



Subject	Aims and purpose/Intent	Content Summary
<p>English Language & Literature</p>	<p>Reading</p> <ul style="list-style-type: none"> ✓ To experience reading in all its forms, developing independence, inference and deduction. ✓ To develop reading skills, including: analysis of texts using basic linguistic terminology, understanding links between text and context, simple comparison of texts. ✓ To explore a diverse range of texts – prose, poetry, plays, fiction and non-fiction. <p>Writing</p> <ul style="list-style-type: none"> ✓ To experience a wide range of writing for different audiences and purposes ✓ To develop and build upon skills of technical accuracy in spelling, punctuation and grammar ✓ To explore the effect of linguistic tools and strategies. <p>Vocabulary</p> <ul style="list-style-type: none"> ✓ To experience the power of a wide and varied vocabulary. ✓ To develop confidence and competence in applying new vocabulary. ✓ To explore the effect that vocabulary choices can have. <p>Spoken Language</p> <ul style="list-style-type: none"> ✓ To experience Individual, paired and group tasks ✓ To develop confidence and competence in both formal and informal settings. ✓ To explore the impact of our spoken language. 	<p>Topics will include formal and summative assessment of reading writing and spoken language</p> <p>Topics:</p> <p>Term 1 – Heroes and Villains What makes a hero? Super Heroes, or just everyday superstars – who deserves our adulation? You decide. Includes study of Greek Myths, sporting heroes, and Shakespearean heroes and villains, and our own personal choices.</p> <p>Term 2 – Autobiography From reading a range of autobiographical extracts, to planning and crafting our own, we'll be exploring Autobiography as an inspiration for writers and poets, as well as the conventions of the form, including writing by Roald Dahl, Nelson Mandela, and Steven Gerrard amongst others.</p> <p>Term 3 – Author Study - Shocking Shakespeare From learning about the words and phrases that Shakespeare gave us, to investigating the rich language used in 'Romeo and Juliet', this unit is all about the Bard, including a speech about whether or not he's still worth studying!</p> <p>Also, every year 7 student will read 3 full novels, during dedicated Reading for Pleasure lessons. Novels are currently:</p> <ul style="list-style-type: none"> • Trash • Once • Lord of the Flies

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<p>Mathematics</p>	<p><u>Develop fluency</u> To revisit four operations to include directed number, fractions including ordering and using a calculator.</p> <p>To develop skills in using integer powers and associated real roots.</p> <p>To explore types of number including prime factorisation.</p> <p>To develop understanding of algebraic notation.</p> <p>To develop ability to construct and measure using geometric notation</p> <p><u>Reason mathematically</u> To develop skills of using linear and non-linear sequences in number and diagram form.</p> <p>To develop skills of using how to interpret algebraic notation including coefficients written as fractions.</p> <p>To develop skills of using known facts to derive other facts including algebraic expressions.</p> <p>To develop skills of using reason and use notations for lines and angles, recognising types of triangle, quadrilateral and other polygons.</p> <p><u>Solve problems</u> To develop ability to form and solve one step equations.</p> <p>To develop ability to solve problems in the context of perimeter, money, frequency trees and tables.</p> <p>To develop ability to bar modelling to represent situations.</p> <p>To develop ability to find the probability of single events including the use of Venn diagrams.</p>	<p>Topic will include formative and summative assessment:</p> <p><u>Number:</u> Place value and ordering; fractions, decimal, percentage equivalents; directed numbers; adding & subtracting fractions; application of addition, subtraction, multiplication and division in context.</p> <p><u>Algebra:</u> Sequences; understanding algebraic notation; manipulating algebra - simplifying expressions; substitution and solving one and two step equations</p> <p><u>Ratio, proportion and rate of change:</u> Converting metric units and use multiplicative relationships between known facts</p> <p><u>Geometry and measures:</u> Area of rectangles, triangles and parallelograms in context (including compound shapes); angle rules (straight line, at a point, vertically opposite, triangle and quadrilateral)</p> <p><u>Probability:</u> Understand and use set notation including Venn diagrams; introduction to frequency trees</p> <p><u>Statistics:</u> Median, mean, mode and range in context and interpret charts and graphs</p> <p>Develop fluency</p> <ul style="list-style-type: none"> • Consolidate and extend KS2 knowledge of the number system and place value • Select and use appropriate strategies to solve problems • Use algebra to formulate mathematical relationships • Use mathematical language, notation and properties <p>Reason mathematically</p> <ul style="list-style-type: none"> • Make connections between number relationships and algebra • Interpret numerical and algebraic problems explaining their choice of operation • Begin to reason deductively in geometry, number and algebra, including using geometrical constructions <p>Solve problems</p> <ul style="list-style-type: none"> • Develop knowledge through problem solving including multi-step problems • Begin to model situations mathematically • Select appropriate concepts, methods and techniques to apply to non-routine problems

