and inspiring a love of cooking. These processes then become the resources an individual possesses and employs to make a healthy choice and get ahead in life.

**Year 7 Curriculum Aims:**

Students are on a 9 week rotation in Food Technology. The format is 1 theory lesson closely linked to two practical lessons every fortnight. Students will have an introduction to the food room and its facilities. They will be taught how to work safely and hygienically. They will investigate the importance of weighing and measuring and how to use the different parts of the cooker correctly. They will apply the principles of healthy eating, based on the Eatwell Guide.

**Subject content:**

All recipes will link to the theory work to demonstrate the key issues of the lesson before. There will be a ratio of 1 sweet dish to 2 savoury dishes across the year.

| Year 7 Food Technology Curriculum | Topics  | Content  |
|-----------------------------------|---|--|
|                                   | Health and safety rules.<br>Knife safety.<br>Weighing and measuring.<br>Rubbing-in method.<br>Cooker safety.<br>Enrobing.<br>Knife safety.<br>Stir Frying.<br>Reduction sauces.<br>Raising agents.<br>Dough production.<br>Eatwell Guide.<br>Use of the hob.<br>Functional properties of ingredients. | <p>It is important that in the first lessons pupils are taught the basics of working safely and hygienically whilst carrying out practical work. We encourage team work and focus on building good routines. Even at the early stages whilst simple dishes are being produced, the students are encouraged to adapt recipes and give them an original twist. Students will be taught how to use the hob, grill and oven safely. Baking is the initial focus and students produce five baked products, whilst being introduced to the rubbing in method and the process of enrobing.</p> <p>Students will be taught how to use the knives safely and are introduced to the bridge and claw – different chopping techniques will be taught then applied to two savoury dishes in the following lessons, using julienne and brunoise cuts. Students will show good temperature management when using the hob to create a Stir Fry then Bolognese, whilst learning to prevent cross contamination in the preparation stages. The Eatwell Guide is always a focus and students are encouraged to make healthy choices when creating their designs. Sensory appeal is another consideration for success.</p> <p>Pupils gain understanding of the working characteristics of ingredients in the final part of the unit and will learn how different raising agents work within a range of products. Chopping skills will be revisited whilst producing a balanced lunch. The final practical process will be to produce a consistent batch of 'All in One' cakes.</p> |

Your child will be provided with a Year 7 cookbook, with all the recipes to be produced during the course.

Pupils are encouraged to practise their skills and we love to hear that students have made the recipes again at home! There are lots of fantastic cookbooks in the LRC and a reliable website is [www.bbcgoodfood.com](http://www.bbcgoodfood.com)

**What enrichment opportunities are available and how do these support learning?**

We conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of this activity is to encourage teamwork and instil a 'love of cooking'. We will also run competitions over the course of the year – some will be in-house whilst others will be national competitions. There will also be in house challenges, where students can choose a mild, medium or hot recipe to make at home. Photo entries are then submitted and displayed outside the Food Technology rooms to inspire others and showcase the talent we have in school. We hope to inspire students to cook at home and would love to see photographs of the dishes they produce.

Contact:

s.jenkins@gshs.omegamat.co.uk

### **Geography Curriculum Vision:**

A 'Great Sankey geographer' is an informed citizen of the world with an understanding of how their lives are connected to others and shaped by the environment that we live in. A geographer is someone that is curious about the world and thinks responsibly about how the world affects us all. Our job at Great Sankey is to create geographers with a knowledge of places within every continent and the physical and human features that comprise each place. For all young geographers, it is important to have a good understanding of the social, political, economic, and environmental factors that affect places from a local to a global scale.

Geography is a fascinating subject that is always changing. Geography is classed as a Science whereby 'Geo' means earth and 'graphy' means description. A geographer is someone that studies the Earth. In the words of my hero David Attenborough:

"It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living." **David Attenborough**

**Geography** is separated into 'Human' and 'Physical.' The human geography branch deals with the study of people and their communities, cultures, economies, and interactions with the environment by studying their relations with, and across, space and place. The physical geography branch is the study of natural processes and patterns. These include the atmosphere, hydrosphere, biosphere, and geosphere.

We live in a world of amazing beauty, infinite complexity, and rigorous challenge. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21<sup>st</sup> century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on young people's own experiences, helping them to formulate questions about the Earth.

### **Year 7 Geography Curriculum Aims:**

Year 7 pupils will be taught how to:

- Apply map-reading skills to real-life examples
- Explore diverse cultures around the world
- Investigate case studies by looking at social, economic, and environmental opportunities and challenges, as well as looking at the development of different countries.
- Study physical and human Geography at local, national, and global scales

| <b>Year 7 Geography Curriculum</b> | <b>Topics</b>  | <b>Content</b>   |
|------------------------------------|--|--|
| <b>Term 1</b>                      | Fantastic Places<br>Settlement                               | The start of the term we will be looking at an introduction to Geography. We will be focussed on our local area and our place in the World. We will then be focussed on case studies in Amazonia, Rio de Janeiro, Yellowstone National Park, and Las Vegas. An exciting unit to start the year.<br>The second part of the term will be focussed on settlements. We will be looking at Warrington and its place in the UK. We will look at locations and their land use and settlement hierarchies.   |
| <b>Term 2</b>                      | Water cycle and Rivers<br>Resources: Food                    | We will introduce students to the water cycle and how they impact Rivers. We will look at the inputs, outputs, stores, and flows. We shall use case studies around the UK to look at river erosion, transport, and deposition. There will also be a focus on flooding.<br>The second part of the term will be focused on resources and how they are running out in certain parts of the World. We will focus on food in HIC/LIC's. We will then focus our research on food miles and the effect on the Planet and the positive introduction of fair trade for farmers.   |
| <b>Term 3</b>                      | Weather and Climate<br>Environmental Issues and<br>Fieldwork | The start of this term will be focused on weather and climate. We will look at different weather patterns in the UK and the link to extreme weather. Students will be able to complete climate graphs of various locations. During the second half of the summer term, we will be looking at the environment/fieldwork. We will study global and local environmental issues looking at solutions such as COP 26 and the strategies used by Greta Thunberg. This unit allows students to act like a geographer, as they will be required to collect primary data and analyse that data. There will also be a focus on the Pacific Ocean looking at plastic waste. |

### **What resources can my child access for support?**

[www.bbcbitese.com](http://www.bbcbitese.com) [www.teachitgeography.co.uk/ks3](http://www.teachitgeography.co.uk/ks3) [www.geography.learnontheinternet.co.uk/ks3/index.html](http://www.geography.learnontheinternet.co.uk/ks3/index.html)

### **What enrichment opportunities are available and how do these support learning?**

Intervention after school with the geography teacher if needed and a Geography Eco Club will be run weekly.

