

LRGS Year 7

Curriculum



2019

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| Introduction | <p>The Year 7 Curriculum aims to provide:</p> <ul style="list-style-type: none"> • A broad & balanced academic curriculum • A basis for progression to Year 8 7 beyond • To promote good health & intellectual curiosity etc.... |
| Art | <p>The Year 7 curriculum for art is structured around four units of work.</p> <ul style="list-style-type: none"> • Michelmas Term: Self-portraiture and Cubism • Lent Term: Landscape – Photography and Painting • Lent/Summer Terms: Exam Unit (Theme TBD) • Summer Term: Sculpture – Chessmen or Grotesques <p>Self-portraiture and Cubism focuses on techniques useful in drawing portraits and the semi-abstract systems of cubist representation. We also focus specifically on colour theory and symbolism in this unit, which culminates in a self-portrait completed in a cubist style.</p> <p>The Landscape unit begins with a photographic homework, which is usually completed over the Christmas holiday. Pupils are introduced to the work of J.M.W. Turner and produce a series of watercolours in his Romantic style. The final part of this unit makes reference to the abstract painting of Wasilly Kandinsky and how his work can be seen to connect with landscapes of the mind and traditions in twentieth-century orchestral music.</p> <p>For logistical reasons the exam unit in art is completed before exams in other subjects. There are several weeks of preparatory work and a final piece, completed in one normal art lesson (a double period). The exam theme in recent years has been ‘The Environment and Symbolism’.</p> <p>The sculpture unit is a chance for Year 7 boys to work with clay. Sculptures are planned for several weeks and relate either to the Lewis Chessmen (most of which are in the British Museum) or the western tradition of gargoyles/grotesques on buildings. Whichever source is used, the project culminates in a kiln-fired sculpture, which encapsulates a creative response to the original sources.</p> <p>NB. The order of these units will vary depending on their teacher: this is because there is only one room in which clay may be used; in terms of timing, therefore, the Landscape and Sculpture units are interchangeable.</p> |
| Biology | <p>In years 7 and 8 at LRGS we begin a course in single science Biology that covers all topics for the key stage 3 curriculum. The 2 year course has the following objectives which follows the ethos of the department:</p> |

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| | <ul style="list-style-type: none"> • To develop an understanding and appreciation of the natural world and the organisms that live in it. • To be aware of the impact that humans can have on the living world and the need to preserve a wide range of habitats for organisms to exploit. • To develop an understanding of the scientific methodology and to build practical skills. • Prepare students for the GCSE single science Biology specification. <p>In the curriculum there are a number of topics that the students will learn which include:</p> <p>Year 7</p> <ul style="list-style-type: none"> • Life processes and cells as the units of life: the characteristics that all living organisms possess and the structure and function of the building blocks of all living organisms, namely cells. • Breathing and circulatory systems: How specialised organ systems allow for the exchange of material with the outside environment and its distribution within the body. • Reproduction: the variety of methods of reproduction seen in the natural world as requirement of all living organisms. • Ecosystems and conservation: How organisms interact and are dependent on each other and how unsettling the balance of nature can have unforeseen consequences that may affect many different species. |
| Chemistry | <p>Year 7 is used to introduce students to the laboratory and to some of the key ideas that underpin Chemistry for years to come.</p> <p>Areas covered include:</p> <ul style="list-style-type: none"> • Introduction to the laboratory: lab safety, hazards, apparatus, the Bunsen burner. • Particles and their behaviour: the particle model, states of matter, diffusion, gas pressure. • Atoms, elements and compounds: atoms, elements, compounds, chemical formulae. • Chemical change: chemical reactions, burning fuels, thermal decomposition, conservation of mass, exothermic and endothermic changes. • Acids and alkalis: indicators and pH, neutralisation, making salts. <p>Throughout the year, appropriate practical work will be used to gradually build up the experience and skills of the students in the laboratory.</p> |