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Science	<p>To experience and begin to gain understanding of the complex and diverse wonders of living organisms and the universe. We will also link this to the physical world by building up ideas of particles and the physical world. This will lay solid foundations for answering questions and creating investigations that allow us to suggest answers to questions.</p> <p>To develop curiosity about the natural world. The curriculum will develop insight into how science works and a full appreciation of its relevance to our everyday lives. To develop a solid understanding of key scientific terminology and be able to use it confidently.</p> <p>To explore big ideas of cells, living organisms, the universe and particles and begin to make links between them. Students will be allowed to be curious and ask questions about these big ideas.</p>	<p><u>BIOLOGY</u></p> <ul style="list-style-type: none"> • Cells - Studying the building blocks of life by exploring the structures of animal cells, plant cells, specialised cells and also how different cells in living organisms interact with one another. • Structure and Function of body systems - Exploring the basic systems that make up our human body. Students will explore how there are different levels of organisation in all living things. Students will investigate the orders of the musculoskeletal system, the circulatory system and the respiratory system. • Reproduction - Students are to study the basic ideas of puberty and sex education. As well as this, students will learn the anatomy of the reproductive organs, how fertilisation occurs as well as the menstrual cycle and pregnancy. <p><u>CHEMISTRY</u></p> <ul style="list-style-type: none"> • Particles and Atoms - This topic will lay the foundations for all of the future chemistry studied. Students are to discover what atoms are and how matter is composed in the three states of matter. Students will also learn the basics of how to write chemical formulae accurately. • Chemical reactions - During this unit students will learn that mass is conserved during reactions. Whilst also learning how to differentiate between physical and chemical reactions. Students will also be able to produce word equations and identify reactants and products from this information, whilst being able to identify some of the more common reactions. • Acids and Alkalis - Studying the basic principles of acids and alkalis and how we use them in everyday life. Students will carry out a series of investigations into the reactions of acids and alkalis and draw conclusions on its properties. <p><u>PHYSICS</u></p> <ul style="list-style-type: none"> • Forces - Students will gain understanding of the basic ideas that form our understanding of the world today. They will learn how forces have direction and size and will then explore examples of forces seen in the physical world around us. Students will practice drawing force diagrams and will analyse balanced and unbalanced forces to determine the motion that will result. • Motion and Pressure - This topic builds on the ideas of forces to explore the effects of forces on motion and on pressure. Students will use graphical and numeracy skills to analyse and quantify motion by drawing distance-time and velocity-time graphs. • Space - Exploring the wonders of the universe. Students will develop an understanding of the structure of our solar system, the various orbits we see in space as well as what they can expect to see in a night sky. Students will also learn some very basics about the sun, stars and galaxies. • Light and sound - This topic introduces the concepts of waves and the application of this knowledge to the phenomena of sound, light and colour. The students will learn about reflection, refraction and sound and then build upon this knowledge, learning how the ear and eye perceive different types of waves.

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<p>Religious Education</p>	<p>To experience the importance of being part of the Church and to reflect on what it means to be in the presence of the Holy Spirit today.</p> <p>To develop an understanding of God’s revelation and the way in which this has gradually unfolded through salvation history.</p> <p>To explore how Catholics live in relationship with others through dialogue and encounter with other Christian groups and through an exploration of Hinduism.</p>	<p>Note: from September 2023, students at Cardinal Heenan will begin to adopt the new Religious Education Curriculum: <i>To Know You More Clearly</i>, starting with Year 7.</p> <p>Term 1: Creation and Covenant. Prophecy and Promise. Students are welcomed into Year 7 by exploring the meaning and history of Cardinal Heenan, as they focus on identity and community as they learn about their new school. In the first unit, a distinction is made between general and special revelation, recognising Creation and the existence of human beings as one way in which all human beings can come to know God using their own natural reason. In the second unit, students will explore special revelation, introducing (or reintroducing) students to the significance of Sacred Scripture for Catholics.</p> <p>Term 2: Galilee to Jerusalem. Desert to Garden. The third unit focuses on Jesus Christ, the incarnation, and the Christian claim that in Christ is the fullness of God’s revelation. In this context, the doctrine of the Trinity is explored further, since the recognition of Jesus as very God by the early Church required a recognition of him as the eternal Son of the Father. The fourth unit focuses on the continued presence of Christ with the Church through the sacraments and the transformative effect of these sacraments on the lives of the faithful. The main emphasis for this unit is the Sacrament of the Eucharist, the ‘source and summit’ of the Christian life.</p> <p>Term 3: To the ends of the earth. Dialogue and Encounter. The final two units give students the last piece of God’s revelation through the sending of the Holy Spirit and the presence of this Spirit within the Church and the lives of individuals today. Students will explore the purpose and authority of Church Councils and how relationships with other Christian and non-Christian groups have developed opportunities for dialogue and encounter, for example with the Hindu community.</p> <p>Note: Topics will include formative and summative assessments and students will actively participate in a range of experiential activities.</p>

