The Hollins

Year 7 Curriculum Guide

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The Hollins Curriculum Intent

It takes a dedicated partnership between parents and a school to raise a 21st Century child, particularly one who will be equipped to face life in an area of Lancashire that has a rich heritage of culture and diversity. Education at The Hollins will shape our young people into British Citizens who will make a positive contribution to society; who will have opportunities to explore and discover new experiences; and who will be well prepared for later life.

At The Hollins we are passionate about transforming the ordinary into the extraordinary. This is achieved by engendering a love of learning via a broad and balanced, deep and dynamic curriculum where teaching and learning is at the heart of everything we do. To meet our aspirations, our curriculum:

- Offers extra-curricular activities where students have the opportunity to try new things, meet new people, and develop themselves outside of timetabled lessons.
- Provides opportunities to transfer knowledge, skills and understanding through a carefully planned wide range of National Curriculum subjects.
- Includes a local curriculum that provides opportunities to innovate and develop particular interests and specialisms.
- Builds on primary school knowledge, skills and understanding.
- Supports young people to make informed decision regarding all post-16 opportunities via aspirational careers education, information, advice and guidance.
- Recognises and encourages success.
- Is delivered by well-trained and dedicated staff.
- Reflects our core 7 values: kind, honest, resilient, reflective, respectful, responsible and aspirational.

All of these combine to enable all students to achieve their full educational potential and transform them into extraordinary citizens ready to face the challenges of life in modern Democratic Britain, and a global society. The appropriateness of our curriculum, both taught and untaught, helps support students' outstanding behaviour and their SMSC development.

Our pupils deserve nothing less.

Curriculum Overview

At The Hollins we ensure our curriculum is ambitious, academically demanding and a fulfilling programme of learning that is adapted to individual needs. We aim to deliver a curriculum that is broad and balanced and offers opportunities for all pupils to excel. We aim for pupils to value learning, curious and diligent in their studies. We will encourage this by delivering dynamic and exciting lessons and creating opportunities for discussion and independent thought.

In years 7, 8 and 9 we follow the National Curriculum and pupils will study; English, maths, science, religious education, art, citizenship, computing, design technology, drama, French and Spanish, geography, history, Information Technology, music, PE and RSE (relationship and sex education).

We follow a 2-week timetable with a total of 50 lessons. The allocation for the lessons is as follows:

Subject	Hours per fortnight.		
	Year 7	Year 8	Year 9
English	7	7	8
Maths	7	7	8
Science	6	6	
Biology			2
Chemistry			2
Physics			2
EPR (Ethics, Philosophy & Religion)	2	2	2
Art	2	2	2
Citizenship	2	2	2
Computing	2	2	3
Design Technology & IT	4	4	4
Drama	1.5	2	1
French or Spanish	4	4	3
Geography	3	3	3
History	3	3	3
Latin	1		
Music	1.5	2	1
PE & Games	4	4	4

Art Curriculum Vision / Intent:

Curriculum Leader: Mrs L Keenan.

Art is a visual language that is universally understood and therefore a fundamental form of communication. We aim to equip our students with the necessary understanding and skills to be able to communicate their knowledge, ideas, feelings and experiences. Through the study of art, students at The Hollins will learn about themselves, their community, their environment and the different cultures and traditions around the world, through engagement with a variety of artists, genres and processes. They will be given the opportunity to:

- Engage with a wide variety of art genres, disciplines and traditions from different cultures around the world.
- Contextualise the art they study and produce and learn about how this fits into everyday life, careers and different cultures.
- Practise and improve skill in the use of the formal elements of art including line, tone, colour, texture, shape and form in order to visually communicate effectively.
- Develop knowledge and skills in the main processes of fine art including drawing, painting, sculpture, digital media, printmaking and mixed media.
- Generate, develop and refine ideas and present a personal and meaningful response to given themes.
- Describe, analyse, interpret and evaluate their own work, that of their peers and the work of various artists, genres and cultures.
- Develop creative and critical thinking skills that are transferrable across school and prepare them for wider life.

