



Great in name, greatest together

Great Sankey

High School

Curriculum Guide
Year 7

Vision and Values



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**.

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, a language, 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. At the end of each term, all students in Year 7 complete the same 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 7 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

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. The Rt Hon Jeremy Wright MP addressed the need to teach these life skills to ALL in his 'Value of Culture' speech in January 2019.

"Skills of self-confidence, teamwork and dedication are eminently transferable, and they are learned through the opportunities arts and culture can offer"

(The Rt Hon Jeremy Wright's speech Jan 2019.)

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 the four assessment objectives each project, these objectives will be revisited each project from years 7 to 13. Assessment objective 1- Artist analysis, AO2-experimenting with materials, AO3- Drawing, ideas and images, AO4- Final outcomes and evaluation.

Year 7 Art Curriculum	Topics	Key Knowledge
Term 1	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.
Term 2	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 showcase 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.
Term 3	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 showcase 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/>

Head of Department: Mrs Lorna Philcock.

BEICT Curriculum Vision:

To prepare all learners at Great Sankey High School for the changing world of work through developing engaging curriculum and outstanding teaching.

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 students to new concepts across the strands of Computing; Programming, Digital Literacy, Computer Skills, Finance, Economic awareness, Ethical and Legal, Marketing and Branding.

Year 7 Computing Curriculum	Topics	Key Knowledge
Term 1	The components of a computer and how to use the computer and internet safely. Year 7 pupils will also develop Word Processing, Desktop Publishing, Presentation skills. Pupils will start to look at control systems through Flowol software	During the first half term we establish the pupils' experience and skills when using a computer. We introduce pupils to the components of the computer and how to use these appropriately and safety, 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 equipment correctly with emphasis on touch typing skills and correct seating position. Throughout term 1 students work on their office package skills using the tools they have learnt to present information in relation to E-safety and Cyberbully. Pupils are introduced at the end of this term to programming through flow charts and control systems, this is the foundation for text based programming and planning they develop in year 8 onwards.
Term 2	Pupils will develop skills in using and formatting spreadsheets. They will also look at managing data and information in a database. The second half of the term pupils will study block based programming in Kodu and text based programming in Logo	Term 2 is split into looking at the more complex of the office package software of spreadsheets and databases. Student will be able to understand what data and information is, how it is collected and the most appropriate way to store data. They will use the specific tools on each package to present data in an appropriate format. Pupils then focus on building on prior knowledge from primary school using block based programming language Kodu, this is a visual friendly programming software that students find very engaging. Using the skills from block based programming students then experience their first text based program in Logo where potentially they are building on knowledge from Turtle logo to create programs, this unit has strong links to maths.
Term 3	The final term pupils will revise their skills in spreadsheets to create flat file databases, Desktop Publisher skills and will create a movie in Movie Maker. Student will also develop their text based programming skills using Python programming.	Pupils focus on using software they have studied in a previous term but how it can be used in a different format in this case using spreadsheets for flat file databases. Pupils will revisit desktop publishing skills to consolidate their learning to create advertising material with new content on picture quality. Pupils final units in year 7 will be creating a movie in Movie maker when they complete market research and learn how to filter and sort through the internet using Boolean operators. Students will then develop their skills on text based programming with an introduction to Python, this allows pupils to cover the basics in year 7 and has proven to create better programmers by the time they reach year 11.

What resources can my child access for support?

Your child will have access to online resources through Teach-ICT <https://www.teach-ict.com/> for which pupils are provided with logins for and BBC Bitesize www.bcbitesize.com

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

We have a very successful Computing club run on a Thursdays afterschool where students have the opportunity to learn new programming languages and work on different projects such as MicroBits, Games development and Robotics. This allows the students 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 students are able to put their in class knowledge of cyber threats to the test and complete different challenges against other students across the UK. Students who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation down in London. We strive to peak pupils interest in all areas of the BEICT department through experimentation, independent design and working well as a team. And it's incredibly good fun!