**Head of Department:** Mr S Elliott [s.elliott@gshs.omegamat.co.uk](mailto:s.elliott@gshs.omegamat.co.uk)

### History Curriculum Vision:

To provide an education that allows students to develop a greater understanding of the world we live in and why it is the way it is. It will give students the skills and confidence necessary to challenge what they see and are told in the wider world. By studying history students are able to understand their place in the story of not just Britain but the wider world view. In an ever-changing world it is important for students to have the skills to be able to identify fact from fiction, why someone may want to mislead or manipulate an event and how to identify and learn from lessons in the past.

### Year 7 History Aims:

Year 7 historians will be able to see the story of Britain and how the events of 1066 to 1500 still shape British society. It lays the foundations of our entire subject and topics studied over the year begin the schemas that are required for further study.

| Year 7 History Curriculum | Topics  | Content  |
|---------------------------|---|--|
| Term 1                    | <b>How did life change in England as result of the Norman Conquest?</b> <ul style="list-style-type: none"><li>• Pre-1066</li><li>• Claims to the throne</li><li>• The Battle of Hastings</li><li>• The Battle of Stamford Bridge</li><li>• The Feudal system</li><li>• The Domesday books</li><li>• Castles</li><li>• The role of the Church (local study of Norton Priory)</li></ul> | In the first term we look at pre-1066 Britain to allow students to establish a foundation of why Britain was invaded in 1066, we then go deeper to study the causes, events and consequences of the Battle of Hastings through the lessons we will build a schema of knowledge and skills that will allow us to identify areas of change and continuity, causation, source analysis and interpretations. Later in the term we will study the importance of religion within medieval society and how that was used as a method of control among the ruling elites but also as a way for peasants to guide their lives. Within this we will focus around Norton Priory as a localised study to further demonstrate to students the importance of the Church in Medieval England.   |
| Term 2                    | <b>How did life in the Medieval period compare to life in England today?</b> <ul style="list-style-type: none"><li>• Life in Medieval England.</li><li>• Life in the Islamic Empire</li><li>• The Crusades</li><li>• The Black Death</li><li>• The death of Thomas Beckett</li><li>• Magna Carta</li><li>• Origins of Parliament</li><li>• Peasants Revolt.</li></ul>                 | In the Spring term we study how life in the Middle Ages grew into a collection of towns and villages and the role of castles within that development. We will also widen our sphere of study by looking at the role of the Islamic Empire during the Medieval period followed by the ongoing impacts of the Crusades. We also look at who held power in the Middle Ages through studying the significance of Magna Carta and the restraints that were placed on other members of the ruling classes. Again, during this half term, we use the skills of change and continuity, causation, source and analysis and interpretations.   |
| Term 3                    | <b>To what extent can the Tudor Period be described as the 'Religious Rollercoaster'?</b> <ul style="list-style-type: none"><li>• Henry VII</li><li>• Henry VIII</li><li>• Religious changes</li><li>• Who lived in Tudor England?</li><li>• Edward VI</li><li>• Mary I</li><li>• Elizabeth I and the Middle Way</li></ul>  | In the summer term we focus on social history and how the black death brought changes to Britain. We study the social, economic and political effects of health in the Middle Ages. The final topic is a study of the religious changes made under the Tudor Monarchs students will study how Henry VII took the throne, the reasons for the reformation and Henry VIII's desire for a male heir. We will also consider who actually lived in Tudor England where students will be able to access current historiography regarding the Tudor population of England. The year will end with a case study of Edward VI, Mary I and Elizabeth I allowing us to reach in relation to our enquiry question. Again, the core of our skills focuses on change and continuity, causation, source and analysis and interpretations. |

### What resources can my child access for support?

Students can access core information within their knowledge organisers, the ILC has a broad range of reference books and BBC bitesize is an excellent source of additional knowledge.

### What enrichment opportunities are available and how do these support learning?

There is a KS3 debate club that runs once a half term these look at key historical questions across outside of the curriculum.

**Head of Department:** Mark Farrer

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**Mathematics Curriculum Vision:**

Mathematics is a universal language and one that our department is completely passionate about at all levels. It is a fundamental skill that is needed for everyday life and for understanding the world around us. Key to areas such as finance, science, technology and engineering, it is vitally important that a learner has the best possible grounding in mathematics from their education. They need to understand the mathematics they learn in order to approach problems that need to be solved creatively, whilst showing a level of confidence and fluency in using and enhancing the mathematical skills that are valued highly in industry and higher education.

Building upon the core values that are at the heart of our school, the department are tasked with delivering Quality First Teaching across all Key Stages. Regardless of the ability they are teaching, they encourage learners to develop their potential to the fullest. This is coupled with showcasing their enthusiasm and knowledge of our phenomenal subject to engage and engross all stakeholders in our learning community.