We strive to create a positive, energetic and creative atmosphere in our art department. It is important to us that students enjoy their lessons and feel able to express themselves, form opinions, talk about their own and other's work with confidence, take risks without fear and see mistakes as opportunities rather than stumbling blocks.

Curriculum Aims:

At the start of year 7 pupils will be completing a series of baseline activities covering observational and imaginative drawing, colour, analysis of works of art and the use of various materials and techniques. From here pupils will work through various projects, which aim to give them more skill in their use of media and teach them the process of creating art from initial studies and ideas through to the completion of informed final outcomes. This will be underpinned by the study of several prominent artists from various time periods and genres.

Year 7 Art Curriculum	Topics	Key Knowledge	Careers link
Project 1	Land, Sea, Sky and Urban Scapes.	• Tonal drawing and shading • Colour theory and the mixing of colours • Texture in drawing and painting • Texture and mark-making in different artistic processes (drawing, painting, clay, printmaking) • Understanding of the work of several relevant artists including Van Gogh and Hundertwasser	• Sketch artist • Garden landscape designer • Wallpaper, wrapping paper, fabric designer • The role of a printmaker
Project 2	Portrait: Mood, Expression and Identity.	• Drawing, proportion, detail and use of the formal elements of art and design (line, tone, colour, texture, shape and form) • How to look at, understand and respond to the work of artists • Skill in one or more of the artistic processes including sculpture, print-making, digital art, Collage/mixed media, painting and drawing • An understanding of the formal elements of art; line, tone, colour, texture, shape and form	• Portrait artist • Art Therapist • Book Illustrator
Project 3	The process of creating art from a given brief or theme including the development of personal ideas.	• How to look at, understand and respond to the work of artists • Generating and developing ideas • Experimentation and refinement of ideas • Use of the formal elements of art; line, tone, colour, texture, shape and form • Skill in one or more of the artistic processes including sculpture, print-making, digital art, collage/mixed media, painting and drawing	• The Design Process- working to a project brief • Freelance project/commission artist

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

- Art clubs where students can specialise in more advanced media and techniques, follow the process of an artist/designer by working to a project brief and often producing work to be displayed around school or the community
- Gallery visits, visits to colleges to take part in workshops and workshops in school run by visiting artists.
- Use of online galleries, video demonstrations and visits to artists' websites in order to learn independently and develop personal ideas and to gain specialist skills as taught by practising artists.

Where can I visit to help with my learning?

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

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

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

http://manchesterartgallery.org/

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

Computing Curriculum Vision / Intent:

Curriculum Leader: Mr K Ishtiaq

From self-driving cars to mobile phones, from smart homes to wearable computers; Computing will shape the present and the future that we live in.

Computing teaches us how to solve problems by breaking them down in to manageable chunks. When developing solutions to Computing problems we are required to be both logical and creative, this enables us to develop a set of skills that are transferable to almost all other disciplines. Our curriculum is designed to build confident, critical and independent students who are able to use a range of skills to plan, implement and review solutions to computing problems, through the development of ambitious, challenging and supportive learning experiences. . We will equip our students to be digital citizens, creators, communicators and investigators. This is achieved by:

- Creating an environment in which all students are challenged and feel they can do well in Computing
- Allowing students to take part in a wide range of extra-curricular activities designed to create links between their classroom learning and the real world.
- Providing opportunities to develop knowledge and skills in Computing, IT and the design of multimedia products.
- Inspire and excite students by providing challenging and engaging lessons
- Giving students opportunities to take part in innovative projects to develop the skills needed in the 21st century digital landscape
- Allowing students the opportunity to reflect on their own use of Computing and how it impacts on their lives

Curriculum Aims:

The Year 7 curriculum in Computing aims to ensure all pupils are confident, creative and responsible users of computing technologies. Students will undertake creative projects to allow them to understand how to use technology safely, responsible and securely. Students will understand the fundamental concepts of computer science and be able to state how hardware in a computer system works.

