



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

Year 7 Curriculum and Assessment Guidance for Pupils and Parents

2017 - 2018

Nurturing today's young people,
inspiring tomorrow's leaders.

Summary

Our aim at Eden Boys School is simple – we want to provide the best possible education for you in the most secure Islamic environment.

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to aim for the best possible standards in your studies; both at home and in school, as well as work to your full potential in all your subjects.

This summer, the reformed GCSEs in the new 9-1 grading were taken by pupils in English Language, English Literature and maths. Over the next few years, the Government will continue to introduce new GCSE courses that all pupils will complete. These GCSE courses will have much more content and longer, tougher exams. They will also no longer be graded using the A*-G system. Instead, a new system of grading with numbers will be used.

In addition, the Government is making it harder to achieve a 'strong pass' – so you will need to get more marks to achieve the new Grade '5' – which replaces the old Grade 'C'.

As a result of these changes to GCSEs, last year we introduced a new grading system for all pupils – from Year 7 to Year 11. These new grades will have Grade '9' as the highest grade and Grade '1' as the lowest grade. The new grades will be used to:

- Set targets in every subject.
- Assess and grade your work in classwork, homework and in regular tests.
- Report on your progress in the report cards we send home every half-term.

This booklet explains what the new grades mean and how you will progress through the learning journey in each of your subjects.

New GCSEs and New Grading

The table below shows how the new 9 - 1 grades compare with the 'old' A* - G grades:

New GCSE grade	Old GCSE grade	Notes
9	A*	A grade 9 is a high A*.
8	A*/A	A grade 8 is a low A* or high A.
7	A	A grade 7 is a low or mid A.
6	B	A grade 6 is a high B.
5	B/C	A grade 5 is a low B or high C. This is the minimum grade for a 'strong pass'.
4	C	A grade 4 is a low or mid C.
3	D/E	A grade 3 is a D grade or high grade E.
2	E/F	A grade 2 is a low grade E or high grade F.
1	F/G	A grade 1 is a low F or G grade.

What grade do I need in the new GCSEs?

To match our country's GCSEs with the best education systems in the world, the Government has raised expectations of what counts as a 'strong pass'. In the new GCSEs:

- A grade '5' is needed to achieve a 'pass'. Pupils who previously achieved a low grade 'C' would only receive a Grade '4' in the new system, so this means that it will be harder for pupils to achieve a 'pass' in the new GCSEs. As a result, the number of pupils nationally who achieve a 'strong pass' is expected to drop. At our school, we will be working hard so that all pupils can aim to achieve at least a grade '5' in their GCSEs.
- At least a grade '6' is needed if you wish to study A Level courses after their GCSEs. For some A Level courses, a grade '7' is needed.
- Only the very, very brightest pupils will get a Grade '9' in each subject.

How will the new grading system affect each year group?

Last year, we are also introduced a new single grading system for all pupils. The information below explains how the new single grading system applies in Year 7.

How the Grading System Works in Year 7

- 9-1 grades are used – the highest possible grade is a Grade '4'.
- Sub-grades a, b, c are used, so the highest possible grade in Year 7 is '4a' and the lowest is '1c'.
- In each subject, a target is set for the end of the year.
- For each subject, the half-termly report card will predict what the pupil will achieve at the end of the year.
- At the end of Year 7, a pupil of average ability should achieve Grade '2a'. A pupil achieving a Grade '2a' is on course for a Grade '5' at the end of their GCSE.
- At the end of Year 7, a pupil of high ability would achieve Grade '4c' or above.

What grade is expected at the end of each year?

Based on your primary school results, progress in the previous year and overall ability level, you will be set a challenging target for each subject at the start of the year.

In Year 7, you will be set a target for the end of the year.

The chart below shows how you should progress during Year 7 and Year 8 – to achieve success in your GCSEs.

End of KS2 Level (OLD)			Y7 Starting Grade (NEW)	Y7 Target Grade	Y8 Target Grade	'Old' GCSE Target	'New' GCSE Target (Y9+)
Reading	Maths	R&M Ave					
119	113	116	4c	4a	5b	Secure A*	9
115	111	113	3a	4b	5c	A/A*	8
109	109	109	3b	4c	4a	Mid A	7
103	106	104.5	3c	3a	4b	Low A	7
100	103	101.5	2a	3b	4c	High B	6
97	100	98.5	2b	3c	3a	Secure B	6
93	95	94	2c	2a	3b	Low B	5
87	92	89.5	1a	2b	3c	High C	5
86	88	87	1b	2c	2a	Mid C	5
85	85	85	1c	1a	2b	Low C	4
80	80	80	-	1b	2c	D	3

How will my progress be reported during the year?