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Geography	<p><u>Locational Knowledge</u> To experience...different climates, cultures, demographics and geomorphology. To develop...an understanding of geographical similarities, differences and links between places through the study of human and physical geography To explore... locations on a national and global scale including regions within the UK and regions in Asia and Africa.</p> <p><u>Processes</u> To experience... physical and human geographical features of the world. For example, coastal morphology. To develop...an appreciation of how physical and human geographical features are interdependent. To explore... how processes bring about spatial variation and change over time.</p> <p><u>Geographical Skills</u> To experience...collection, analysis and communication with a data gathered through experiences. To develop...an understanding of how geographical information can be communicated through maps, numerical and quantitative skills. To explore... sources used to interpret geographical information including maps, diagrams and photographs.</p>	<p>The focus of the year 7 geography curriculum is based on core principals of geography, expanding local, regional and global location knowledge and understanding key geographical processes</p> <p><u>Fantastic Places</u> - The year 7 experience starts by learning about what geography is and why it is important in their lives. We then spend time looking at many fantastic places around the world to create awe and wonder and build up students' knowledge of the world.</p> <p><u>Exploring the UK</u> – Students begin their exploration of the fantastic city of Liverpool and its development as an urban area. Students will learn about Liverpool's deindustrialisation and regeneration and how it has shaped the character of the city. This will lead on to the study of the human and physical characteristics of the UK, its industries and culture.</p> <p><u>Coasts</u> - The topic aims to develop the student's knowledge of the UK further with a specific focus on the physical landscape coasts. This allows students to learn about the processes that shape our coastline and the human impact and management of coastlines both in the UK and further afield.</p> <p><u>Weather & Climate</u> – Developing on from our coastal study students will understand how the weather plays a part in coastal areas and is a significant part of our daily life. During this unit of work the students will learn the processes of weather such as types of rainfall, anticyclones and fronts. They will understand how we measure weather and develop skills in using a variety of presentation techniques used to present weather data such as climate graphs. The topic zones in on different climates around the world such as hot deserts in the Middle East and cold environments in Antarctica.</p> <p><u>Volcanoes</u> – Students will complete year 7 being introduced to tectonic processes. Investigating the causes of volcanoes, why people choose to live in these regions of the world and the impacts that volcanic hazards have on a local and international scale. This unit feeds into year 8 where the students will look at earthquakes.</p>