Year 7 Computing Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Term 1	Communication and ICT • MS Teams • E Safety • Social Media • Cyberbullying	• What are the expectation in a Computing room? • How can I collaborate and communicate online in a safe and effective manner? • How can I demonstrate the Hollins core values when using online tools? • What are the factors that influence the design of a digital product?	• Cybersecurity Officer - Life as a cyber security apprentice: Ellie's story - BBC Bitesize • Ethical Hacker - So you want to be an ethical hacker? - icould

Term 2	• Data • Design and create a comic	• What are the key concepts in the design of a multipage comic? • How can I refine a digital product for different audiences?	• Cyber Intelligence Office - Cyber intelligence officer | Explore careers | National Careers Service
	Algorithms and Programming • Flowcharts • Algorithms • Scratch Programming	• How can I think like a computer? • How do I use the 3 basic programming constructs in Scratch? • How can I use variables in a program? • How do I plan, create and evaluate a game?	• Software Developer - Careers in coding, software development and programming - icould • App Developer - Bitesize Careers: How to become an app developer - BBC Bitesize
Term 3	Computer Systems and Data • CPU • Memory • Processing • Binary • Storage Technologies	• What is inside a computer? • How to judge a computers performance • How do computers store data as 1s and 0s? • How have changes in storage technology impacted on the size of computers • How do we store images/sounds/characters	• Systems Engineer – How to become a senior systems engineer: Ben's story - BBC Bitesize • Hardware Engineer - https://uk.indeed.com/career-advice/finding-a-job/how-to-become-hardware-engineer

Year 7 IT (in DT carousel) Curriculum	Topics	Key Knowledge	Careers Links
Block 1	<u>Using MS Word</u> • Formatting • Inserting objects • Writing letters • Writing reports <u>Using MS PowerPoint</u> • How to make a slideshow consistent • Inserting images, animations and transitions • Creating a presentation for a given audience	• Understand how to use collaboration tools in Google Apps for Education/Microsoft Teams • Use a range of online tools to communicate and collaborate with other students • Use Word Processing software to produce a range of documents use tools effectively • Use Presentation software to produce effective presentations for a range of audiences • Use Email to communicate, send files and receive and save files	• Data Entry Clerk - https://nationalcareers.service.gov.uk/job-profiles/data-entry-clerk • Information Scientist - https://nationalcareers.service.gov.uk/job-profiles/information-scientist • Social Media Manager - https://nationalcareers.service.gov.uk/job-profiles/social-media-manager

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

Build a computer club will be running in the summer term.

Drama Curriculum Vision / Intent:

Drama Teacher: L. White

Drama at The Hollins is a diverse, practical and accessible subject for all pupils. It encourages pupils to think and act creatively, whilst developing critical thinking and problem solving.

Through their practical work and written activities, pupils are able to experience the world around them and begin to appreciate situations from more than one perspective. Drama is an important tool for preparing pupils to live and work in a world that is increasingly team-oriented. It encourages pupils to express themselves through creative processes and helps to develop tolerance and empathy.

Through Drama, pupils develop soft skills that employers look for such as communication, concentration, empathy, co-operation, commitment, self-discipline and creativity. Drama helps to reinforce the rest of the curriculum through the exploration of skills such as teamwork, confidence, independent work, time management, organisational skills and self-awareness.

However, our overall aim is to inspire a lifelong love of drama and theatre through the diverse exploration of plays, playwrights and theatre practitioners.

Curriculum Aims:

In Year 7, pupils will engage with Drama on a carousel programme with Music. Pupils will explore a range of basic drama techniques and conventions to build self-confidence and ignite an interest in drama and theatre. Pupils will:

- Explore a range of drama skills.
- Develop and build self-confidence through performance work.
- Learn to work co-operatively with their peers.
- Explore and develop character.
- Understand the importance of the rehearsal process.
- Evaluate the performance work of themselves and their peers.