**Year 7 Mathematics Curriculum Aims:**

The Year 7 curriculum in our subjects continues the pathway started at Key Stages 1 and 2 and seeks to consolidate prior knowledge whilst introducing students to exciting new concepts across the strands of the Mathematics Programme of Study; Number, Algebra, Geometry and Measure, Statistics.

| <b>Year 7 Mathematics Curriculum</b> | <b>Topics</b>  | <b>Content</b>   |
|--------------------------------------|--|--|
| <b>Term 1</b>                        | Rounding and estimation, order of operations and calculator use.<br>Units of measure, reading and plotting coordinates, perimeter and area of rectilinear shapes.<br>Data interpretation and reading graphs.<br>Algebra - collecting like terms, expanding, factorising and substituting into an expression.<br>Number calculations with written methods for addition, subtraction, multiplication and division, including calculations with negative numbers.<br>Factors, multiples and primes, including its use in finding the HCF and LCM. | <p>To start our high school journey in mathematics we look at rounding and estimation, which underpins the ability to give a rough estimation in mathematical calculations and the ability to calculate roughly in real life. We will remind students of the order of operations and extend this to working with indices and multi-step problems. We also introduce a scientific calculator and learn how to use it effectively for basic functions.</p> <p>Our first taste of geometry focuses on metric units of measure and how to convert between these. This leads on to perimeter and area, defining what these words mean and looking at the difference between them, before moving on to solving problems in rectilinear shapes. This unit also includes coordinates. Understanding coordinates will help academically in areas such as equations of graphs and using and applying scatter graphs, but are also a key element in real life, in particular with computer aided design, gaming development and working with grid references as part of the Duke of Edinburgh Award.</p> <p>We take our first look at statistics by interpreting data using the mean, median, mode and range and reading real life graphs. In the continually evolving data rich world that we live in we look to given students an understanding of the key statistical values they need to calculate and as a result an opportunity to analyse and compare them.</p> <p>This then leads into the initial encounter with algebra at Key Stage 3. Working with algebraic expressions helps to develop critical thinking and analytical skills and enables students to start to think outside of the box in a greater sense.</p> <p>Students need to be numerically proficient and the start of Year 7 looks to build upon skills gained at primary school to approach problems that involve their numerical skills in the four operations, including with negative numbers and decimals. The focus in this area continues with utilising the key definitions with types of number which are important when applying them to a range of mathematical problems involving combinations of quantities and also finding the LCM (or lowest common denominator) when trying to add or subtract fractions at a later date.</p> |

|               |  |  |
|---------------|--|--|
| <b>Term 2</b> | <p>Angles properties.<br/>Working with fractions.<br/>Finding percentages.<br/>Converting between fractions, decimals and percentages.<br/>Solving equations and graphs.</p> | <p>Term 2 begins with our first look at angles. The focus is the understanding of properties of angles, which will embed the basic ideas such as angles on a straight line, at a point and in triangles and quadrilaterals and in parallel lines in the chain of geometrical reasoning in order to apply them to more complex situations in the future. We will also extend into angles in polygons here.</p> <p>Next is a crucial number topic - fractions and percentages. These are critical to developing the overall skill sets of students. With fractions, they need to be able to have an excellent grasp of what they represent and how to calculate with them for application across all academic subjects and in a wide range of real-life scenarios (especially with pizza and cake!) This continues into percentages and the ability to be able to increase or decrease an amount by a percentage is a crucial life skill. From calculating profits and losses to percentage capacity being used in planes or just working out what a price would be with or without VAT an excellent understanding of this area is vital.</p> <p>To end Term 2 we have our first visit in Key Stage 3 to solving equations. This is a key skill that allows students to analytically and methodically solve a range of different problems using algebra. Being able to solve an equation will allow students to solve problems at a more advanced level. This unit also looks at plotting linear graphs and interpreting these. This will allow students to work through the Statistical Enquiry Cycle effectively. A data proficient person will make informed choices that all levels will enable them to work through life effectively in school and in the future.</p> |
| <b>Term 3</b> | <p>Sequences and patterns.<br/>Area and perimeter of shapes.<br/>Calculate area and circumference of circles.<br/>Volume and surface area.</p>                               | <p>We begin the final term of Year 7 by looking at sequences. A student who has an excellent knowledge of sequences will develop skills to use cross curricular in dance and music.</p> <p>The majority of this term is bequeathed to mensuration. Being effective in these topics will allow students to work through investigations for areas such as building work and include costings. The ability to apply area, perimeter, volume and surface area to real life contexts will increase resilience and strength.</p>   |

#### What resources can my child access for support?

The department subscribes to [MathsWatch](#), for which students are provided logins. Students also have access to [Kerboodle](#) where our textbook that links to our programme of study are located. The excellent resources on [Corbett Maths](#), including the 5-a-day questions, worksheets and exam-style questions are also an effective resource to use, along with [BBC Bitesize](#) and [Seneca Learning](#) which provide additional support for students.

#### What enrichment opportunities are available and how do these support learning?

Year 7 students have the opportunity to attend weekly support sessions on Thursdays in the Mathematics Department that allow them to develop and enrich their mathematics skills. High-achieving students in Year 7 will be invited to take the UKMT Junior Mathematics Challenge in April.

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#### Exam board

[AQA 8300](#)



## MFL Vision

A 'Great Sankey Linguist' will have a strong desire to be able to communicate in another language. They will appreciate the concept that 'English is not enough' and they will have a deep interest in broadening their knowledge of the cultures of the people who speak the language they study. They will be open-minded and have a desire to learn about the customs, traditions and daily routines in countries around the world. They will be risk-takers and be willing to take on the challenge of communicating in a language other than their own native tongue. They will develop the ability to express themselves in a different language through an increasingly growing vocabulary and a deepening knowledge of grammar. They will become more confident as their fluency and spontaneity increase and will develop the linguistic skills which could enable them to pursue the study of further foreign languages. In our global society, where there is a strong likelihood that future employment will transport today's young people to distant horizons, the ability to speak a foreign language is and will continue to be, a much sought-after skill.