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| Computer Science | <p>For the most part the Computing Department delivers Computer Science rather than ICT. However in year 7, we deliver some basic ICT skills in order that students can access all parts of the curriculum. So year 7 starts of with an introduction to our system and how to the most from it in terms of storage and organisation of work. We then take a look at spreadsheets. We then investigate cryptography with a focus on presentation skills. Finally in year 7 we spend some time introducing the Python Programming language.</p> |
| Design Technology/Food Science & Nutrition | <p>In year 7 all pupils will spend approximately 2/3 of the year studying D&T and the remaining 1/3 studying Food. Whilst studying D&T pupils will learn about design & engineering principles, material theory, presentation techniques and prototype production. These skills will be developed through 2 projects which are both developed to mimic the way in which design occurs in the 'real' world. Pupils will analyse information, develop design proposals, investigate consumer relationships and produce a high-quality, working prototype. In year 7 we will focus on the use of hand tools and precision before moving onto larger equipment and machinery in subsequent years. They will bring their product home after it has been marked at the end of the project. After the completion of each of their projects pupils will sit a short exam to gauge understanding, this replaces the summer exam in this subject.</p> <p>Whilst studying Food pupils will learn about the importance of food safety and personal hygiene. The basic principles of human nutrition and the importance of varied, balanced diet and a healthy lifestyle. Pupils will be introduced to the standard operating procedures required to produce a range of family mid-week meals independently and safely. The practical module develops students' practical skills, they use a variety of tools and equipment and given opportunities to be creative with food by adapting, modifying and trying various presentation and decorative techniques. Pupil's knowledge, understanding and skills will be tested at the end of the module in a practical assessment. Pupils will analyse information, develop and discuss ideas, evaluate their dishes. Produce time plans, work as a team and under pressure.</p> |
| English | <p>Year 7's English lessons are split into three literary topics throughout the year: Term 1 Post 1914 novel, Term 2 Shakespeare (comedy/problem plays), and Term 3 Pre 1914 poetry, Myths and Legends.</p> <p>During each term the pupils will also study a different type of writing alongside their reading: Term 1 Formal and informal letters, Term 2 Speeches and Term 3 Anecdotes/narrative writing.</p> <p>To help pupils anchor their understanding of basic reading and writing skills there is also a booklet they will be working on in class</p> |

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| | <p>with their teacher, at the end of the year they'll be able to bring this booklet home to help them revise for their end of year exam. They should use the skills they explicitly look at in this booklet to improve their writing in their exercise books.</p> <p>Pupils' books will be marked using grades 9-1 and in their exercise books you should find a grid which explains the criteria used to come to a judgement about pupils' attainment. Consulting this grid will help your child to see what they've achieved and how they can improve their performance in the future.</p> <p>Year 7 and Year 8 also have one library lesson a week. They follow the Accelerated Reader scheme where their reading age is assessed at the beginning of the term and then a points target set. Pupils are expected to read for 20 minutes a night and then they can complete quizzes on the books they've finished. If pupils develop regular reading habits then they will easily reach their target at the end of the term. If pupils seem to be falling behind then they may be put into lunchtime sessions to catch up on their reading.</p> <p>Your child should be able to tell you about their reading age and their target as well as their progress towards it. They can log on to the Accelerated Reader site from home through the VLE to check their progress and complete quizzes out of school, they will also be discussing their reading with their teacher in these lessons too.</p> <p>In addition to the whole school rewards available to your son there are English Book Worm blazer badges in bronze, silver and gold that pupils can earn credits towards as the year progresses. Your son's English teacher and his form tutor has more information on this and his teacher can update him on his progress as the year goes on.</p> |
| French | <p>French forms part of the languages carousel so your son will have the opportunity to try all three of the modern languages on offer here at LRGS during Year 7. The carousel consists of three five-week blocks before Year 8 options are taken and then three seven-week blocks in order to consolidate learning more. In French the first five-week block looks at basic greetings and personal information and the second seven-week block covers descriptions of family, friends, animals...and aliens! There is no end of year exam but rather an in-class assessment at the end of the second block to gauge learning.</p> |
| Geography | <p>Michaelmas Term</p> <p>Awesome geography!</p> <p>Amazing places in the UK</p> <p>Amazing places in the world: Iceland, Madagascar</p> <p>Ordnance Survey, latitude and longitude, Digimap, Google Earth</p> <p>Geography in the News</p> <p>Geographical Enquiry: Living in Japan</p> <ul style="list-style-type: none"> • Environment • Archipelago and megalopolis |

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| | <ul style="list-style-type: none"> • Topography and population density • Creating new living space through umetatechi • Kansai Airport – sustainable development? <p>Spring Term Awesome geography! Geographical Enquiry: Don't snatch! How is so called 'land grabbing' affecting Africa?</p> <ul style="list-style-type: none"> • The First Scramble for Africa • The world food price crisis. • "The Second Scramble for Africa: Land Grabbing" • What are the costs and benefits of land grabbing in Africa? <p>Geographical Enquiry: Is fracking all that it's cracked up to be?</p> <ul style="list-style-type: none"> • Should we frack the Fylde? • Examining Energy alternatives for the UK • Looking at the North West <p>Summer Term Awesome geography! Enquiry Holes in the landscape: Why should we be concerned by sinkholes?</p> <ul style="list-style-type: none"> • Sinkholes and solution weathering • Sinkholes and climate • Sinkholes as tourist attractions • Sinkholes and climate change <p>Summer Exam revision Geographical Enquiry: Limestone Landscapes of the Yorkshire Dales</p> <ul style="list-style-type: none"> • Ingleborough Fieldtrip <p>Royal Geographical Society Young Geographer of the Year Competition</p> |
| German | <p>The languages carousel allows your son to try all three languages we offer at LRGS. Each language is taught for 5 weeks in the first cycle and then 7 weeks each for the second cycle. Boys will opt for two out of the three language to continue with in Year 8. In German the first block looks at greetings, personal information and opinions along with some culture. The second block looks at describing home town and looking in more detail at Berlin and German culture. The boys will have progress tests to consolidate and assess learning, but no summer exam. The focus is very much on developing speaking, confidence and cultural knowledge through a range of engaging strategies. We are currently offering a</p> |