During the year, you will complete regular tests in each of your subjects. These tests will help the teacher to predict the grade you will achieve at the end of the year.

At the start of each half-term, we will send a report card home. For each subject, the report card will show:

- The target grade** - this is the grade you should aim to achieve in the subject by the end of the year.
- The predicted grade** – this is the grade your teacher thinks you will achieve in the subject at the end of the year (based on your current progress).
- These grades will use the new 9-1 grading system.

Year 7

Learning Journey in:

English

Mathematics

Science

Arabic

French

History

Geography

Computer Science

Religious Education

PSHE

Art

PE

Drama

*Please note the long term plans are subject to change.

English Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (6 wks)	Summer One (6 wks)	Summer Two (7 wks)
Key Skills	Writing: AO5, AO6 AO5 – Content AO6 – Technical accuracy + SPaG	Reading: AO1, AO2, AO3 AO1 – Quotations AO2 – writer’s use of language & structure AO3 – Context	Writing: AO5, AO6 AO5 – Content AO6 – Technical accuracy + SPaG	Reading: AO1, AO2, AO3, AO4 AO1 – selecting information AO2 – writer’s use of language & structure AO3 – Comparison of writers’ ideas AO4 – Critical analysis	Writing: AO5, AO6 AO5 – Content AO6 – Technical accuracy + SPaG	Spoken Language: AO7, AO8, AO9 Presentation and Q&A
Key Content	Skilling Up(W)	War & Conflict Poetry (R)	The Boy in the Striped Pyjamas (W)	Exam Preparation: fiction Q1-4 (R)	Exam Preparation: fiction Q5 (W)	Shakespeare – Romeo and Juliet (SL)
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Democracy – war poetry Freedom of religion – war poetry, key themes The rule of law – White British Christian Law, Warped sense of ‘law’ in Holes, Law of God, WW1, WW2, class status Freedom of choice – Choice to stay at ‘The Landlady’, war poetry – kamikaze pilot, propaganda Freedom of thought – soldier’s thoughts and emotions in war poetry Freedom of association – war poetry, extracts in skilling up Tolerance and respect – Narnia extract, war poetry, divide Social responsibility – become better individuals – Holes, war poetry Equality for all – not apparent in Holes, lack of in war poetry Fairness and liberty – not apparent, lack of due to the feud		Democracy – in war, through extracts Freedom of religion – Judaism forbidden, in war, through extracts The rule of law – White British Christian Law, through extracts Freedom of choice – Bruno, to participate in war, lack of choice – forced, through extracts Freedom of thought – Bruno and Shmuel, through extracts Freedom of association – Association to war, Bruno and Shmuel, through extracts Tolerance and respect – Lack of tolerance respect for religion. Tolerance and respect found in children, in war, through extracts Social responsibility – become educated, through extracts Equality for all – between religion, through extracts Fairness and liberty – not apparent, lack of due to the feud		Democracy – Prince and the laws of Verona, laws of the rich Freedom of religion – through extracts The rule of the law – Prince Freedom of choice – Romeo and Juliet choose to disobey their families and marry with tragic consequences, through extracts Freedom of thought – Capulets Vs Montagues, through extracts Freedom of association - Romeo and Juliet choose to disobey their families and marry with tragic consequences, through extracts Tolerance and respect – lack of between the two families and their friends, through extracts Social responsibility – Prince of Verona, through extracts Equality for all – Prince of Verona, through extracts Fairness and liberty – not apparent, lack of due to the feud, through extracts	
Key Assessment Objectives and Suggested Assessments	Homework MP1: Writing Task - Descriptive/Narrative (not graded) MP1: Writing Task - Descriptive/Narrative (not graded) MP2: Writing Task - Descriptive/Narrative (not graded) End Assessment: Writing - Descriptive/ Narrative question: AO5, AO6 (graded)	Homework MP1: Reading Task - poetry (not graded) MP1: Reading Task - poetry (not graded) MP2: Reading Task - poetry (not graded) End Assessment: Reading - Poetry based question: AO1, AO2, AO3, AO4 (graded)	Homework MP1: Writing Task -Non-fiction (not graded) MP1: Writing Task -Non-fiction (not graded) MP2: Writing Task - Non-fiction (not graded) End Assessment: Writing - Non-fiction question: AO5, AO6 (graded)	Homework MP1: Reading -Language practice question (not graded) MP1: Reading -Language practice question (not graded) MP2: Reading -Language practice question (not graded) End Assessment: Reading Paper: AO1,, AO2, AO3, AO4 (graded)	Homework MP1: Writing - Language Practice question (not graded) MP1: Writing -Language practice question (not graded) MP2: Writing -Language practice question (not graded) End Assessment: Writing Paper: AO5, AO6 (graded)	Homework MP1: Spoken Language - Presentation task (not graded) MP1: Reading practice question (not graded) MP2: Reading practice question (not graded) End Assessment: Spoken Language – Presentation task: AO7, AO8, AO9 (graded)