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<p>History</p>	<p>To know and understand To explore the history of these islands from Medieval to Stuart Britain. To develop an understanding of how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. To experience an insight into the Medieval and Early Modern British civilisations, characteristic features of past societies and the achievements and follies of mankind. The ‘Meanwhile, Elsewhere’ studies enable pupils to place their local and national history studies in a more global context and appreciate how seemingly isolated events far away can often have far reaching and long-term significance in shaping our world and in helping us to more fully understand the society we live in today.</p> <p>To gain and deploy historically grounded abstract terms and concepts Terms such as ‘empire’, ‘civilisation’, ‘hereditary’, ‘mandate’, ‘parliament’, ‘democracy’, ‘peasantry’, ‘reform’ and ‘tyrant’ are explored. The historical concepts of change and continuity, cause and consequence, similarity, difference and significance are all explored and used to make connections, draw contrasts, analyse trends, frame historically valid questions and develop structured accounts, narratives and analyses.</p> <p>To experience the methods of historical enquiry, explore how evidence is used to make historical claims and to develop historical perspectives by placing developing knowledge into different contexts. Pupils explore key monarchs who shaped Medieval and Early Modern England in both the short and long-term. They explore long-term significance, for example, through the Magna Carta. Pupils explore historical interpretations and sources of evidence to gain an understanding of the various reasons for William the Conqueror’s success and apply this understanding to construct their own substantiated perspectives. Pupils gain knowledge, demonstrate understanding and reach judgements on the utility of sources and significance of events taking into account the concepts of social, political, economic, religious, and military history within short and long term timescales.</p>	<p>Topics will include formal and summative assessment. Case study 1: What is history? What skills do historians use when handling the past? Case study 2: ‘The Normans brought a truck load of trouble to England’. How convincing is historian Simon Schama’s interpretation?</p> <ul style="list-style-type: none"> • Who had the strongest claim to England’s throne in 1066? Why was it William who ultimately succeeded? • What changes did the Normans bring to: rule, society, castles, church, law? <p>Case study 3: What was Church, state and society like from 1066-1485? How convincing is historian Ian Mortimer’s interpretation?</p> <ul style="list-style-type: none"> • Exploring the life of a peasant, life in a ‘Medieval’ town, role of the Church and the changing balance of power including the character of tyrant kings, the significance of the Magna Carta and the rise of the power of the people. <p>Case study 4: How significant were the Tudors in shaping English Church, state and society?</p> <ul style="list-style-type: none"> • Begin by exploring the cause and consequence of the Wars of the Roses, investigating what happened to the Princes in the Tower and the significance of the Battle of Bosworth field. • Evaluating the cause of consequence of the Reformation in England and how far can it be argued that reigns of Henry VIII, Edward VI and Mary I constitutes as a ‘mid-Tudor crisis’. <p>Evaluating similarities and differences with England’s experience compared to the Song Dynasty, Mali Empire, Mongol Empire, Mali Empire, Khmer Empire, Lodi Empire, Medici Empire, Russia. Exploring black history through the case study of Diego, ‘The Black Tudor’ and LGBTQ+ history through the case study of Da Vinci and Britain’s Heroes of the Holocaust.</p>

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<p>MFL</p>	<p>Listening and responding to the spoken language</p> <p>To experience listening to a range of speakers from across the Spanish-speaking world talking about themselves and expressing opinions about a range of topics.</p> <p>To develop an increasingly confident and accurate accent in the target language, pronouncing words and sounds clearly and confidently.</p> <p>To explore the cultural difference between England and Spain, as well as other Spanish speaking countries and to understand how the sounds of the spoken language change from country to country.</p> <p>Reading and responding to the written language</p> <p>To experience reading a range of texts written for different purposes (emails, blogs, text messages, poems, songs) in Spanish.</p> <p>To develop the skills necessary to tackle texts of varying length and complexity in order to find required information and work out the meaning of unfamiliar language.</p> <p>To explore the similarities and differences between the written form of English and Spanish, from spelling to punctuation.</p>	<p>Mi vida: Spanish phonics and pronunciation; greeting people and introducing yourself; talking about birthdays and saying how old you are; describing your personality and the personality of others; talking about your brothers and sisters; talking about pets and using adjectives to describe them.</p> <p>Mi tiempo libre: Expressing and justifying opinions using a greater range of adjectives; talking about preferred free time activities; using the present tense of regular <i>_AR</i> verbs; talking about the weather and using <i>cuando</i> as a conjunction; naming sports and using adverbs of frequency to talk about how often you do various activities.</p> <p>Mi instituto: Naming school subjects and using <i>_AR</i> verbs with increasing confidence; using a wider range of opinion phrases and understanding the use of <i>me gusta(n) + infinitive</i>; using <i>hay</i> and <i>no hay</i> to talk about school facilities; using <i>unos/unas</i>; talking about break time activities; using regular <i>_ER/_IR</i> verbs in the present tense.</p> <p>Topics will include formative and summative assessment of listening, speaking, reading, and writing.</p> <p>Listening & responding to the spoken language</p> <ul style="list-style-type: none"> • listen to a variety of forms of spoken language to obtain information and respond appropriately • transcribe words and short sentences that they hear with increasing accuracy • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation <p>Reading & responding to the written language</p> <ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