### Year 7 French Curriculum Aims:

The focus in year 7 French is for the pupils to begin to develop their communication skills through language acquisition and the understanding of fundamental grammar skills. These skills are transferrable across the range of topics which they study over the course of the year. Pupils will develop competence in the four main skills of speaking, listening, reading and writing. They will be able to understand predominantly personal and some factual information and by the end of year 7 they will be in a position to further develop the skills which they have acquired.

| Year 7 French Curriculum | Topics  | Content   |
|--------------------------|---|---|
| <b>Term 1</b>            | French in the global world<br>French-speaking world, Greetings, personal information, physical and character descriptions, food and drink, mealtimes and opinions.<br><b>Grammar:</b> The concept of gender of nouns, agreement of adjectives and present tense verb endings. Verb to be (être) and to have (avoir), negatives<br>The partitive article, the present tense of manger and boire, | Initially, the focus is on foreign language in the modern world and allows pupils to consider the importance of the language on a global scale. Following this basic vocabulary is introduced. Pupils will be able to ask and respond to questions offering information about themselves and their families. They will be able to communicate simple opinions in speech and in writing. They will be introduced to the present tense. Term 1 lays the foundations for language acquisition. The simple structures and grammatical rules learned in term 1 form the foundation on which the learning of foreign languages is built.      |
| <b>Term 2</b>            | School uniform, subjects and opinions, school facilities, descriptions of teachers and adjectives. Home, places in town, asking for and giving directions.<br><b>Grammar:</b> adjectival agreement, plural nouns, negatives, connectives, prepositions, imperative.   | Pupils will be able to use language to talk about school subjects, give opinions about what they study and describe their school and facilities. They will revisit adjectival agreements. They will be able to talk about their homes, where they live, what there is to do in their town and transactional language to ask for and give directions. Competence in the four skills will further develop. Verb endings and formation of tenses are an integral part of language learning.  |
| <b>Term 3</b>            | Family members, animals and pets, colours.<br><b>Grammar:</b><br>Adjectival agreement, extended writing.  | Pupils will be able to talk about what they eat and drink and express their opinions and preferences on food. They will learn to talk about animals and pets using colours and they will reinforce their ability to use accurate adjectival agreements.<br><br>All MFL students in year 7 work on a cultural project at the end of the year based on important festivals in countries where the languages are spoken. The knowledge of cultural celebrations and traditions is an exciting part of learning a language but also this topic is now part of the GCSE specification so exposure to different cultural traditions is vital. |

### What resources can my child access for support?

Your child will have access to online resources through Kerboodle and their knowledge organiser.

[www.languagenut.com](http://www.languagenut.com)

[www.bbcbitese.com](http://www.bbcbitese.com)

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## MFL Vision

A 'Great Sankey Linguist' will have a strong desire to be able to communicate in another language. They will appreciate the concept that 'English is not enough' and they will have a deep interest in broadening their knowledge of the cultures of the people who speak the language they study. They will be open-minded and have a desire to learn about the customs, traditions and daily routines in countries around the world. They will be risk-takers and be willing to take on the challenge of communicating in a language other than their own native tongue. They will develop the ability to express themselves in a different language through an increasingly growing vocabulary and a deepening knowledge of grammar. They will become more confident as their fluency and spontaneity increase and will develop the linguistic skills which could enable them to pursue the study of further foreign languages. In our global society, where there is a strong likelihood that future employment will transport today's young people to distant horizons, the ability to speak a foreign language is and will continue to be, a much sought-after skill.

## Year 7 Spanish Curriculum Aims:

The focus in year 7 Spanish is for the pupils to begin to develop their communication skills through language acquisition and the understanding of fundamental grammar skills. These skills are transferrable across the range of topics which they study over the course of the year. Pupils will develop competence in speaking, listening, reading and writing. They will be able to understand predominantly personal and some factual information and by the end of year 7 they will be in a position to further develop the skills which they have acquired.

| Year 7 Spanish Curriculum | Topics   | Content  |
|---------------------------|--|--|
| <b>Term 1</b>             | Spanish in the global world<br>Greetings, age and birthday, numbers 1-100, family members, animals, colours, and opinions.<br><b>Grammar:</b><br>The concept of gender of nouns, agreement of adjectives and present tense verb endings. To be and to have. Negatives  | In the first lesson the focus is on the foreign language in the modern world and allows pupils to consider the importance of the language on a global scale.<br>Pupils will be able to ask and respond to questions offering information about themselves, their families and their pets. They will be able to communicate simple opinions in speech and in writing. They will be introduced to the present tense.<br>Term 1 lays the foundations for language acquisition. The simple structures and grammatical rules learned in term 1 form the foundation on which the learning of foreign languages is built. |
| <b>Term 2</b>             | Physical descriptions: hair/eye colour, hair style, physical appearance, character descriptions, language for family members. Opinions, hobbies/sport, weather<br><b>Grammar:</b><br>Agreement of adjectives, to be and to have.<br>opinion + infinitive structure, jugar and hacer - present tense, idiomatic expressions, 'si' (subordinate clauses) | Pupils will be able to use language to describe physical characteristics and personality. Competence in the four skills will further develop.<br>Verb endings and formation of tenses are an integral part of language learning. They will be able to talk about themselves as well as a third person.<br>They will revisit opinion expressions and be able to talk about what they do in their free time and give opinions about different activities/ sports. They will be identify subordinate clauses in Spanish.  |
| <b>Term 3</b>             | Different regions, different types of house, rooms in the house, bedroom furniture, school subjects, clock times<br><b>Grammar:</b><br>Definite and indefinite articles, agreement of adjectives, prepositions of place<br><b>Cultural project:</b> Día de los muertos   | Pupils will be able to talk about the area they live in, the type of house, the rooms in the house. They will be able to describe their bedroom and say where the furniture is positioned.<br>All students in Year 7 MFL, work on a cultural project at the end of the year based on important festivals in countries where the languages are spoken. The knowledge of cultural celebrations and traditions is an exciting part of learning a language but also this topic is now part of the GCSE specification so exposure to different cultural traditions is vital.  |

## What resources can my child access for support?

Your child will have access to online resources through Kerboodle and their knowledge organiser.