English Long Term Plan | Year 7 | 2017-18

Suggested Assessment	Descriptive or Narrative Writing Task	Poetry based question	Writing to present a viewpoint writing task	English Language, Paper 1, Reading Section	English Language, Paper 1, Writing Section	Paired presentations Critical analysis of play/ Drama
Feedback Suggested Assessment	Feedback: Aut2 Wk2	Feedback: Spring 1 Wk2	Feedback: Spring 2 Wk2	Feedback: Summer 1 Wk2	Feedback: Summer 2 Wk2	Feedback: Summer 2 Wk2
Websites to help my learning: http://www.bbc.co.uk/schools/ks3bitesize/English/ http://www.englishbiz.co.uk/ www.bbc.co.uk/news http://www.channel4learning.com/support/websites/english.html http://www.channel4learning.com/sites/waywithwords/index.html				Visits to places that can help my learning: Plays – theatre, sporting events, libraries		

Mathematics Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Confidence, Develop Fluency, Reason Mathematically & Problem Solving					
	S1 Handling Data N1 Number	A1 Algebra N2 Number	N3 Number P1 Probability	R1 Ratio & Proportion	G1 Geometry A2 Algebra	G2 Geometry
Key Content	S1 Analysing & Displaying Data N1 Number Skills	A1 Expressions, Functions & Formulae N2 Decimals & Measures	N3 Fractions P1 Calculating with Probability	R1 Ratio, Proportion & Scale	G1 Lines and Angles A2 Sequences & Graphs	G2 Transformations
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	The Qur'aan and Mathematics Scholars e.g. Al-Khwarizmi, Diophantus Use of statistics in the media, census data Use of different units of measurement in other cultures.		Currencies of different countries & conversions Egyptian fractions Application of probability in risk and gambling		Islamic Art and Culture Rangoli Designs & Mandalas Special sequences; Fibonacci & Pascal's triangle	
Key Assessment Objectives and Suggested Assessments	Half-term test - S1	End-of-term test (Cumulative) - S1, N1 & A1	Half-term test (Cumulative) - S1, N1, A1, N2 & N3	End-of-term test (Cumulative) - S1, N1, A1, N2, N3 & P1	EOY exam	Half-term test (Cumulative) - S1, N1, A1, N2, N3, P1, R1, G1, A2 & G2
Websites that can help my learning: www.mymaths.co.uk www.nrich.maths.org.uk www.mathsisfun.com www.vle.mathswatch.com/vle/ www.youtube.co.uk (Khan Academy)				Visits to places that can help my learning: Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

Science Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Scientific enquiry, techniques & procedures	Make judgements & draw conclusions	Scientific enquiry, techniques & procedures	Develop & improve experimental procedures	-Mathematical calculations & data analysis	Critical thinking
Key Content	<p>Introduction to science - safety in the laboratory, use of laboratory equipment.</p> <p>Cells - Microscopes, Plant and animal cells, unicellular organisms.</p> <p>Space - Night sky, Solar system, Earth & Moon, Satellites.</p>	<p>Reactions - Chemical reactions, Equations, Endothermic & exothermic reactions, combustion.</p> <p>Light - reflection, refraction, eye & camera, colour, light effects.</p>	<p>Body systems - Skeleton, breathing, gas exchange, Antagonistic muscles.</p> <p>Elements, atoms & compounds - Chemical formulae, elements, reactions, atoms, making compounds.</p>	<p>Acids and Alkalis - pH, Indicators, Antacids, Neutralisation, Making salts.</p> <p>Particles and their behaviour - Particle model, states of matter, melting, boiling, diffusion, gas pressure.</p>	<p>Forces - balanced/unbalanced forces, Measuring forces, friction, drag</p> <p>Revision</p> <p>Reproduction - Changes at puberty, Adolescence, Male & female reproductive organs.</p>	<p>Reproduction - fertilisation, implantation, development of Foetus, birth</p> <p>Sound - waves, loudness & pitch, echoes, ultrasound.</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	SMSC – Spiritual development relating to creation. FBV – Freedom of thought relating to theories surrounding the creation as well as the Big bang.		SMSC – SMSC themes surrounding puberty & physical development FBV – Equality, tolerance, social responsibility surrounding reproduction		SMSC – Social & Spiritual development relating to creation. FBV – Freedom of thought relating to theories surrounding the creation as well evolution, survival of the fittest.	
Key Assessment Objectives and Suggested Assessments	End of unit summative test on The Cells & Space topic.	End of unit summative test on Cells, Space, Reactions as well as Light.	End of unit summative test on Body systems. Elements, atoms & compounds as well as all other previous topics.	End of unit summative test on Acids and Alkalis Particles and their behaviour as well as all other previous topics.	EOY EXAM A mixture of different question styles, including multiple-choice questions, short answer. questions, calculations and extended open-response questions on all the topics covered.	End of unit summative test on Reproduction, Sound as well as all other previous topics.
There will be a mixture of different question styles, including multiple choice questions, short answer questions, calculations and open response questions.						
Websites that can help my learning: http://www.bbc.co.uk/education www.s-cool.co.uk http://www.docbrown.info/ks3science.htm				Visits to places that can help my learning: MOSI (Museum of Science and Industry) MAGNA Science Adventure Centre Jodrell Bank Discovery Centre		