Head of Department: Julie Binks email: Julie.Binks@greatsankey.org

Exam board OCR <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Year 7 - Design and Technology Curriculum Vision

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, 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. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The Key Stage Three National Curriculum for Design and Technology aims to ensure that all pupils:

Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

Critique, evaluate and test their ideas and products and the work of others

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of domestic and local contexts [for example, the home, health, leisure and culture] and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

When designing and making, pupils will be taught to:

Design -use research and exploration, such as the study of different cultures, to identify and understand user need. Identify and solve their own design problems and understand how to reformulate problems given to them. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Use a variety of approaches to generate creative ideas and avoid stereotypical responses. Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations.

Make - Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate - Analyse the work of past and present professionals and others to develop and broaden their understanding. Investigate new and emerging technologies, test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

At Great Sankey High School students have one lesson per fortnight in Design and Technology so over the year it is approximately 19 lessons per year. We use Year seven to introduce rules and routines of the work shop. Students will produce two projects an Animal Pen holder and a Warning Sign. The project will be marked each stage using the Quality Marked Assessment sheets. (QMA)

Your child will be provided with all of the materials and components they need to complete each project.

Year 7 DT	Topics	Key Knowledge
Term 1	<p>Introduction to Health and Safety Introduction to practical lessons in DT Pupils will develop basic practical skills using tools safely and accurately. Introduction to the pillar drill</p>	<p>At the start of Year7 students will be introduced the workshop and the Health and Safety rules will be explained. Expectations will be set so students are fully aware of how they need to conduct themselves in DT. Students will complete a baseline test this is used to inform assessment data. The first practical task is to make Animal Pen holder this will develop their hand tool skills and introduce routines of practical work. Students will use the hand tools and a pillar drill to complete the first pen holder task and then will be repeated to make their warning sign.</p>
Term 2	<p>Introduction to the Warning sign project Research signs and their meanings Design ideas and make a card template Recap safety and expectations when completing practical work in DT. Cut out the shape of warning sign in MDF using a coping saw, file and sand smooth all edges. Students will be introduced to the uses of circuit components.</p>	<p>In term 2 students will be introduced to the design process. They will complete a detailed task analysis and decide who their target market is. Students will research many different types of signs; this information will be used to create a specification for their sign. Pupils will complete a range of design ideas and they will then ask their peers for feedback before choosing the final design. A template will be made in card and the design will be added before it is laminated. Students will listen to a recap of safety and expectations and then demonstrate the process when completing practical work in DT. They will then cut out the shape of warning sign in MDF using a coping saw, file and sand smooth all edges with sand paper. Introduction to the circuit components and there uses. Pupils will draw the circuit diagram and look at components, then transfer their circuit design on to the MDF.</p>
Term 3	<p>Recap safe use of the pillar drill and drill holes accurately. Introduction to the soldering iron and soldering techniques. Complete the circuit. Introduction to acrylic to make battery stand. Use of the line bender accurately and safely.</p> <p>End of unit test.</p>	<p>In term three practical skills and routines will be embedded and student's will fully understand how practical lessons flow. Students will be reintroduced to the pillar drill. They will use it safely and independently to drill 3-4 holes in their sign. Introduction to the Soldering Iron and Health and Safety rules when soldering. They will then complete a focused practical task of a soldering sample. These skills will be used to complete the soldering of the circuit safely and accurately checking that the circuit works correctly. Pupils will be introduced to acrylic a new material. This will be used to make the battery stand they will use various hand tools to file sand and polish the acrylic. Introduction to the strip heater, explain the health and safety issues. Use the line bender safely and accurately to make the stand to fit battery in. Assemble product, test and evaluate the product. Student will the complete and end of year exam and a student survey of the project.</p>

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

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.

Head of Design and Technology – Julie Attwood

julie.attwood@greatsankey.org

English Curriculum Vision:

A 'Great Sankey English student' will have 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. Students will be able to use their knowledge of literary and dramatic conventions to craft their own creative texts, developing imaginative extended pieces of writing whilst refining their technical accuracy with spelling, grammar and punctuation. Students will explore a plethora of poetry from across the ages, ranging from 16th century Shakespearean sonnets to the most recent work of our poet laureate. They will also have an appreciation of non-fiction texts, understanding their function in society. They will develop their expertise in constructing transactional pieces, such as articles and letters, for a range of purposes and audiences. 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. When presenting, students will adapt their register, tone and vocabulary choices accordingly for the audience and purpose. They will understand the value of effective communication through reading, writing and oracy as an integral part to success in any future career.