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<p>Computing</p>	<p>The aim of the Computing curriculum is to provide pupils with opportunities to develop as computer scientists who are confident in their use of IT and are digitally literate.</p> <p>Our aim is that all pupils experience and develop the following skills:</p> <p>Computer Science</p> <ul style="list-style-type: none"> • use diagrams to express solutions (algorithms) • can analyse problems in computational terms, and are given opportunities for repeated practical experience of writing computer programs in order to solve such problems. This year pupils will gain this experience using block the based programming languages Scratch and Kodu. <p>Information Technology</p> <ul style="list-style-type: none"> • can collect, organise and present data and information in digital content. • make judgements about digital content when evaluating and repurposing it for a given audience <p>Digital Literacy</p> <ul style="list-style-type: none"> • Explore the social and moral implications of information and communication technology and are responsible, competent, confident and creative users of information and communication technology. Pupils will learn a variety of skills including how to search the internet effectively and keep themselves safe whilst using the internet and social media. 	<p>Topics: Fundamentals of Computing, Binary, E-Safety, Scratch (Coding), Repeating Patterns (Image editing), Shakespeare Comic Strip (Macbeth), Pivot Stick (animation), Spy School (Spreadsheets), Analysing data and Asking Questions (Database), Kodu (Coding)</p> <p>Algorithms and programming</p> <ul style="list-style-type: none"> • Flowcharts • Gains repeated experience in using block-based programming languages to solve a problem <ul style="list-style-type: none"> ○ Declares and assigns variables. ○ Designs algorithms that use loops and selection (Block based programming language) ○ To solve problems ○ Designs solutions by decomposing a problem into sub-problems <p>Data and Data Representation</p> <ul style="list-style-type: none"> • Data types, data in tables • Difference between data and information. • Filters to perform searches, complex searches using Boolean and relational operators. • Why computers use binary • Binary addition • Binary/denary conversion <p>Hardware and Processing</p> <ul style="list-style-type: none"> • Uses of hardware • Uses of software • Computer architecture (components) <p>Communication and Networks</p> <ul style="list-style-type: none"> • Using search engines effectively • Responsible use of technologies and online services, and knows a range of ways to report concerns. <p>Information Technology</p> <ul style="list-style-type: none"> • Uses a variety of software to manipulate and present data and information combining software packages and internet services to achieve a goal • Makes improvements to solutions based on feedback, commenting on success • Collects, organises and presents data and information in a variety of software • Audience awareness (designing, creating, evaluating)

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<p style="text-align: center;">Art</p>	<p>To experience</p> <ul style="list-style-type: none"> • Building on experience knowledge and understanding from KS2 to widen range of techniques and materials/ develop historical, contextual and critical understanding of context of their own work. <p>To develop</p> <ul style="list-style-type: none"> • Introduce formal elements: line, shape, form and tone, perspective, pattern, colour theory. • A working subject specific vocab, which they can use confidently both oral and written. <p>To explore</p> <ul style="list-style-type: none"> • Using portraiture and the environment to develop drawing, painting and printing skills. How to apply the formal elements through a range of materials. To evaluate the work of others to develop and apply key aspects to our own work. • Task will firstly introduce key elements and then build and deepen understanding through planned revisiting and extension of key skill, materials and themes. • Students learn to engage in a constant conversation about how their art develops and improves. • Real life application of the curriculum and possible career pathways 	<p>Topics will include formal and summative assessment.</p> <p>Exploring Ideas</p> <ul style="list-style-type: none"> • Peter Blake – who I am? • My environment- Buildings/street scenes/built vs nature/ Draw your own house <p>Range of techniques and media/ Using different materials</p> <ul style="list-style-type: none"> • Craig and Carl/pop art/paint/pattern • Peter Blake/collage • Chuck Close/pattern • Portraiture/ Line / shape/ form / tone- leading to print • One-point perspective/ How to draw a landscape • Painting/colour theory/landscapes/ Applying colour to show distance • Applying paint to landscape/ Shading with paint • Two-point perspective <p>Analyse and evaluate</p> <ul style="list-style-type: none"> • Set 3 assessment points- drawn, evaluated and reworked: Bottle, Shoe Pots and tape • What gives an Artist a ‘Style’? How can this influence our own work?? How can this be developed? How can this be applied to my own work? <p>History of art, craft, design and architecture</p> <ul style="list-style-type: none"> • Craig and Carl/pop art • Peter Blake/collage • Chuck Close/pattern • Liverpool landmarks • Van Gogh interiors • Primary colours intro to painting • Secondary colours/colour wheel • Van Gogh Starry Night