Arabic Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Vocabulary memorisation Understanding of written and spoken language from different authentic sources. Production of basic sentences articulated in short paragraphs.	Vocabulary memorisation Understanding of written and spoken language from different authentic sources. Production of short paragraph applying grammar and syntax.	Vocabulary memorisation Understanding of written and spoken language from different authentic sources. Production of more complex sentences using connectives to extend them.	Vocabulary memorisation Understanding of written and spoken language from different authentic sources. Expressing complex opinions using different languages device and structures.	Vocabulary memorisation Understanding of written and spoken language from different authentic sources. Producing extend writing using: • Tenses • Connectives • Sophisticated vocabulary	Vocabulary memorisation Understanding of written and spoken language from different authentic sources. Developing oral skills in order to communicate content clearly and accurately applying grammar and language structures.
Key Content	Myself	My family	My Home	My Daily Routine	Clothes	Transport & Places Around Town
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Community life in and outside family Values of solidarity		Promoting healthy lifestyle Helping at home Routine of a pupil in the Arab world		Community cohesion, living together Comparing and contrasting key places in Arab and British towns. Social skills- understanding directions and maps.	
Key Assessment Objectives and Suggested Assessments	Listening and understanding <ul style="list-style-type: none"> Multiple-response and short answer open-response questions. Questions set and responded to in English. Reading and understanding <ul style="list-style-type: none"> Multiple-response and short answer open-response questions. Three questions set in the target language*, requiring multiple-choice or one-word responses. A short translation. Engaging and age-relevant texts set in the culture of the target language country. 	Writing <ul style="list-style-type: none"> A choice of questions at both tiers that encourage spontaneity and creativity. 3 open-response tasks (includes 1 cross-over task) and 1 translation. 	Listening and understanding <ul style="list-style-type: none"> Multiple-response and short answer open-response questions. Questions set and responded to in English. Reading and understanding <ul style="list-style-type: none"> Multiple-response and short answer open-response questions. Three questions set in the target language*, requiring multiple-choice or one-word responses. A short translation. Engaging and age-relevant texts set in the culture of the target language country. 	Writing <ul style="list-style-type: none"> A choice of questions at both tiers that encourage spontaneity and creativity. 3 open-response tasks (includes 1 cross-over task) and 1 translation. 	EOY exam Listening and understanding The exam will follow the model of Autumn 1 Reading and understanding The exam will follow the model of Autumn 1 Writing The exam will follow the model of Autumn 2	Speaking <ul style="list-style-type: none"> Pupils will be assessed through 3 tasks: a role play, questions based on a picture stimulus, and a conversation. Mark schemes reward candidates for their ability to produce unrehearsed and spontaneous answers.
Websites that can help my learning: https://www.memrise.com/				Visits to places that can help my learning: Trip to Morocco		

French Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Vocabulary memorisation Understanding of written and spoken content. Production of basic sentences articulated in short paragraphs.	Vocabulary memorisation Understanding of written and spoken content. Production of short paragraph applying grammar and syntax.	Vocabulary memorisation Understanding of written and spoken content. Production of more complex sentences using connectives to extend them.	Vocabulary memorisation Understanding of written and spoken content. Expressing complex opinions using different languages device and structures.	Vocabulary memorisation Understanding of written and spoken content. Producing extend writing using: <ul style="list-style-type: none"> Tenses Connectives Sophisticated vocabulary 	Vocabulary memorisation Understanding of written and spoken content. Developing oral skills in order to communicate content clearly and accurately applying grammar and language structures.
Key Content	Me, My family and Friends	My House	My studies	TV, Cinema and Music	Sports	Food and Drinks
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Community life in and outside family Values of solidarity		Freedom of speech and artistic expression Respect and tolerance		Community cohesion, living together Promoting healthy lifestyle and sports ethic	
Key Assessment Objectives and Suggested Assessments	Reading and Listening Reading: Section A – Questions in English, to be answered in English or non-verbally Section B – Questions in French, to be answered in French or non-verbally Section C – Translation from French into English (15 to 30 words for) Listening: Section A – Questions in English, to be answered in English or non-verbally Section B – Questions in French, to be answered in French or non-verbally	Writing Question 1 – message (pupil produces four sentences in response to a photo) Question 2 – short passage (pupil writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) Question 3 – translation from English into French (minimum 35 words) Question 4 – structured writing task (pupil responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions	Reading and Listening Reading: Section A – Questions in English, to be answered in English or non-verbally Section B – Questions in French, to be answered in French or non-verbally Section C – Translation from French into English (15 to 30 words for) Listening Section A – Questions in English, to be answered in English or non-verbally Section B – Questions in French, to be answered in French or non-verbally	Writing Question 1 – message (pupil produces four sentences in response to a photo) Question 2 – short passage (pupil writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) Question 3 – translation from English into French (minimum 35 words) Question 4 – structured writing task (pupil responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions	EOY exam Reading and Listening / Writing TBC It will be a combination of a Reading / Listening paper and a Writing paper. Reading and Listening paper to follow the same format as AUT 1 and SP 2. Writing paper to follow the same format as AUT 1 and SP 2.	Speaking Role-play Photo card General conversation
Websites that can help my learning: http://www.bbc.co.uk/schools/gcsebitesize/french/ http://www.linguascope.com https://www.memrise.com/				Visits to places that can help my learning: Alliance Française at the French Embassy Trip to France		

History Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Use of Sources Causation	Second Order skills- Cause and consequence and change and continuity Sources	Key features of an event Significance	Cause and consequence Change and continuity Measuring significance	Key features of an event Using evidence	Source analysis Key Features of an event Interpretations of an historical figure
Key Content	Introduction to History	Norman Invasion	The Black Death	The Reformation	The Catholic Threat (The Spanish Armada and the Gun Powder Plot)	English Civil War
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Understanding of the rule of law and how it changed under Norman rule. Understanding of early democracy and electoral process through the Witan – (Anglo Saxon Council).		Changes of freedom of religion will play a major role this term. How changes to religion changed the law of England at this time.		Tolerance and respect will be explored here through the acceptance of Catholics post reformation. Freedom of choice, speech and religion explored through the attempted Spanish invasion. The rule of law through the consequences of the English Civil War.	
Key Assessment Objectives and Suggested Assessments	Tollund Man – Sources AO3- To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Why did Normans win? AO2: explain and analyse historical events and periods studied using second-order historical concepts (Cause and Consequence)	What were consequences for those who survived? AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts (Significance-consequence)	Why did Henry break from Rome? AO2: Explain and analyse historical events and periods studied using second-order historical concepts (Cause and Consequence)	EOY exam AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. Change, continuity, causation, consequence, similarity, difference and significance AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Was Cromwell and soldier or Murderer? AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. (Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference)
Websites that can help my learning: BBC Bitesize History KS3 - http://www.bbc.co.uk/education/subjects/zk26n39 School History- https://schoolhistory.co.uk/ History Learning Site - http://www.historylearningsite.co.uk				Visits to places that can help my learning: Hastings – East Sussex The Harris Museum Preston Stoneyhust College- Lancashire Houghton Tower – Lancashire		

Geography Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)	
Key Skills	1.1 Place 1.2 Space 1.3 Scale 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.7 Cultural understanding and diversity
Key Content	Map Skills	Ecosystems	Urbanisation	Rivers	Water Management	Africa	
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Skill of Knowledge, interdependence.		National Pride, The modern world around us.		Study of culture.		
Key Assessment Focuses and Suggested Assessments and Feedback Week	End of unit test APP feedback	End of unit test APP feedback	End of unit test APP feedback	End of unit test APP feedback	EOY exam	Levelled project work. Enquiry skills APP feedback.	
Websites that can help my learning: www.geography.learnontheinternet.co.uk/ks3/index.html www.georesources.co.uk www.bbc.co.uk/schools/bitesize/geography/				Visits to places that can help my learning: The Local area (settlement) Any sporting venue			