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	Topics	Key Knowledge
Term 1	Creative Writing Place Poetry	Student will start key stage 3 with a transition unit of work developing prior learning of writing. The students will be introduced to a key curriculum thread of heroes and villains. Students will begin to explore how to create imaginative pieces of writing, learning how to craft writing for effect. Students will also start to engage with narrative structure and terminology. Students will begin to analyse poetry with a specific thematic focus on social justice. Students will explore key poetic devices and explore how writers create effect.
Term 2	Detective Fiction The Origins of Tragedy: Shakespeare's Tragic Heroes and Villains	Students will recall prior learning from their understanding of narrative structure and apply these principles to analyse the literary genre of detective fiction. Students will be exposed to a range of texts to build knowledge about the genre and identify key ingredients associated with detective fiction. Students will study William Shakespeare throughout their English literature curriculum experience. In year 7, students will start by developing the key knowledge and the principles of tragedy. Students will begin to learn about the principles of Aristotelian tragedy and how Shakespeare created iconic villains in his plays.
Term 3	Non-fiction survival texts Grimms Fairy Tales Drama	Students will analyse language to identify and interpret explicit information and ideas from a range of texts. They will evaluate the writers' methods with a specific thematic approach of survival. Students will then continue to develop their understanding of crafting and editing of non-fiction texts for meaning and purpose. Students will explore another form of drama by analysing the concept of fairy tales. Students will recall prior learning of curriculum threads and explore the concept of characterisation in Literature.

What resources can my child access for support?

Your child will have access to online Accelerated Reader quizzes and their knowledge organiser.

www.bcbitesize.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 multitude of reading and writing competitions running each term in the LRC to encourage students to actively read widely. The English department offer a website club for students with an interest in journalism and the media, and there is a popular Dungeons and Dragons club providing an excellent for students of all year groups to escape to a fantasy world once a week.

Head of Department:

Laura Douglas

Laura.Douglas@greatsankey.org

KS3 Leader:

Helen Crowder

Helen.Crowder@greatsankey.org

Curriculum Leader:

Nicki Fellows

Nicki.Fellows@greatsankey.org

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.'

As a consequence of this mission statement the decision has been made to focus in the main on practical skills. All assessments 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 have a single lesson every two weeks in Food Technology. The format is 1 theory lesson closely linked to two practical lessons. 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	Key Knowledge
Term 1	Health and safety rules. Weighing and measuring. Cooker safety. Rubbing-in method. Melting method.	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 two baked products, whilst being introduced to the rubbing in and melting method.
Term 2	Knife safety. Reduction sauces. Enrobing. Eatwell Guide. Use of the hob.	These units build upon the foundation developed in the first term. 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 a savoury dish in the following lesson. The Eatwell Guide is a focus for this term and students are encouraged to make healthy choices when creating their designs. Sensory appeal is another consideration for success.
Term 3	Functional properties of ingredients. Creaming method. Stir frying. Product analysis.	Pupils gain understanding of the working characteristics of ingredients in the final unit and show their understanding of flavour by adapting recipes. The creaming method will be introduced and students will be challenged to make consistent quality products. Chopping skills will be revisited and the julienne cut will be a focus for this term. Students will show good temperature management when using the hob to create a Stir Fry and focus on preventing cross contamination in the preparation stages. To complete the year, students will be given a Ready Steady Cook style challenge to apply and celebrate the progress made.

Your child will be provided with a Year 7 cookbook, with all the recipes to be produced throughout the year. If pupils lose this cookbook it can be printed using the following attachment.

<Y:\Food Tech\Year 7\Year 7 2019\Year 7 Recipe book 2019.pdf>

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

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. We hope to inspire students to cook at home and would love to see photographs of the dishes they produce.