Year 7 Drama Curriculum	**Topics**	**Key Knowledge**	**Careers link**

Term 1	Basic Drama Skills	Pupils will explore and learn a range of basic drama skills and techniques to create and devise drama. They will gain confidence through a range of rehearsal and performance skills. Pupils should develop a sense of enjoyment and fascination in learning about themselves, others and the world around them • Skills and techniques include: • Still image • Thought Tracking • Improvisation • Split Focus • Creating Character	• Actor • Scriptwriter • Director
Term 2	Greek Theatre	A fun and engaging scheme of six lessons intended to introduce Year 7 students to Greek Theatre: Pupils will explore: • elements of Greek Theatre and its history. • How chorus is used within Greek Theatre • comedy and tragedy in Greek Theatre. • develop physical awareness when performing using mask.	• Theatre Careers - Actor, Scriptwriter, Director, Choreographer • Other linked careers include: Author, Historian, Literature professor/teacher.
Term 3	Matilda	This is a fully practical scheme of work, exploring the fundamental skills and techniques of drama. During the term pupils will further develop the basics of KS3 drama through exploration of Matilda (The Musical). The scheme uses lyrics and extracts from the production to create drama. • **Still image and transitions** • **Mime and Thought-tracking** • **Creating and sustaining character** • **Physical Theatre and Choral Speaking** • **Using scripted text and Forum Theatre** • **Preparation for assessment**	• Role in Theatre such as Actor, Scriptwriter, Director, Musical Theatre Coach • Jobs in Business such as Managing Director • Other jobs include: Author, Librarian, Teacher

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

- Year 7 Drama Club builds upon the skills learned in lesson. This also gives pupils an opportunity to be involved in school productions and concert in which they perform in front of larger audiences on the main school stage.
- School productions, allowing students to express themselves through several performing arts including acting, singing, and dancing.
- Extra-curricular visits to theatres in the North West to inspire and educate pupils about professional live theatre.

Where can I visit to help with my learning?

https://www.nationaltheatre.org.uk/

https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1

https://www.royalexchange.co.uk/

https://thelowry.com/

DT curriculum Vision / Intent:

Curriculum Leader: Mrs S Scott

Design and Technology teaching at The Hollins is inspiring, rigorous and practical. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

The pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. We believe that a high-quality design and technology education makes an essential contribution to the creativity, culture and wealth of the nation.

Through studying design and technology learners will be prepared to participate confidently and successfully in an increasingly technological world.

Curriculum Aims:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Year 7 DT Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Food & Nutrition	Healthy Eating Nutrients Balanced diet Safe Cooking skills	• Pupils will build on their knowledge of healthy eating from primary school. They will be re-introduced to the Eatwell Guide and the different food groups. • Pupils will be able identify a range of nutrients and their functions • They will be able to explain what a healthy balanced diet looks like and explore how we can improve our own diets to become healthier.	**Careers** • Chef • Baker • Nutritionist • Restaurant manager • Street food trader • Food scientist

		• Pupils will demonstrate effective & safe cooking skills, to produce a range of dishes • Practical dishes will focus on including '5 a day' and will be predominantly savoury.	**Skills for career progression** Health and safety Time management Multi-tasking Problem solving Following instructions
Graphic Products	Basic drawing skills Logos CAD/CAM Mechanisms Types of motion Paper and board properties.	• Pupils will demonstrate and develop their sketching skills. • They will look at what makes a successful logo and design their own logo relating to a chosen theme. • They will be introduced to Adobe Photoshop and use the software's tools to apply graphics to their pop up card. • They will model some pop up techniques to understand how to add mechanisms to their card. • Pupils will learn about the properties of paper and board to be able to choose from the most suitable materials. • They will then learn how to safely use the equipment in the graphics classroom to assemble their products.	**Careers** • Graphic designer • Branding **Skills for career progression** Problem solving Digital skills Using tools and equipment Quality control Safety
Textiles	Textiles basics Sewing machine Design and make task Fibres and fabrics	• Pupils will learn the basics of textiles. • They will be introduced to the sewing machine and step by step will learn what the different functions are. • The students will be given a design brief of designing and making a new Mr Man. Through this students will produce research, designs and templates before going onto pining and cutting fabric out and constructing their own textile product. • Students will also learn about the main fibres and fabrics used in everyday textiles.	**Careers** • Product developer • Machinist • Quality controller **Skills for career progression** Problem solving Safety Using tools and equipment accurately
Resistant Materials	Natural and manufactured timbers Risk assessment Design and make task	• Pupils will learn the basics of working with resistant materials. They will be able to identify natural timbers, manufactured boards and their properties. • They will be introduced to workshop machines, hand tools and how to identify dangers in a practical lesson. • They will be given a brief to design and make a money box.	**Careers** • Product designer • Building and construction • CAD and CAM manufacturer **Skills for careers progression** Digital skills