Computer Science Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	<ul style="list-style-type: none"> Making algorithms 	<ul style="list-style-type: none"> Variables Conditionals Iteration 	<ul style="list-style-type: none"> Revision Co-ordinates 	<ul style="list-style-type: none"> Booleans Binary 	<ul style="list-style-type: none"> Radio Arrays 	<ul style="list-style-type: none"> Revision of all skills
Key Content	<ul style="list-style-type: none"> e-safety making a micro pet making a fidget cube 	<ul style="list-style-type: none"> making a game-scorer making a board game making an alarm 	<ul style="list-style-type: none"> mini project making a screensaver 	<ul style="list-style-type: none"> making a double coin flipper making a binary cash register 	<ul style="list-style-type: none"> making a keyboard making a musical instrument 	<ul style="list-style-type: none"> pupil specific
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	By challenging the pupils to use their intelligence and knowledge of Computing, pupils are given a variety of lessons that focus on breaking down problems and finding solutions that focus on programming algorithms.		Pupils work together collaboratively on projects and develop their social understanding.		Pupils are encouraged to recognise their own creativity when finding innovative solutions to technical and design problems; they gain respect for insight as well as knowledge and reason.	
Key Assessment Objectives and Suggested Assessments	AO1, A02, A03 Baseline assessment Making/Algorithm assessment	AO1, A02, A03 Variables/Conditionals/ Iteration assessment	AO1, A02, A03 Mini programming Project Co-ordinates assessment	AO1, A02, A03 Boolean/Binary assessment	AO1, A02, A03 Radio/Arrays assessment	AO1, A02, A03 Programming Project
Websites that can help my learning: http://microbit.org https://www.khanacademy.org https://www.codecademy.com https://codecombat.com				Visits to places that can help my learning: Bletchley Park (Milton Keynes) The National Museum of Computing (Milton Keynes) Centre for Computing History (Cambridge) Museum of Science and Industry (Manchester)		

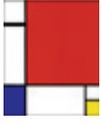
Religious Studies Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Describe features of religious belief and practice.	Describe and explain features of religion and belief. Compare and contrast religious belief and practice.	Describe and explain features of religion and belief. Compare and contrast religious belief and practice.	Analyse how different beliefs, teachings and sources are connected to believers' lives. Analyse how scripture and other important texts affect a religious believer.	Give different views on how faith may play a vital part in people's identity. Ask questions and suggest answers which refer to people who have inspired and influenced myself and others.	Give different views on how faith may play a vital part in people's identity. Ask questions and suggest answers which refer to people who have inspired and influenced myself and others.
Key Content	Islam, Beliefs and Practices	Christianity, Beliefs and Practices	Sikhism, Beliefs and Practices	Parables and Hadith	Inspirational People Revision & Gap Fill	Religious Stories
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Freedom of Religion. Exploring Multicultural Britain. Tolerance and Respect.		Freedom of Religion. Exploring Multicultural Britain. Tolerance and Respect.		Freedom of thought and Speech. Diversity. Tolerance and Equality for all.	
Key Assessment Objectives and Suggested Assessments	AT 1 Learning about religion & AT 2 Learning from religion. Interpreting teachings, sources, authorities and way of Muslim life in order to understand key Muslim beliefs and practices. Exploring the impact of belief on how Muslims live their lives. Question and Answer Assessment on fundamental Muslim beliefs and practices. Modelled according to AQA GCSE RE	AT 1 Learning about religion & AT 2 Learning from religion. Interpreting teachings, sources, authorities and way of Christian life in order to understand key Christian beliefs and practices. Exploring the impact of belief on how Christians live their lives. Question and Answer Assessment on fundamental Christian beliefs and practices. Modelled according to AQA GCSE RE	AT 1 Learning about religion & AT 2 Learning from religion. Interpreting teachings, sources, authorities and way of Sikh life in order to understand key Christian beliefs and practices. Exploring the impact of belief on how Sikhs live their lives. Question and Answer Assessment on fundamental Christian beliefs and practices. Modelled according to AQA GCSE RE	AT 1 Learning about religion & AT 2 Learning from religion. Understanding how individuals develop a sense of identity and belonging through faith or belief. Exploring the variety, difference and relationships that exist between religions, values and beliefs. Question and Answer Assessment on some of the sources of wisdom found in religions. Modelled according to AQA GCSE RE	EOY Exam	AT 1 Learning about religion & AT 2 Learning from religion. Living Islam criteria linked to spiritual conduct in planners. Question and Answer Assessment on some of the sources of wisdom found in religions. Modelled according to AQA GCSE RE
Websites that can help my learning: http://www.bbc.co.uk/education/subjects/zh3rkqt https://www.trueTube.co.uk/ http://request.org.uk/ https://goffrs.com/ http://www.tutor2u.net/religious-studies/blog/gcse-revision-quizzes-for-religious-studies				Visits to places that can help my learning: The Mosque The Church Art Gallery My community		