Head of Food:

V Knight

vicky.knight@greatsankey.org

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 a Geographer with the 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 is a branch of geography that 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 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 21st 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 different cultures around the world
- Investigate case studies by looking at social, economic, environmental opportunities and challenges, as well as, looking at the development of different countries.
- Local – National – Global scale aspects

Year 7 Geography Curriculum	Topics	Key Knowledge
Term 1	Introduction to Geography UK Cities	Map and Atlas skills are taught at the start of year 7 to build on the knowledge from KS2. Warrington is studied so students have a knowledge of their local area. This follows on to UK Cities so we can expand our location to Liverpool, Manchester and London.
Term 2	Africa Europe	Africa and Europe Continents are covered in this term with a focus on Physical and Human elements of Geography. Case studies of Nigeria and Russia are used in this term.
Term 3	Environmental Climate change and Geological timescales	The final term, we look at Environmental Issues and climate change as they are closely linked to Geography in the news. Especially important to study as Greta Thunberg and the climate change protests are part of our every day life. The importance of plastic waste is already being tackled at Great Sankey.

What resources can my child access for support?

www.bbcbitese.com www.teachitgeography.co.uk/ks3 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 on a Thursday night in H10.

Head of Department: Mr S Elliott shaun.elliott@greatsankey.org

History Curriculum Vision:

To provide an education that allows students to develop a greater understanding of the world we live 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	Key Knowledge
Term 1	Why did different cultures invade England before 1066? Why did the death of Edward the Confessor lead to a conquest for the throne in 1066 and what were the consequences?	The foundations of British society and culture begin before the battle of Hastings and are the remnants of civilisations that lived in what would become Great Britain. Students in year 7 begin with how Britain existed during the Roman and Saxon period. During this topic we also establish the core historical skills that are required to become a good historian. Later in the term we study the causes, events and consequences of the battle of Hastings, we build on the knowledge and skills from pre 1066 to identify areas of change and continuity, causation, source analysis and interpretations.
Term 2	Why did William use Castles and what were the consequences? Why did the crusades happen and what does it tell us about medieval life?	In the Spring we study the use of castles as a way of controlling Britain and how these developed over time and what these changes tell us about British society. We then move on to study the crusades, why they happened, what were the events and how they have an impact on British society today. Again during this half term we use the skills of change and continuity, causation, source and analysis and interpretations.
Term 3	Why did life in Medieval England change because of the Black Death and what were the consequences? Why did Medieval monarchs face challenges to their power?	In the summer term we focus on social history and how the black death brought changes to Britain. We study the consequences and how that led to an increase in medieval monarchs being challenged on a more regular basis. 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

Mark.farrer@greatsankey.org

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 ten 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, Ratio and Proportion, Geometry and Measure, Statistics and Probability.

Year 7 Mathematics Curriculum	Topics	Key Knowledge
Term 1	Number and calculations: addition, subtraction, multiplication and division problems, including calculations with negative numbers. Factors, multiples and primes, including its use in finding the HCF and LCM. Algebra: collecting like terms, expanding, factorising and substituting into an expression. Reading and plotting coordinates. Angles properties. Symmetry and tessellation Rounding and estimation Data interpretation and reading graphs.	<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. 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> <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>From our algebraic adventure we move onto coordinates which are a critical element of life. 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>The focus on shape continues with 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 in the chain of geometrical reasoning in order to apply them to more complex situations in the future.</p> <p>We then lead into symmetry and tessellation, which are fundamental to art and design. A simplistic, creative design using rotational or reflection symmetry can lead a long way to aesthetically pleasing results. An understanding of this area leads to a greater understanding when transformations of shapes are introduced in Year 8.</p> <p>Finishing off the first term 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, and we take our first look at statistics by looking at interpreting statistics via mean, median, mode and range and reading real life graphs. In the continually evolving data rich world that we live in we look to give students an understanding of the key statistical values they need to calculate and as a result an opportunity to analyse and compare them.</p>