	CAD/CAM Workshop safety	• Pupils will be introduced to tolls and equipment to accurately use finger joints for the money box. • Pupils will demonstrate effective and safe practical skills to complete a money box manufactured from plywood.	Safety Using tools and equipment Accurately measuring materials Quality control

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

The DT department run clubs at lunch times and after school in a range of areas and interests. Eg Christmas cake club, craft club, laser club, textiles club.

The department has run visits to The Clothes show, Cadbury's World, Burnley College Engineering dept.

Where can I visit to help with my learning?

https://www.technologystudent.com/

https://www.gcsepod.com/

https://www.bbc.co.uk/bitesize

https://www.illuminate.digital/aqafood/

https://www.nhs.uk/live-well/eat-well/

English Curriculum Vision / Intent:

Curriculum Leader: Mrs S Haworth

A 'Hollins student' will have a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. Students will be able to use their knowledge of literary and dramatic conventions to craft their own creative texts, developing imaginative extended pieces of writing whilst refining their technical accuracy with spelling, grammar and punctuation. Students will explore a plethora of poetry from across the ages, ranging from 16th century Shakespearean sonnets to the most recent work of our poet laureate. They will also have an appreciation of non-fiction texts, understanding their function in society. They will develop their expertise in constructing transactional pieces, such as articles and letters, for a range of purposes and audiences. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication. When presenting, students will adapt their register, tone and vocabulary choices accordingly for the audience and purpose. They will understand the value of effective communication through reading, writing and oracy as an integral part to success in any future career.

Curriculum Aims:

In Year 7, our aim is to secure KS2 skills and build on these excellent foundations to improve our academic reading and writing, as well as creative writing in narratives and persuasive pieces. Pupils will also have regular opportunities to build on their speaking and listening skills through class discussion and more formal and assessed opportunities.

Alongside our work in class, pupils also develop their grammar skills and improve their vocabulary knowledge through an online programme called Bedrock. This allows learning to be completely personalised for the pupil, as the programme is responsive to the pupils' abilities. Weekly use of Bedrock at home is a constant expectation throughout our KS3 curriculum.

Year 7 English Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Term 1	Introduction to English: A Reading Festival	In the *Introduction to English* unit, our pupils are invited to explore a range of extracts from some of our department's most well-loved texts and authors. The focus is on nurturing a love of reading in whatever form it is presented. Using our school library and starting their reading journey at The Hollins is central to this unit of learning. However, we also prioritise revisiting and embedding technical accuracy so that our pupils can go on to express themselves with	***A Reading Festival:*** *Careers information:* *Librarian Profile*

		minimal confusion, and on building writing stamina to the levels needed at high school.	
	Origins of Literature	*Origins of Literature* takes the pupils on a journey back through time and across the continent to myths and legends whose stories have become so deeply ingrained in our culture that they are a short-hand, like Icarus flying too close to the sun and Pandora's curious nature. As our pupils study the source of these allusions, they will focus on their own creative writing, employing not only the technical skills that they practised in the first half-term, but the craft of figurative language and creating a particular mood through the careful selection of vocabulary.	***Origins of Literature:*** *Building speaking skills linked to the oral tradition of storytelling*
Term 2	The Tempest	Our study of William Shakespeare's 'The Tempest' explores the ideas of colonialism, identity and 'otherness' that the characters of Prospero, Ariel and Caliban specifically embody. Given the richness of Shakespeare's language, there is a clear focus on analysing his very specific word choices and their effects on the audience. There is also a keen focus on the play in performance, thinking about the role of the director, actors and other creative roles behind the scenes.	***The Tempest:*** *Videos/website linking dramatic techniques to English and work opportunities: Drama skills in English Dramatherapist video Dramatherapist profile*
	The Victorian Era	In this half term, we begin our journey into the past – The Victorian Era. We use this unit as a foundation for our study of 'Oliver Twist'. Students will use the information they learn in this unit when writing about 'Oliver Twist' later. We look at non-fiction articles, diary entries from the workhouse, poetry and a biography of Charles Dickens. This is our first specific opportunity to explore the impact that historical and biographical context has on a writer and the reasons why they write what and how they do. We begin learning about how to express ourselves in transactional (non-fiction) writing like speeches to make our views heard on poverty, law and order, and urban development.	***Employability skills:*** *Expressing opinions persuasively*