PSHE Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Managing Transition. Developing and maintaining friendships. Understanding rights and responsibilities.	Dealing with bullying. Understanding British Values.	Maintaining health and well-being. Making informed choices about health and well-being.	Understanding the role and influence of the media on lifestyle.	Developing economic awareness.	Making informed choices about health and wellbeing matters.
Key Content	Transition to secondary school. School Council. British Government and Politics.	Anti-bullying. British Values and being me.	Healthy Eating.	Advertising.	Budgeting.	Tobacco, drugs and alcohol.
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	Explore roles of citizens within the UK. Explore fairness, freedom, power and authority and accountability from study of national and local voting systems. Study negotiation and persuasion in a democracy. Tolerance & respect; Liberty; Fairness, Freedom of Association; Social Responsibility ; Rule of Law.		Explain how the body reacts during different types of physical activity. Recognise why certain diets lead to health problem and recognise the impact the media has on influencing our health choices. Recognise the cultural impact of the role of the media. Tolerance & respect; Freedom of speech; Liberty; Fairness; Social Responsibility; Fairness.		Exploring the extent to which addiction is a part of British Society. Exploring the cultural and social impact of addiction. Taking action to promote an organisation. Tolerance & respect; The Rule of the Law; Liberty; Fairness, Freedom of Association; Democracy, Social Responsibility; Rule of Law.	
Key Assessment Objectives and Suggested Assessments	Short and extended answers on British Government and Politics.	Poem about identity.	Leaflet: healthy lifestyle.	Short and extended answers on advertising and its consequences.	Advising on managing a budget.	Leaflet about the dangers of addiction.
Websites that can help my learning: www.bbc.co.uk/news www.nhs.uk/ www.childline.org.uk www.parliament.uk/education				Visits to places that can help my learning: Outreach visit from Education Parliament Local Community Link Centre		

Art Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
						
Key Skills	<ul style="list-style-type: none"> • Baseline assessment • Colour theory • Precision • Abstract art • Orphism 	<ul style="list-style-type: none"> • 3D work • Planning • Measurements • Scale 	<ul style="list-style-type: none"> • Natural shapes • Observational drawing • Media/mixed media experimentation such as working over the top of work with another media, collage 	<ul style="list-style-type: none"> • Composition • Block colours • Colour blending • Media Experimentation 	<ul style="list-style-type: none"> • Colour theory • Art history • 3D work • Following instructions 	<ul style="list-style-type: none"> • Colour Theory • Image simplification • Abstract art • Understanding of simple shape
Key Content	<ul style="list-style-type: none"> • Colour theory • Orphism • Bridget Riley • Robert Delaunay 	<ul style="list-style-type: none"> • Sculpture • Scale • Landscape • Barbara Hepworth • First hand sketches • Annotation 	<ul style="list-style-type: none"> • Natural form • Media experimentation • Annotation • Sue Woodfine 	<ul style="list-style-type: none"> • Abstract art • Use of random shapes to create art • Wassily Kandinsky • Paul Klee 	<ul style="list-style-type: none"> • How art inspires other art forms. • Piet Mondrian • How art is inspired by the times (WW2) 	<ul style="list-style-type: none"> • Van Doesburg • How to break down images into simpler shapes • Using simple colours to pick out shapes • Henri Matisse
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Studying a British artist and gaining an understanding of how their work has influenced art movements and how their art was influenced by other artists.</p> <p>Visiting a sculpture park and seeing how art can be displayed in a range of different ways.</p>		<p>Looking at natural beauty, Studying a British artist, pride in British countryside.</p> <p>Completion of a Paul Klee style image using architecture from around Preston to inspire it.</p>		<p>Pupils will learn about how WW2 inspired art and how the relocation of artists from Europe to the US caused drastic changes in their work.</p>	
Key Assessment Objectives and Suggested Assessments	<p>Baseline assessment at the start of term.</p> <p>Homework research Bridget Riley/Drawing exercise.</p> <p>Ongoing sketchbook assessment and feedback.</p> <p>Assessed final piece of work – A3 image.</p>	<p>Homework to research Barbara Hepworth.</p> <p>Assessed final piece – 3D sculpture.</p> <p>Annotation, what have they learnt? What materials have they used etc.</p>	<p>Homework to draw a flower close up.</p> <p>Annotation/researching artists.</p> <p>Ongoing sketchbook assessment and feedback.</p> <p>Assessed Final Piece – A3 image.</p>	<p>Homework research Paul Klee and fine examples of his work.</p> <p>Painting in the style of Paul Klee.</p> <p>Pencil drawing in the style of Wassily Kandinsky.</p> <p>Ongoing sketchbook assessment and feedback.</p>	<p>EOY exam</p> <p>Demonstration of skills learnt and artists studied.</p> <p>Homework to complete a revision sheet.</p> <p>Assessed final piece of work - 3D sculpture.</p>	<p>Homework to complete a collage in the style of Henri Matisse.</p> <p>Annotation/researching artists.</p> <p>Ongoing sketchbook assessment and feedback.</p> <p>Assessed Final Piece – Mixed media A3 piece in the style of Van Doesburg.</p>
Websites that can help my learning:				Visits to places that can help my learning:		
<p>http://www.tate.org.uk/art/artists/bridget-riley-1845</p> <p>https://www.ysp.co.uk/</p> <p>http://www.suewoodfine.co.uk/</p> <p>https://www.youtube.com/watch?v=4b85UBqUy28</p> <p>https://www.youtube.com/watch?v=uHmmd1pLi8</p>				<p>Yorkshire Sculpture Park</p>		