Term 2	Sharing ratio in given quantities, Working with fractions Finding percentages (amounts of quantities and percentage increases/decreases) Plans and elevations Solving equations Constructions Reading and interpreting charts.	<p>We begin Term 2 by looking at ratio, fractions and percentages, which are critical to developing students overall skill sets. Sharing ratio allows people to split things in differing amount dependent on what ratio has been given to them. With fractions, students need to be able to have an excellent grasp of fractions 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 critical element of the life. 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 and excellent understanding of this area is vital.</p> <p>We move onto looking at plans and elevations, which is a key skill needed for those who are looking to go into architecture and the geometry strand continues with using equipment to construct a range of mathematical shapes.</p> <p>Sandwiched between these two is 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 the ability to solve problems at a more advanced level.</p> <p>The interpretation of graphs allows students to become more savvy in their interpretation of graphs and 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>
Term 3	Sequences and patterns Area and perimeter of shapes Calculate area and circumference of circles Volume and surface area Probability	<p>We begin the final term of Year 7 by looking at sequences. An excellent student at sequences will develop skills to use cross curricular in dance and music. The majority of this term is bequeathed to mensuration. Being effective in these areas will make allows students to work through investigations for areas such as building work and include costings. Being able to apply area, perimeter, volume and surface area to real life contexts will increase resilience and strength.</p> <p>Year 7 finishes with probability. Being able to understand and evaluate probabilities effectively allows students the ability to understand risk and analyse situations based upon their position in the probability scale.</p>

What resources can my child access for support?

The department subscribes to [MathsWatch](#) and encourages the use of [GCSEPod](#) for which students are provided with logins for both. 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 excellent resource to use, along with [BBC Bitesize](#) and [Seneca Learning](#) 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.

Head of Department

Michael Hay
michael.hay@greatsankey.org

Head of Key Stage 3

Cath Starkey
catherine.starkey@greatsankey.org

Exam board

[AQA 8300](#)

MFL Curriculum 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	Key Knowledge
Term 1	French in the global world Greetings, personal information, physical and character descriptions, family, pets, school subjects and opinions Grammar: The concept of gender of nouns, agreement of adjectives and present tense verb endings. To be and to have. Negatives	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, 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. 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.
Term 2	Home and hobbies, Zoo animals, food Grammar: present tense of –er verbs, identifying the perfect tense.	Pupils will be able to use language to talk about their homes and their hobbies. Competence in the four skills will further develop. In They will be introduced to the perfect tense in the form of ‘j’ai visité’ Verb endings and formation of tenses are an integral part of language learning.
Term 3	Places in a town, directions and clothes Grammar: Opinions and reasons, expressing quantities, the imperative form. Cultural project: Bastille Day	Pupils will be able to ask and respond to questions in speaking and in writing in order to be able to give positive and negative opinions and include reasons for these opinions. They will be able to form and respond to simple commands. 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.bbcbitesize.com

www.linguascope.com

www.quizlet.com

Head of Department:

Patricia Mellado

patricia.mellado@greatsankey.org

Second in Department:

Sarah Sinclair

sarah.sinclair@greatsankey.org

Exam board: www.aqa.org.uk

Year 7 German Curriculum Aims:

The focus in year 7 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 German Curriculum	Topics	Key Knowledge
Term 1	German in the global world Greetings, personal information, physical and character descriptions, family, pets, school subjects and opinions Grammar: 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. 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. 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.
Term 2	Home and hobbies Grammar: Opinions + infinitives. Using 'I would like'	Pupils will be able to use language to talk about their homes and their hobbies. Competence in the four skills will further develop. They will learn the conditional form for the first time to express what they would like to do/ where they would like to live. Verb endings and formation of tenses are an integral part of language learning.
Term 3	Food and clothes Grammar: Opinions and reasons, expressing quantities, the imperative form. Cultural project: Berlin?	Pupils will be able to ask and respond to questions in speaking and in writing in order to be able to give positive and negative opinions and include reasons for these opinions. All MFL students 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?

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Head of Department:

Patricia Mellado

patricia.mellado@greatsankey.org

Second in Department:

Sarah Sinclair

sarah.sinclair@greatsankey.org

Exam board: www.aqa.org.uk

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	Key Knowledge
Term 1	Spanish in the global world Greetings, personal information, physical and character descriptions, family, pets, and opinions Grammar: 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. 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. 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.
Term 2	Home and hobbies Grammar: Opinions + infinitives. Using 'I would like'	Pupils will be able to use language to talk about their homes and their hobbies. Competence in the four skills will further develop. They will learn the conditional form for the first time to express what they would like to do/ where they would like to live. Verb endings and formation of tenses are an integral part of language learning.
Term 3	Places in a town, directions and school subjects and opinions Grammar: Opinions and reasons, expressing quantities, the imperative form. Cultural project: Día de los muertos	Pupils will be able to ask and respond to questions in speaking and in writing in order to be able to give positive and negative opinions and include reasons for these opinions. They will be able to form and respond to simple commands. 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.