[www.languagenut.com](http://www.languagenut.com)

[www.bbcbitessize.com](http://www.bbcbitessize.com)

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### Music Curriculum Vision:

A 'Great Sankey Musician' is committed, creative individual with increasing confidence; they are role models and ambassadors for our Great Sankey musical family. A Great Sankey Musician will become an effective communicator, whilst also developing skills to listen with a critical ear, nurturing a platform to celebrate success and reflection for further improvement (both for themselves and also for others). Our musicians naturally become leaders, developing their teamwork skills to fruition, enhancing values such as inclusiveness, respect, and fairness. Our musicians are tenacious, resilient and disciplined; they are dedicated to both independent and collaborative learning, understanding the importance of private practice and also the vitality of commitment to an ensemble. Above all, our musicians develop human values such as learning to love, show empathy and compassion, enthusiasm, passion, emotional intelligence, beauty and good humour.

**Music is a universal language that embodies one of the highest forms of creativity.** Our music curriculum is certainly broad and balanced as it encompasses science, maths, literacy, MFL, history, research skills and above all, the arts. Our carefully crafted curriculum will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Above all, our curriculum will ensure a development of "family ethos"; our students will have a home where they feel safe, happy, valued, loved, trusted as they will naturally be provided with opportunities to lead and perform on a platform for sustained progress. Our students are individuals and our spiral curriculum will nurture and develop "the whole child". We are a local lead Ambassador Music School "Accent" (Warrington/ Halton); exemplified by our curriculum and extra-curricular offer.

### Year 7 Music Curriculum Aims:

Our curriculum is split into half-termly units, which are covered on a carousel. Each unit encompasses reading and listening tasks, delivered as starter activities, in addition to the main assessment task of either a performance, composition or listening test; these are the three areas of skill for GCSE Music. Students will complete "do now" tasks related to different units on the carousel to assist with the development of long-term memory concerning key musical vocabulary in preparation for the to the KS4 musical courses. Throughout Year 7, students will cover the following topics, but not necessarily in this order:

| Year 7 Music Curriculum | Topics   | Content  |
|-------------------------|--|--|
| Unit 1<br>(HT1)         | Introduction to Music/<br>Baseline Assessments | During the first half term, we establish students' musical ability with two baseline assessments (listening and performance). This helps us to identify students with a natural musical ability and ensure that all students are supported and challenged throughout their time at Great Sankey High School. In addition to this, students will explore timbre (instruments of the orchestra) and the basics of rhythm and pitch notation, as well as singing as a full class. |
| Unit 2<br>(e.g. HT2)    | Keyboard Performance 1                         | Students will explore melody prepare a keyboard performance of Dvorak's 'New World Symphony', which they will deliver to the class. Students learn basic keyboard technique and start to use musical vocabulary to describe melodic and rhythmic features. This also links to AoS1 for GCSE Music Component 1.   |
| Unit 3<br>(e.g. HT3)    | Vocal Performance                              | Students will explore harmony, learning the four chords that make up several pop songs (I V vi IV). Students will then create their own vocal arrangements by layering melodies in small groups, and will perform these arrangements at the end of the half term. This will also teach them the basics of ensemble performance and accompaniment.  |
| Unit 4<br>(e.g. HT4)    | Music Technology                               | Students will focus on how music is structured, and the conventions of instruments in popular music (e.g. drums, bass, chords and melody). They will use the 'BandLab Education' website to create their own original composition, focusing on clearly structured musical ideas. This prepares for the KS4 Music Technology course whilst also teaching about the structure of a composition.  |
| Unit 5<br>(e.g. HT5)    | African Drumming                               | Students will focus on rhythm, texture, timbre and dynamics. Working in small groups, they will create a composition, which they will perform on African drums. This also links to AoS3 for GCSE Music Component 1.  |
| Unit 6<br>(e.g. HT6)    | Ukulele Performance                            | Students will prepare a performance on the Ukulele, which they will deliver to the class. They will learn to use frets to adjust the pitch of the strings, and to perform riffs. They will also learn to play the chords of C, Am, F and G. This also links to AoS2 for GCSE Music Component 1.  |

### What resources can my child access for support?

Your child will have access to online resources through Microsoft Teams. We will also be showcasing of performances through the school YouTube Channel.

### What enrichment opportunities are available and how do these support learning?

We offer an extensive programme with several extra-curricular groups and performance opportunities. As a performing arts faculty, we will be staging a production of "Shrek" in February 2024. In addition to this, extra-curricular groups and concerts will run throughout the year including vocal and instrumental ensembles. Students can also choose to have private instrumental/ vocal lessons delivered on a one to one basis.

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### 2<sup>nd</sup> in Faculty

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**PSHE Curriculum Vision:**

PSHE will enable students to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Students will learn to recognise, develop and communicate their qualities, skills and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Students will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

**Our aim therefore for PSHE is to provide students with:**

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- At GSHS we know that learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:
  - Successful learners who enjoy learning, make progress and achieve
  - Confident individuals who are able to live safe, healthy and fulfilling lives
  - Responsible citizens who make a positive contribution to society.

At GSHS we will create a comfortable class room climate where students are confident and discuss their hopes, fears and sensitive issues; develop a set of ground rules for the PSHE class room; model good practice in the way we talk to students; provide enrichment opportunities that support and develop our students emotional and physical wellbeing; work with external providers to provide the best possible experience and expertise for our students; remain flexible with our Curriculum and respond to issues as and when they arise. Students will revisit content throughout the key stages developing knowledge and understanding which is age appropriate.