PE Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Learn to Outwit – Competence	Learn to Outwit - Competence	Learn to be Healthy – Healthy, active lifestyles	Net/wall games	Net/wall games	Competence
Key Content	Football Competitive Team Sports (Invasion)	Basketball Competitive Team Sports (Invasion)	Health Related Fitness Exercise for Living	Table Tennis An introduction to new activities.	Badminton Lifelong participation	Cricket Striking & Fielding
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them.		The ability to recognise the difference between right and wrong and your readiness to apply this understanding in your own lives.		Understanding the consequences of your actions.	
Key Assessment Objectives and Suggested Assessments	Assessment Focus: Keeping possession	Assessment Focus: Outwitting your opponent	Assessment Focus: Plan a Health & Fitness programme for personal use.	Assessment Focus: Introduction to the basic strokes in table tennis of push and drive.	Assessment Focus: Using a range of shots to outwit your opponent.	Assessment focus: Sending and receiving skills using implements and without.
Websites that can help my learning: www.bbc.co.uk/sportacademy www.skysports.com www.sportengland.org www.thefa.com www.ecb.co.uk www.london2012.com				Visits to places that can help my learning: Sports Stadiums Professional Sporting Events Sports Museums		

Drama Long Term Plan | Year 7 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Bringing a character to life. Characterisation skills (verbal and non-verbal gestures)	Bringing a character to life. AO2: characterisation skills (verbal and non-verbal gestures)	Bringing a character to life. Characterisation skills (verbal and non-verbal gestures)	Bringing a character to life. Characterisation skills (verbal and non-verbal gestures)	Bringing a character to life. Characterisation skills (verbal and non-verbal gestures)	Bringing a character to life. Characterisation skills (verbal and non-verbal gestures)
Key Content	The event of the Titanic	Darkwood manor.	Macbeth	Macbeth	Joyriding.	Spontaneous Drama
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	Social Class division, responsibility, status and power - explored through the event of The Titanic. Freedom of thought - investigated through choices made in relation to Darkwood Manor. Tolerance and Respect - developed through empathy skills.		Power of law and the consequences of the breakdown of this due to greed, power, social influence, the supernatural and ambition explored through key characters and themes in 'Macbeth'.		Social responsibilities, peer pressure and the power of law explored through the topic of joyriding.	
Key Assessment Objectives and Suggested Assessments	Performance: event of the Titanic.	Performance: to create a performance demonstrating the skills developed over the term.	Performance: scene/s from 'Macbeth'.	Performance: scene/s from 'Macbeth'.	Performance: role play on joyriding.	Spontaneous performance based on allocated tasks.
Websites that can help my learning: www.bbcbitesize.com www.teachit.com				Visits to places that can help my learning: Theatre trips Drama clubs		

Eden Boys' School, Preston
Universal House, Adelaide Street, Preston, PR1 4BD
Tel: 01772 926000
Email: info@edenboyspreston.tetrust.org
www.edenboyspreston.com