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Head of Department:

Patricia Mellado

patricia.mellado@greatsankey.org

Second in Department:

Sarah Sinclair

sarah.sinclair@greatsankey.org

Exam board: www.aqa.org.uk

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, P.E., research skills and above all, Art. 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 in a carousel. Each unit encompasses key listening tasks delivered as starter activities, in addition to the main assessment task of either performance or composition; these are the three areas of skill for GCSE Music. In addition, 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	Key Knowledge
Unit 1 (HT1)	Introduction to Music/ Baseline Assessments	During the first half term, we establish students' musical ability with a series of baseline assessments of varying skills (listening, theory 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. This half term, students are also introduced to the basics of rhythm and pitch notation and singing as part of a group.
Unit 2 (e.g. HT2)	Keyboard Performance	Students will prepare a keyboard performance of Dvorak's 'New World Symphony', which they will deliver to the class. Students learn about the families of the orchestra and start to use musical vocabulary to describe melodic and rhythmic features. This also links to AoS1 for GCSE Music Component 1.
Unit 3 (e.g. HT3)	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 4 (e.g. HT4)	African Drumming	Students will focus on texture, timbre and dynamics. Working in small groups, they will create a composition, which they will perform on African drums. This will also be students' first experience of ensemble work in small groups. This also links to AoS3 for GCSE Music Component 1.
Unit 5 (e.g. HT5)	Blues Performance	Students will focus on improvisation and rhythm. Students will prepare a 'Blues' performance by performing the 12 Bar Blues chord progression and improvising a melody over the top of it. This also links to AoS3 for GCSE Music Component 1.
Unit 6 (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 create riffs. They will also learn to play the chords of C, Am, F and G. This also links to AoS3 for GCSE Music Component 1.

What resources can my child access for support?

Your child will have access to online resources through Moodle and the Great Sankey Music website:- www.sankeymusic.com or check out our showcase of performances YouTube Channel **Sankey Music**

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

We offer an extensive programme with at least two ensembles rehearsing after school each night and a concert every half term. Our ensembles include:- Sankey Singers, Bellas & Fellas A capella, Theory Club, The Hit Men, Y7 Drum Ensemble, Ukulele Ensemble, String Ensemble, Young Musicians, Rock Bands & Junior Ensemble. Our programme of concerts include:- Christmas Concert, GCSE Music Concert, Great S Factor, MAT Collaborative Concert, Young Musicians Concert & Summer Concert.

Head of Department:

Joanne Foster

jo.foster@greatsankey.org

KS3 Curriculum Lead:

Paul Bryan

paul.bryan@greatsankey.org

Exam board AQA

<https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF>

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 techniques, and apply them across different sports and physical activities.

Year 7 Curriculum Plan:

Following a baseline assessment block, where students are set by ability. the remaining activities are taught on a rotation depending on the availability of facilities The broad and balanced curriculum introduces students to the basic 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. Striking and fielding games and athletics are taught in the summer months.

	Year 7 Boys	Year 7 Girls
Term 1	Baseline assessment	Baseline assessment
Term 1&2	Set 1- Rugby Set2- ABCs (Agility balance coordination speed)-through Rugby	Set 1- Games Set2- ABCs-through Games Set 3- ABCs-through Games
	Football	Netball
	Creative Movement	Creative Movement
	Fitness	Fitness
	Badminton	Badminton
Term 3	Athletics	Athletics
	Striking and fielding games	Striking and fielding games

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 inter-house competition, giving all students the opportunity to represent their house in an organised competition.

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 each week, delivered by their form tutor.