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Drama	<p>Creating To experience different types of approaches to creating and devising such as improvisation and responding to stimulus. To develop an understanding of physical skills such as body language, facial expression, gait and gesture. To develop an understanding of vocal skills such as tone, pitch pace, intonation and inflection. To explore drama techniques and how they can support creatively expressions ideas and opinions. To explore theatrical styles and their qualities To explore personal and social skills such as teamwork, creativity, time management and leadership.</p> <p>Performing To experience performing as an ensemble to an audience. To develop awareness of stage presence and stage areas. To develop confidence and presentation skills. To explore portraying a role that is starting to be different to themselves. To experience live theatre through trips and visits</p> <p>Evaluating Pupils will experience different means of assessing and evaluating theirs and others work. Pupils will explore identifying rehearsal and performance strengths and start to support their answers with examples. Pupils will start to develop their ability to identify drama areas of improvement and support their answers with examples. Pupils will develop their ability to set personal short term subject specific targets</p>	<p>Topics will include formative assessment of creating and performing .</p> <p>Topics Pupils will explore</p> <ul style="list-style-type: none"> • An actor’s toolkit- An introduction to physical and vocal performance skills and their application to performance work. Schemes explored: • Voice in Performance • Silent Movies <p>Creating</p> <ul style="list-style-type: none"> • Exploring and developing characterisation skills • Developing role play within devised and scripted performances • Responding to a range of stimulus such as poems, quotes and texts • Developing oracy and communication skills through exploration of texts and stimulus • Leadership roles during rehearsal and devising tasks • Creative/imaginative thinking to explore and develop material, viewpoints and style. <p>Performing</p> <ul style="list-style-type: none"> • Use of blocking and stage directions to support a final performance • Audience awareness and interaction • Communicating relationships between actors, characters and the audience <p>Evaluation</p> <ul style="list-style-type: none"> • Identification and analysis of drama skills and their effectiveness • Exploration of the role and structure of feedback • Using self and peer assessment to evaluate progress

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Music	<p><u>Performance</u> To experience performing solo and within an ensemble on a variety of instruments including voice. To develop musical skills such as timing, instrumental technique, pitch, voice control, tuning and articulation. To also develop social skills such as leadership within a group, independence and communication. To explore a variety of genres and their context. To understand instrumental techniques. The opportunity to engage with extra curricula music, instrumental lessons, choir and band.</p> <p><u>Listening</u> To experience music from a variety of cultures and genres including Classical music, World music and Pop music. To develop an understanding of key terms and theory including graphic notation, simple rhythm notation including crotchets, minims, semibreves and quavers and monorhythms /polyrhythms. To have a secure knowledge of the elements of music and to be able to correctly use them in context. To explore musical traditions and techniques from a variety of cultures. To investigate the role of music within different societies. Explore composer use of the key elements such as tempo, dynamics, timbre and pitch. To learn and experience a variety of instrumental ensembles including orchestras and rock groups.</p> <p><u>Composing</u> To experience different types of musical notation and compositional techniques such as rhythm notation, graphic score and staff notation. To experience group composition of polyrhythms and graphic scores, solo composition of rhythm pieces and pentatonic tunes. To use software to write and compose music using samples and loops. To develop their ability to express themselves and to be able to use appropriate musical and notational devices. Develop their knowledge of key musical elements, instruments and musical theory. To explore musical notations and theory. To explore how atmospheres are created through manipulating musical elements.</p>	<p>Autumn Term <u>Baseline assessment & Elements of Music</u> Students will discuss their experience of music prior to starting at Cardinal Heenan and standards and expectations for practical lessons are set. What are the musical elements and how do we recognise them? Students then have the opportunity to sing and use their voices with confidence focussing on pitch and tempo. <u>Performance Skills (Keyboard)</u> Students are introduced to the notes of a keyboard and have the opportunity to recognise them. Students learn how to play ‘In the Jungle’ using the correct finger placement. Every student has the opportunity to perform with confidence.</p> <p>Spring Term <u>Instruments of the Orchestra</u> Focussing on the element of music ‘timbre’, students explore the Orchestra families and the different instruments within them. They have the opportunity to understand how different instruments sounds and are played. Students learn to perform the classical piece ‘Ode to Joy’. <u>Rhythm and Notation</u> Focussing on the element of music ‘duration’, students explore note lengths through staff notation and graphic scores. Working in small ensembles, students compose their own rhythms to perform.</p> <p>Summer Term <u>Sea Shanties</u> Year 7 will gain an understanding through context and listening of the traditional folk genre. This will be linked to the city of Liverpool. Students will use their voice to sing the popular Sea Shantie ‘Wellerman’, they will also have the opportunity to perform this on the keyboard. <u>An Introduction to Samples & Loops</u> Year 7 are introduced to the online software Band Lab for Education. They will work on composing and producing their own structured piece of music using samples and loops from the programme.</p> <p>Formative Assessment During formative and summative assessments students will focus on four areas; knowledge, performance, listening and composition.</p>