Term 3	Oliver Twist	In this term, we start reading 'Oliver Twist'. We focus on Dickens' creation of character, emotions and imagery, with a view to understanding what effect he wanted to have on his readers. Using our study of the Victorian era, we look at what Dickens' message was – how did he stand up for what he believed in through his stories?	***Employability skills:*** *Careers in storytelling*
	Multi-Cultural Poetry	Pupils will experience a variety of poetry from other cultures and will develop their own skills in writing poetry. Given the multicultural nature of our school, local, and national community, we encourage pupils to hear and understand the voices from 'the other side' and to question what we can do ensure that our tolerance only grows.	***Identity and Colonialism:*** Aid Worker profile

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

Pupils in KS3 have a regular reading lesson in our school's LRC once a week, giving them the opportunity to read independently for pleasure and explore a fabulous range of classic and current trailblazing fiction and up-to-date non-fiction.

Where can I visit to help with my learning?

- Oak National Academy continue to offer worthwhile lessons on a range of complementary topics.
- SenecaLearning.com
- BBC Bitesize

Ethics, Philosophy and Religion Curriculum Vision / Intent:

Curriculum Leader: Miss Guiste

At The Hollins we study Ethics Philosophy and Religion in order to nurture the natural human need to enquire and ask questions about our existence and the meaning of life. Within the subject we aim to enable students to apply historical, philosophical and theistic ideology to an ever-evolving world. Therefore, enabling students to leave The Hollins as global citizens who embrace debate on all belief systems without prejudice. Scholars in Religious Studies are expected to describe, explain and evaluate, forming their own judgements about current affairs and moral issues. Successful students are able develop arguments from more than one point of view and refer to religious teachings within this, equipping them with the ability to evaluate, a key skill in life. Regardless of whichever belief a student holds, including those without any belief, religious studies can provide students with the aptitude of acceptance of all members of society. Students will be able to make informed decisions about their own beliefs within a safe and supportive environment. At The Hollins we accept all cultures and faiths and aim to instil this quality within our learners, a skill which will in turn be beneficial for anyone aiming to live in modern day Britain.

Curriculum Aims:

At KS3 we consult the agreed syllabus to ensure the main themes are covered.

Year 7 EPR Curriculum	**Topics**	**Key Knowledge**	**Careers link**
	Philosophy	• Belief in God • Existence of God • Heaven and hell • Immortality • Plato's cave	• Pupils will understand human existence and how their choices impact their future.
	Equality and my world	• History of racism and discrimination • Martin Luther King • Rosa Parks • Gandhi • Black Lives Matter movement • Types of prejudice and discrimination	• Pupils will understand the behaviours employers are looking for in their employees when exploring racism, discrimination, prejudice and the consequences in terms of the law. This has direct links with HR and the legal profession.