	Topics	Key Knowledge
Term 1	<p>Transition to secondary school. Diet, dental hygiene, exercise and how to make healthy choices</p> <p>Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations</p>	<p>Students are transitioning from primary to secondary education. The sessions will allow them to explore the differences between being at primary school and secondary, to reflect on feeling about being somewhere new, including reflection on the chance to create a new identity. They will learn how to build working relationships, establish and manage friendships and manage peer influence. They will have the opportunity to learn about different learning styles, recognise their personal strengths and areas for development and set learning targets through effective self-review and how to develop a growth mindset. Students will also learn about the benefits of healthy lifestyle choices, including maintaining a balanced diet, the value of physical activity and adequate sleep and will tackle issues such as making judgements in pressurised scenarios and consider the impact of others (including the media) on life style choices.</p> <p>Students will be introduced to the concepts of enterprise and employability which will be covered in more depth throughout their years in secondary school to ready them for their next steps. The sessions will introduce them to the essential skills and attributes that are looked for by employers including resilience, self-regulation, self-organisation, active listening, team work, negotiation, presentation and managing risk. They will be introduced to and will explore different types of employment, the expectations of equality of opportunity as well as issues such as what motivates a person to work. They will relate their current skills, strengths and interests to future careers aspirations.</p>
Term 2	<p>Diversity, prejudice and bullying including cyber bullying Managing on- and off-line friendships</p> <p>The risks of alcohol, tobacco and other substances</p>	<p>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.</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>

	Managing puberty and the issues of unwanted contact and FGM	<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>
Term 3	<p>Self-esteem, romance and friendships</p> <p>Exploring family life</p> <p>Making ethical financial decisions</p> <p>Saving, spending and budgeting our money</p>	<p>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> <p>Students at this age may well have bank accounts, including those with debit cards, and as such need to understand the impact of financial decisions on themselves and others. They may be socialising with friends independently and begin to make financial and budgetary decisions. Students will understand the concepts of spending and saving, including managing a simple budget.</p>

Lead Teacher

Lewis Twist

Lewis.twist@greatsankey.org

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	Key Knowledge
Term 1	Students investigate the key practices of the two biggest religions of Christianity and Islam.	Christianity and Islam are the two biggest religions not only in the world and the UK but also Warrington. This term allows students to explore what the key practices of these two religions are e.g. the five pillars and Students are given the opportunity to explore some of the deeper questions connected to our shared human experience e.g. what makes a role model and life after death. Students are also given the opportunity to explore some of the deeper questions connected to our shared human experience . Students explore what it means to be a part of these traditions and are given the opportunity to search for personal meaning - how has what they have learnt developed their own beliefs, values and attitudes.
Term 2	Students investigate the question 'why do some people not believe in God?' Students also explore the key beliefs of Sikhism.	The last census in the UK shows that those who define themselves as atheists has risen massively in the UK, In this unit students explore the reasons why some people do not believe in God. The last census also shows Sikhism is the fourth most followed religion in the UK. Students explore the beliefs and values of humanists and Sikhs and are given the opportunity to explore some of the deeper questions connected to our shared human experience . Students explore what it means to be a part of these traditions and are given the opportunity to search for personal meaning - how has what they have learnt developed their own beliefs, values and attitudes.
Term 3	Students explore some key ultimate questions in a philosophy unit and investigate the key beliefs in Judaism.	Students are given the opportunity to investigate some of life's deeper questions as human beings such as 'why do people suffer?' and 'is there any evidence of God in the world? Students explore the beliefs and values of Judaism, one of the six main world religions and what it means to be a part of this living religious tradition .' Students are given the opportunity to search for personal meaning - how has what they have learnt developed their own beliefs, values and attitudes.

What resources can my child access for support?

Your child has 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.bcbitesize.com and SAM learning.

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 offers a range of learning opportunities outside of the classroom including trips to Auschwitz, Rome and places of worship. The department also holds deeper learning days such as Holocaust Memorial Day and World Religion's Day.

Head of Department:

Lisa Baker Lisa.Baker@greatsankey.org

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 and 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 have the ability to 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 effect everybody and also it enhances life where problems aren't 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:

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 a number of 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	Key Knowledge
Term 1	Working safely in the school science lab, Working scientifically, Cells, Particles and Forces	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.
Term 2	Body systems, Elements, Space and Sound	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. Space and sound build up on key ideas of forces.
Term 3	Reproduction, Reactions, Acids and Alkalis Light and a Mastery project	Reproduction, reactions, acids and alkalis and light 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 mastery project to consolidate their learning from the whole of the year.

What resources can my child access for support?

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

www.bbcbitessize.com

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

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. We have weekly projects for years 7&8 students throughout the year, usually culminating in a long term project over the summer term. 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 it's incredibly good fun!

Head of Department:

Helen Stones

Helen.stones@greatsankey.org

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