All students will receive one hour of PSHE per fortnight, delivered by a trained member of staff.

|               | <b>Topics</b>  | <b>Content</b>  |
|---------------|--|---|
| <b>Term 1</b> | <b>Health and Wellbeing</b><br>Consequences of Vaping, managing peer-influence, dental hygiene, the value of rest and sleep, healthy lifestyles and diet                                   | Students will begin the term by starting to look at different lifestyle choices and the importance of promoting their own positive sense of health and wellbeing. Students will focus on key aspects of a healthy lifestyle (diet, sleep and dental care), assessing the impacts of poor choices in these areas, and the affects it may lead to. There is also a key focus on vaping. National trends show us that more students are beginning to vape at a younger age, so we first address this in Y7, and will return to the issue in greater depth in future years.   |
| <b>Term 2</b> | <b>Relationships</b><br>Diversity, prejudice and bullying including cyber bullying, managing on- and off-line friendships<br>Self-esteem, romance and friendships<br>Exploring family life | Typically, in year 7 students will begin to engage more with social media, they are also likely to be exposed to considerably more peers in a larger school. It is therefore important to consider responsible use of such media and how to manage relationships online and offline. They will learn about their own identity and their rights and responsibilities in a diverse community. The sessions will provide an opportunity to reinforce expectations of equality and to learn about how prejudice originates and can be challenged. They will also learn strategies to use if they experience bullying including how to respond to and manage negative online relationships and the responsibility they have if they are aware that someone else is being bullied.<br><br>Students in year 7 often develop new friendships and are more exposed to the concept of romantic relationships in the secondary school environment. These sessions will allow students to explore the positive qualities that people might bring to relationships and to promote self-esteem, to understand the importance of friendship as a basis for romantic relationships and to explore the role of parents and the importance of stable long-term relationships for family life. |

|                                 |  |  |
|---------------------------------|--|--|
| <p><b>Term</b><br/><b>3</b></p> | <p><b>Health and wellbeing</b><br/>The risks of alcohol, tobacco and other substances. Managing puberty and the issues of unwanted contact and FGM</p> | <p>Students in year 7 can be impressionable and will be in an environment with older children who may talk about the use of alcohol, tobacco and other substances. It is important therefore to ensure that they are aware of the risks to health and the laws related to use as well as develop strategies for managing peer influence.</p> <p>Students will be given the opportunity to understand the physical and emotional changes of puberty and develop strategies to manage them. They will also learn about the importance of personal hygiene.</p> <p>Unfortunately, the risks of being subjected to unwanted physical contact and actions such as FGM both nationally and locally are present in year 7. Students will have the opportunity to understand that young people have the right to protect their body from inappropriate and unwanted contact and to understand that actions such as female genital mutilation (FGM) are illegal and know how to get support if they have concerns for their own safety or that of others.</p> |
|---------------------------------|--|--|

**Lead Teacher**

Lewis Twist

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**Physical Education Curriculum Vision:**

The intent of the Physical Education programme at Great Sankey High school is for students to enjoy and engage in physical activity, with the ambition to develop the skills and knowledge required to allow all learners, regardless of background and ability, to access a range of sports and physical activities both in school, during curricular and extra-curricular activities, as well as outside of the school environment. This could include an interest in sport both as a performer or spectator.

If learners have these skills and knowledge and enjoy physical activity, they will confidently adopt a physical healthy lifestyle that they will maintain into later life. They will be aware of the impact that sport and physical activity has on overall wellbeing.

**Year 7 Physical Education Curriculum Aims:**

Students should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their knowledge and techniques, and apply them across different sports and physical activities.

Development will focus on motor competence, declarative and procedural knowledge.

Students will be assessed using the concept of Head, Heart and Hands, to promote students all round development, promoting physical, social and mental well-being.

**Head-** Knowledge and understanding of the activity, Analysis and feedback, Rules and regulations, Knowledge of fitness components

**Hands-** Physical ability and fitness levels, Apply skills to competition, Application of tactics, Problem solving

**Heart-** 100% effort, Respect to peers and staff, Resilience when things get tough, Confidence in my ability

**Year 7 Curriculum Plan:**

Following a baseline assessment block, where students are set by ability. Students then follow a curriculum path best suited to their ability, allowing for a broad and balanced curriculum that embeds and introduces students to the knowledge, skills and tactics of a range of games and other physical activities. This reflects some of the students' experience from KS1 and 2 as well as introducing new activities.

|            | Activities Include                                 | Content   |
|------------|--|---|
| Term 1     | Baseline assessment                                | <p>Throughout each activity students will be challenged to develop knowledge and understanding alongside the practical performance of skills and techniques.</p> <p>Key values of friendship, courage, inspiration, determination, equality, respect and excellence will be promoted through PE and sport.</p> <p>Lessons are structured to ensure pupils are physically active for sustained periods of time.</p> <p>In Year 7 within practical lessons students will also focus on:<br/> <b>Linking Physical activity and sport to health, fitness and mental well being.</b>-The positive impacts exercise can have on PSE well being</p> <p>Warming up- What Should a warmup include- why important.<br/> The muscles and bones of the body-Key muscles &amp; bones, names and locations.</p> |
| Term 1 & 2 | Badminton  |   |
|            | Basketball   |   |
|            | Creative Movement (Gym and Dance)                  |   |
|            | Fitness  |   |
|            | Football   |   |
|            | Handball   |   |
|            | Netball  |   |
| Rugby      |  |   |
| Term 3     | Athletics  |   |
|            | Striking and fielding games (Cricket and Rounders) |   |

**What resources can my child access for support?**

Information and resources for different sports can be found in the relevant National Governing Body websites. The BBC Sports Academy website is also a useful resource:

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

**What enrichment opportunities are available and how do these support learning?**

There is an extensive extra-curricular programme run by the PE department. Clubs are open to all students and (where applicable) competitive teams are selected from those students who attend the clubs. The department also runs a regular internal competition, giving all students the opportunity to play competitively.