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| | Year 7 German trip during May half term to support the language and cultural learning. |
| History | <p>In History in Y7 we investigate British and World history from 400 AD to 1500 through different perspectives.</p> <p>Threads running through Y7 and picked up in Y8 and Y9 include: Who are the British? Exploration of immigration and emigration. In Y7 Romans, Vikings, Anglo- Saxons Normans and their impact. Rulers and ruled: Perspectives of the past. Local and national picture; Does Lancaster's story mirror the bigger picture? Are ideas powerful? Pagans and Christians, Islam. Our place in the world. How far was Britain part of Europe? Projects: Y7 - Crusaders or Invaders? Is it ever ok to target civilians?)</p> <p>Teachers and students follow a skills "flightpath" that runs through to KS4 informing assessment and learning and next steps in learning.</p> <p>When using text books we use the SHP "Making sense of History."</p> <p>As a department we are keen on lively lessons, re-enactments, debates and where possible, field trips. There is a thriving History Society run by students and staff every Tuesday lunchtime.</p> |
| Language & Learning | <p>Language and Learning is a varied and interesting course, designed to spark the boys' interest in and understanding of words, language and the Classical world in the following ways:</p> <ul style="list-style-type: none"> • comprehension of short and engaging but demanding Greek mythological stories; • understanding the derivation (and therefore spelling/meaning) of English words by looking at their Latin and Greek roots; • learning some basic Latin; • reinforcing English grammar to help with English literacy and learning other languages. <p>The breadth of activities used can be seen in the Language and Learning work book.</p> |
| Mathematics | <p>During the Michaelmas term the following topics are covered: numbers & the number system, counting & comparing, calculating directed numbers, algebra, calculating, visualising & constructing and investigating angles. In the Lent term calculations with fractions, algebra: solving linear equations, investigating properties of shapes, calculating percentages, proportional reasoning and measuring and calculating length, area, volume & time are taught. In the Summer term sequences, coordinates & transformations, presenting data, measuring data & the UKMT Junior Maths Challenge end the Year 7 mathematics curriculum.</p> |
| Music | <p>In year 7 our intention is to concentrate on building skills that will carry boys across their whole musical education at LRGS. Whilst</p> |

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| | <p>the content may change year on year, the following themes run through all units of work:</p> <ul style="list-style-type: none"> • Building confidence in performance through singing and instrumental playing both as a class and in small groups; providing opportunities for individuals to develop their skills. • Identifying patterns and recognising how they are used and altered in pieces of music. • Reading and writing various musical notations and applying these in notating their own compositions. • Understanding what the elements of music are, learning to recognise them within a piece of music, then applying them to enhance their own performances and compositions. • Learning to work with others creatively - contributing and compromising on mini projects. • Using music technology (primarily Ableton Live) as a tool to learn concepts and theories in a move away from traditional approaches. |
| Physical Education | <p>Basketball: In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for basketball. They work on improving the quality of their skills using various techniques. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>Cricket: In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupil should begin to accurately umpire games.</p> <p>Athletics: In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.</p> <p>Swimming: Stroke development & water confidence.</p> <p>Fitness testing: Twice in the year to show progression in fitness levels.</p> |
| Physics | <p>Topics include Forces & Motion, Energy Changes & Heat. Skills are developed including using equations to calculate answers, setting up and using equipment safely taking accurate readings, plotting</p> |

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| | graphs, writing conclusions, researching information and understanding the Universe. |
| Religion, Ethics & Philosophy | We spend the first two terms of year 7 focusing on ultimate questions, such as 'does God exist?', 'is there a life after death?', 'do miracles happen?', 'why is there evil in the world?' and 'how do I become a moral person?'. In the final term we look at some inspirational people such as Martin Luther King and Rosa Parks. Students participate in discussions in class, and will be expected to write longer, evaluation style questions for their assessments. We teach the subject from a non-denominational perspective and embrace all faiths and world views. |
| Spanish | Spanish forms part of the languages carousel so your son will have the opportunity to try all three of the modern languages on offer here at LRGS during Year 7. The carousel consists of three five-week blocks before Year 8 options are taken and then three seven-week blocks in order to consolidate learning more. In Spanish the first five-week block looks at basic greetings and information and the second seven-week block looks at describing our school in Spanish and giving opinions. There is no end of year exam but rather an in-class assessment at the end of the Spanish block to gauge learning. |
| Values | All Year 7 students benefit from completing the Penn Resilience Programme in Year 7 Values lessons, which is delivered by specially trained members of staff. The programme promotes realistic thinking and helps students with social problem solving through a greater understanding of assertiveness, negotiation & compromise. Year 7 students learn about 'Self talk' (the conversations that we have in our heads), develop the skills to put things in perspective and deal with negative thoughts. These themes are revisited by students in Values lessons throughout their time at LRGS. |