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Design Technology	<p>To experience</p> <ul style="list-style-type: none"> Studying Design and Technology includes the use of a range of knowledge, skills, and understanding, and prompts engagement in a variety of activities. Pupils design and make products that solve real and relevant problems within a set context. Pupils gain a knowledge and understanding of 5 categories of materials. Their properties and application. Demonstrating progress through two assessments and various tasks requiring pupils to demonstrate knowledge and consolidating prior learning. make high-quality prototypes and products for a range of users To broaden the DT curric. to include a knowledge of more 3D elements <p>To develop</p> <ul style="list-style-type: none"> Pupils will develop a range of techniques to communicate design ideas. Begin to critique, evaluate and test their ideas and products and the work of others A working subject specific vocab, which they can use confidently both oral and written. <p>To explore</p> <ul style="list-style-type: none"> Pupils will explore the specific category of materials developing a knowledge and understanding of their working properties. Real life applications of the curric. And possible career pathways 	<p>Topics will include formative and summative assessment.</p> <p>Design, Make, Evaluate</p> <ul style="list-style-type: none"> Hardwood, softwood Natural and manufactured timbers MDF box Material properties Bike activity Animal textiles Man-made textiles How is it made? <p>Natural and manufactured timbers</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> Introduction to paper and board Paper and board properties and uses Natural and manufactured timbers Introduction to metals and alloys Bike activity NNT metals and alloys Introduction and properties of polymers Introduction to textiles Man-made textiles Natural and manufactured timbers

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Food	<p>To experience</p> <ul style="list-style-type: none"> • Good food & personal hygiene <p>To develop</p> <ul style="list-style-type: none"> • Confidence using a range of cooking methods when making both savoury & sweet dishes • Basic knife skills to ensure safe preparation of a food product • Awareness of what constitutes a healthy balanced diet • Skills in following cooking instructions to make a food product • Knowledge of how food poisoning can occur <p>To explore</p> <ul style="list-style-type: none"> • Decorative techniques when presenting a food product • Correct methods to conduct cooking methods such as boiling, baking & frying 	<p>Topics will include formative and summative assessment.</p> <p>Health & Nutrition</p> <ul style="list-style-type: none"> • The Eatwell guide • 5 Key nutrients • Healthy eating guidelines <p>Food Hygiene & Safety</p> <ul style="list-style-type: none"> • Food storage & hygiene • Cross-contamination • Food poisoning <p>Food Provenance</p> <ul style="list-style-type: none"> • Where does our food come from? • Frozen & fresh food produce <p>Cooking methods</p> <ul style="list-style-type: none"> • Boiling • Frying • Baking <p>Practical skills</p> <ul style="list-style-type: none"> • Basic knife skills (the bridge & the claw method) • Preparing a sweet & a savoury product • Accurately weighing out ingredients using electronic scales • Mixing to combine ingredients • Seasoning a savoury product • Decorative skills – piping, garnishes, etc.

Subject	Aims and purpose/Intent	Content Summary
Physical Education	<p>To Experience</p> <ul style="list-style-type: none"> ● Performing in a broad range of activities ● Performing in competitive sports and activities ● Tactics and strategies will be taught to overcome opponents in direct competition in both team and individual games. ● Analyse performances and demonstrate improvement to achieve personal best ● Performing at maximum levels, replicating skills accurately and outwitting opponents in game situations. <p>To Develop</p> <ul style="list-style-type: none"> ● Resilient performers over a period of sustained activity and duration. Develop technique and improve performance in sports and games. ● Lead an active and Healthy Lifestyle. ● Take part in Leadership activities which present challenges to encourage working as a part of a team and developing skills to enhance leadership skills. <p>To Explore</p> <ul style="list-style-type: none"> ● Outdoor and adventurous activities which present challenges and encourage team work. ● Take part in competitive sports with links to outside community sports clubs 	<p>Our pupils should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Students will develop this understanding through a rotation of activities and working through My Personal Best Programme</p> <p>My Personal Best</p> <p>This is ME – Believing in myself. We look to raise aspirations while developing our pupil's personal skills and behaviour.</p> <p>In year 7 we look at key principles that underpin My Personal Best: Believing in Myself. Skills targeted are: resilience, responsibility, self-motivation, integrity and self-management.</p> <p>These personal skill developments will be taught through a broad range of activities and competitions:</p> <ul style="list-style-type: none"> ● Athletics/ X Country/ Healthy for Life/ Gymnastics ● Football/ Rugby/Cricket/ Basketball/ Handball/ Dodgeball ● Healthy for Life Programme nutrition, training programmes, fitness tests <p>The boys will also experience competition through Inter-form in activities such as: x country, football, badminton, table tennis, dodgeball, cricket, short tennis</p>