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### **RS Curriculum Vision**

In RS our intention is to provide a curriculum that ensures varied and enriching lessons that prepare students for life in a culturally diverse modern world. RS allows students to understand the beliefs and practices of the religions and world views that not only shape their history but their world today and to appreciate how religion, philosophy and ethics form the basis of our culture. The RS curriculum encourages enthusiasm in the study of other people's beliefs and ensures students have an understanding and respect for different cultures and communities by exploring what it means to be a part of that faith. The RS curriculum widens a student's awareness of their own surroundings, reflecting on our ever-changing world and society and a wide range of issues and big questions that affects millions of people around the world e.g. abortion and euthanasia. The RS curriculum allows students to understand and unravel the concepts they encounter, encouraging them always to be challenged in their thinking. RS allows each student to express their own beliefs and values, giving students the opportunity to think about what they believe and reflect on their own choices, allowing them to develop their own ideas and opinions, whilst understanding why some hold viewpoints and beliefs that are different to their own. Studying RS will allow pupils to adopt an enquiring, critical and reflective approach to the world in which they live. It will encourage a critical mind set and allows the development of skills such as textual analysis, critical analysis, synthesis, evaluation and empathy. RS promotes mutual respect in a diverse society.

### **Year 7 RS Curriculum Aims**

At KS3 we consult the agreed syllabus to ensure the main themes are covered. The Lancashire Field of Enquiry model investigates the central question is '**What does it mean to be human?**' In order to explore and investigate the question there are four key themes to study throughout Years 7 and 8:

1. Shared human experience
2. Living religious traditions
3. Beliefs and values
4. Search for personal meaning

| Year 7 RS Curriculum | Topics   | Content   |
|----------------------|--|---|
| <b>Term 1</b>        | Students investigate <b>what it means to be part of a community</b> and explore the <b>key beliefs and practices in Judaism</b> .                                      | Students begin their study of RS in Year 7 by <b>investigating what it means to be part of a community</b> . Students will consider what communities they are part of and reflect on what it means to be part of their new Great Sankey High School community. Students will explore the things that unite and divide communities and consider their own rights and responsibilities in their communities. Students will explore how religion can contribute positively to communities. In the second half of the autumn term students study the religion of <b>Judaism</b> . Judaism is the world's oldest monotheistic religion dating back nearly 4,000 years. There are approximately 14 million Jews in the world today. Students study the history of Judaism looking at how Judaism begins. Students explore the importance of shabbat and kosher food. Students investigate how Jewish people worship and key festivals such as Passover. Students will finish the unit by reflecting on what it means to be part of the Jewish community today.  |
| <b>Term 2</b>        | Students explore investigate <b>how religion changes the world in which we live and examine</b> . The <b>key beliefs and practices in Christianity</b> . Students also | At the start of the Spring term students will consider <b>how religion changes the world in which they live</b> . Students will evaluate the positives and negatives of religion. Students will examine the role of religion in helping those in need with charity work and will examine the impact of religious discrimination, looking specifically at Islamophobia. Students will also examine how religions work for social justice and human rights and what it means to have religious freedom. In the second half of the spring term students study <b>Christianity</b> . Christianity is the biggest religion in the world, UK and Warrington. This term allows students to explore what the key beliefs and practices of Christianity are. Students will investigate the evidence for Jesus' existence and will examine the importance of the Bible for Christians today. Students will also explore how Christianity has divided into different denominations over the years. Students will explore the key festivals of Christianity and Islam exploring the significance of each. Students will finish the unit by reflecting on what it means to be part of the Christian community today.   |
| <b>Term 3</b>        | Students explore the <b>key beliefs and practices of Islam and Humanism</b>  | At the beginning of the summer term students will explore the key beliefs and practices of <b>Islam</b> . Islam is the second biggest religion in the world, UK and Warrington. It is also the fastest growing religion in the world today. Students will study the history of Islam, looking at how the religion started. Students will examine the key beliefs of God and life after death in Islam. Students will explore where Muslim's worship in the mosque and investigate the different groups that exist in Islam today. Students will also investigate the Five Pillars and their importance for Muslims today. Students will finish the unit by considering what it means to be part of the Muslim community today.<br>Students begin the summer term by studying <b>why some people do not believe in God</b> , looking specifically at <b>humanism</b> . In the last census data available, approximately a quarter of the population of England and Wales declared no belief in God. In this unit students will study what it means to be a theist, atheist and agnostic and the reasons to support each viewpoint. Students will explore the key beliefs of humanists and key humanist thinkers such as Richard Dawkins. Students will also investigate the ethical response to moral decision making and will explore humanist rites of passage such as weddings and funerals. Students will finish the unit by studying non-religious views on life after death, reflecting on their own viewpoints. |

#### What resources can my child access for support?

Your child has access to a knowledge organiser that gives a summary of the key knowledge and vocabulary for all of the units of work covered. Some useful websites to support your child's learning further are [www.bbcbitese.com](http://www.bbcbitese.com).

#### What enrichment opportunities are available and how do these support learning?

To ensure students are as engaged and as enthusiastic with their learning as can be the department has offered a range of learning opportunities outside of the classroom including trips to Auschwitz, Rome and places of worship. The department has also held deeper learning days such as Holocaust Memorial Day and World Religion's Day.

#### Head of Department:

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Exam board AQA <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

## Science Curriculum Vision:

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open-minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data, make conclusions, and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic, and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy, and oracy skills. They can look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand. Science solves problems that affect everybody, and it enhances life where problems are not there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit.' Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power..... the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture.

## Year 7 Science Curriculum Aims:

The year 7 curriculum builds on key concepts taught at primary school as well as developing their practical, problem solving, planning, analysis and evaluative skills further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics and helping to instil a love of Science and develop their curiosity and questioning of the world they live in. The course is delivered as 6 lessons fortnightly by a specialist science teacher. At the start of year 7 pupils will be taught how to work safely in the school science lab and how to think scientifically. By the end of year 7, pupils will have studied several units in each of the 3 science subjects, Biology, Chemistry and Physics. These units will be revisited throughout years 8 to 11 and have been sequenced so that the pupil's knowledge in Biology, Chemistry and Physics will build upon the foundations that they will learn in year 7.

| Year 7 Science Curriculum | Topics   | Content  |
|---------------------------|--|--|
| Term 1                    | Working safely in the school science lab, Working scientifically, Cells, Particles, Forces and Sound | It is important that in the first lessons pupils are taught the basics of working safely whilst carrying out practical work and that they understand the significance of working scientifically. They are taught to understand the reason for practical work to help reinforce scientific theory and apply science in the real world. The first 3 units in Biology, Chemistry and Physics are cells, particles and forces and they form the foundation of the key themes that run through science all the way through to GCSE and A level. Sound is the second physics topic, building on ideas we have already looked at in forces. |
| Term 2                    | Body systems, Elements, Sound and Acids and Alkalis  | These units build upon the foundation developed in the first term. Body systems looks at how cells build to form organs and organ system. Elements builds up on particles. Light builds up on key ideas of waves introduced in the sound topic. Acid and Alkalis reminds students of the safety and practical skills they looked at at the start of Year 7.  |
| Term 3                    | Reproduction, Reactions and Space  | Reproduction, reactions and space are the final units that form the foundations of the key themes in science and support further study. At the end of year 7 pupils complete a research project to dive deeper into the topic of space to capture their imagination about the wider universe.  |

## What resources can my child access for support?

Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts, exercises and questions through [www.kerboodle.com](http://www.kerboodle.com). Students may also find the following resources useful to access the national curriculum and revision materials. When using these websites please make sure, KS3 science is selected.

SENECA- [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](http://www.senecalearning.com)

BBC bitesize - [www.bcbitesize.com](http://www.bcbitesize.com),

## What enrichment opportunities are available and how do these support learning?

Throughout the year students will be invited to take part in trips, attend talks and presentations with inspirational scientists linking to course content and future aspirations. In house, we have a very successful STEM club and we have now reached a stage now where we cater for a range of abilities across all year groups. STEM club, at KS3, is designed to get students used to working safely in a laboratory environment with equipment that they may not normally get to use until KS4 (for example flame testing). We strive to peak pupils' interest in science and the scientific process through experimentation, independent design and working well as a team, and its incredibly good fun! Alongside this we run projects throughout the year using knowledge and skills gained in Science making strong links with our ever change world.

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Exam board AQA <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

**Second in Science**

Rebecca Parker

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**Computing Curriculum Vision:**

In Computing, we strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our computer scientists to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative. Pupils will develop their skills in Computer Science, Information Technology, Digital Literacy and Business Studies for the present, and for the future, so that they can thrive in a digitally changing world.

**Year 7 Computing Curriculum Aims:**

The Year 7 curriculum in Computing aims to ensure all pupils are confident in using a range of software packages such, presentation software, word processing software and spreadsheet software. We seek to consolidate prior knowledge of using a range of devices at home or at primary school whilst introducing pupils to the Key Stage 3 concepts of the Computing national curriculum. This reinforces our golden threads of Computer Science, Information Technology, Digital Literacy and Business and Enterprise.

| <b>Year 7 Computing Curriculum</b> | <b>Topics</b>  | <b>Content</b>   |
|------------------------------------|--|--|
| <b>Term 1</b>                      | Getting Started in Microsoft 365 / E-Safety<br>Computer Hardware | During the first half term, we establish the pupils' experience and skills when using a computer. Pupils will also be taught how to navigate and access Microsoft Teams and OneNote classbook including setting out a suitable folder structure via OneDrive to encourage good organisation habits when storing work on Microsoft 365. We introduce pupils to the components of the computer and how to use these appropriately and safely, this is reiterated at the start of each year and will guarantee good practice is used when they enter the world of work. Pupils are taught how to use the computer equipment correctly with emphasis on touch typing skills and correct seating position. Throughout term 1 students work on their Microsoft 365 skills using the tools they have learnt to present information in relation to staying safe online and how cloud computing works. This will lead into pupils creating a Microsoft PowerPoint presentation on computer hardware including internal and external hardware and input, output and storage devices. |
| <b>Term 2</b>                      | Flowol<br>Spreadsheets   | During the beginning of term 2, pupils will gain an understanding of what an algorithm is and how it can be presented. Pupils will learn how to use the correct shapes to draw a flowchart and be able to use Flowol software to operate the inputs, outputs and motors. Flowol is an engaging piece of software that pupils can visually see what their flowcharts are doing. The use of mimics replicates what the flowchart controls do. This is a great way to get the pupils thinking logically. Pupils in the back end of this term are introduced to spreadsheet modelling. Pupils will be taught how to appropriately format a spreadsheet using Microsoft Excel and the benefits of using formulas over mathematical calculations, sorting and filtering data and working with formulas and functions (SUM, MIN, MAX, AVERAGE).   |
| <b>Term 3</b>                      | Scratch<br>Python Programming                                    | The focus of term 3 is programming which is a key component of Computer Science. Pupils will be introduced to block based programming by understanding the features needed to program a virtual pet game in Scratch. Pupils will learn about programming techniques, designing sprites, backdrops and costumes to create a fully playable computer game. Pupils will be expected to develop, test and refine their program code. At the end of term 3, pupils will progress on to text based programming by understanding the features needed to program a quiz in Python. Pupils will learn about programming techniques including sequencing and selection. When creating their code in Python, pupils will be expected to test the computer programs and to fix any syntax errors which may occur. They will also be taught what Boolean operators, strings and variables are in computer programming.  |

**What resources can my child access for support?**

All lesson resources will be made available via Microsoft Teams and OneNote which pupils can access from home. Pupils can download Microsoft Office for free via office.com using their GSHS login details.

**What enrichment opportunities are available and how do these support learning?**

We have a very successful coding club which runs weekly after school where pupils have the opportunity to learn new programming languages and work on different projects such as BBC micro:bits, games development and robotics. This allows pupils to learn through creative projects of their own choice and interests. Year 9 girls have the opportunity to take part in the Barclays Girls Allowed IT trip. This is a fantastic opportunity for young women to see the opportunities in different STEM roles. From Year 9 upwards, we offer the Cyber Discovery competition, where pupils are able to put their in class knowledge of cyber threats to the test and complete different challenges against other pupils across the UK. Pupils who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation in London. We strive to peak pupils' interest in all areas of Computing through experimentation, independent design and working well as a team.

**Head of Department:**

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