Developing Leadership

Subject	Aims and purpose/Intent	Content Summary
<p>Careers</p>	<p>To understand why their personal skills and qualities are useful for their future career. To know what skills are and practise demonstrating them. Gatsby (1 & 3)</p> <p>To develop revision techniques on which factors can have a positive or negative impact on their grades, resulting in increasing opportunities for future employment. Gatsby (1 & 3)</p> <p>To explore what their dream job is, looking into their top 3 career paths which they are interest in and how to achieve them. Gatsby (1, 2, 3, 4, 5, 6, 8)</p>	<p>What are skills? PowerPoint of Good and Bad skills and a prompt on identifying skills Supporting PSHE careers section Assembly/ Workshop</p> <p>Revision Good vs Bad Support PSHE revision before assessment week Assembly</p> <p>What is your dream job PP PSHE career booklets</p> <p>Unifrog careers library School staff to speak to pupils inform about the steps taken to achieve their career goals.</p>
<p>Charity and Service</p>	<p>To understand servant leadership and the moral imperative to serve and share</p> <p>To develop an attitude of gratitude and a commitment to service and charity</p> <p>To explore/experience serving others in settings in and out of school and promoting a better and more just society through service and charity</p>	<p>Charity events – including raising money for CAFOD, The Royal British Legion, the Christmas food hamper appeal</p> <p>Supporting Zoe’s Place Baby Hospice (Year group charity)</p> <p>Collections for the Nugent Food bank markets</p> <p>Assemblies and workshops from outside speakers</p>

Subject	Aims and purpose/Intent	Content Summary
Spiritual Formation	<p>To understand more about their own spiritual tradition and that of others, to understand the spiritual roots of the school and its founder</p> <p>To develop as critical thinkers as they reflect on their place in the world. Philosophical questions of human existence and Christian answers to the questions.</p> <p>To explore/experience the sources and interpretations for our knowledge of the past</p>	<ul style="list-style-type: none"> • Chapel – provision for reflection for pupils, time spent in curriculum and non-curriculum time in the chapel • Collective Worship – daily, based on a theme for the week which challenges • Community Advent service • Lent services • Weekly Mass (Wednesday) and involvement of local clergy • Welcome Mass • Retreats • Liverpool Catholic Schools’ Cathedral Mass • Good Shepherd Mass • West Derby Learning Network Mass

Subject	Aims and purpose/Intent	Content Summary
<p>PSHE</p>	<p>We firmly believe that a meaningful PSHE curriculum is the key to students becoming confident, tolerant and well-rounded adults. Our intention is that, when students progress through their journey at Cardinal Heenan, they do so with the knowledge, understanding and emotions to be able to play an active role in today's society.</p> <p>To understand:</p> <ul style="list-style-type: none"> • the importance of having high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. • how to keep themselves and others safe and healthy in all its form. • democracy, government and law. • their place in society as responsible citizens. <p>To develop</p> <ul style="list-style-type: none"> • a confidence in sharing their own thoughts and opinions with others. • skills and attributes to keep themselves healthy and safe. • an attitude of a responsible global citizen. • tolerance of others' beliefs, religions and life choices. To build positive, respectful relationships with other people. <p>To explore:</p> <ul style="list-style-type: none"> • a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, students can build up tolerance, resilience and a sense of responsibility of being a global citizen. From engagement with a variety of interactive and discussion-based resources, students can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves. 	<p>Topics:</p> <ul style="list-style-type: none"> • Transition to secondary school and personal safety in and outside school, including first aid • Mental Health and Wellbeing: identifying low mental health and mental health illness, strategies to maintain and develop positive mental health and wellbeing. • Developing skills and aspirations: Careers, teamwork and enterprise skills, and raising aspirations • Diversity: Diversity, prejudice, and bullying • RSE Healthy routines, influences on health, puberty, unwanted contact • Building relationships Self-worth, romance, friendships and families (including online) and relationship boundaries • Financial decision making Saving, borrowing, budgeting and making financial choices