	Equality and my world (II)	• LGBT+ History • Religious experience • The fight for equality • Conversion therapy • LGBT+ Pride	• In discussing discrimination in relation to sexuality and gender, we are adding to the foundation of knowledge of our students have in relation to being employable in future.
	Abrahamic Faiths	• Jesus in Christianity • The Trinity • Abraham in Judaism • Jewish Commandments • Prophet Muhammad in Islam • Differences in Islam	• Half of the six major world religions are Abrahamic, in order for students to be successful in their future careers it is essential they have an understanding of these religious beliefs. This will act as a foundation for their future behaviour in the work place and will aid them in understanding religious holidays and changes in schedules for their future roles within Business, Human Resources or within education.
	Respecting our world	• The ways humans use animals • Animal rights • Stewardship and dominion • Eating meat • Religious attitudes	• Within this unit of study, we explore different careers which involve animals and the laws around animal rights in this country. Specifically looking at farming and agriculture, the clothing industry (fur and ivory trade) and medication (which relies on animal testing).
	Evil and Suffering	• What is evil • Origins of evil • Theodicies • Evil acts	Justice work Humanitarian work Criminal law

What resources can my child access for additional support?

Animal Rights:
Peta.org (Website)
Friendsoftheearth.uk (Website)

Racism and Discrimination:
Selma (Movie)
Gandhi (Movie)
The Rosa Parks Story (Movie)

Philosophy:
The Philosophy Book- Will Buckingham (Book)

Ethics:
The Goldfish Boy- Lisa Thompson (Book)

LGBT:

Stonewall.org.uk (Website)

What enrichment opportunities are there and how do they support learning?

Black History Month- October
Animal Rights Day- December 10th
Martin Luther King Day- 17th January
Pride Day- 27th June

Geography Curriculum Vision / Intent:

Curriculum Leader: Mr Dunne

The study of geography by our pupils is undoubtedly the key to unlocking and extending their understanding and appreciation of their world. This ranges from the study of global physical features such as mountain ranges, deserts and rainforests, to the locations and characteristics of different countries and the people who live there. Studying geography provides a unique insight into the interactions – both positive and negative, intentional and unintentional – between us and the living world in which we live, which are crucial for pupils today to be aware of.

Geography is a highly dynamic and living subject, and geography teaching at The Hollins aims to embrace this quality. Through the use of a wide range of sources and adapting our curriculum to incorporate significant global and national events as they occur, our geography students are actively encouraged to work independently and within groups to engage with and pursuing the big geographical questions of 'Who…?', 'What…?', 'Where…?' and, perhaps most importantly, 'Why…?'. Our pupils are encouraged to think critically about the information they are given and to present and justify their own views as balanced arguments.

Whilst geography can be taught in the classroom, it is our belief that it best experienced beyond it. We aim to allow all students the opportunity to experience geography beyond the classroom, through fieldwork activities and educational visits both within the UK and internationally. Through this, we aim to support and enrich classroom learning whilst developing the sense of awe and wonder which can only be obtained by physical experiences.

Curriculum Aims:

The year 7 curriculum aims to build on the knowledge and skills developed in KS2, whilst exploring new areas of the world. Pupils will be challenged to develop their understanding of the human and physical world and the interactions between these two at different scales, from local to international. Units of work begin as discrete blocks, then through increased integration and retrieval practice pupils will draw holistic links between different areas of study.

Year 7 Geography Curriculum	**Topics**	**Key Knowledge**
The Skills World Tour	***This bridging unit aims to strengthening key geographical skills whilst***	• How do we take and give accurate grid references? • How do we represent and measure height on maps? • How can we calculate real-life distances on maps? • How accurate is my mental map?

	visiting topical locations around the globe	• What are food chains? • How do you analyse a source? • How do earthquakes form?
People Everywhere	***In this unit we will investigate global population patterns, the issues created by growing urbanisation and how we could live more sustainably***	• How has the world's population changed over time? • What is 'population density' and how is it measured? • Are the factors which made a site suitable for a settlement in the past still the same today? • What factors have led to urbanisation? • How does urbanisation create issues? • What are megacities? • How can urban areas be made more sustainable?
Global Development	***In this unit pupils will investigate the causes of the global variance in economic development, how this impacts people and whether it can be reduced.***	• How can we measure development? • What is the global pattern of development? • Why are some countries more developed than others? • How can the development gap be closed? • How does international trade influence global development? • Where is the development gap closing the fastest? • Can small scale solutions to the development gap have a big impact? • How has the chocolate industry helped reduce the development gap in The Ivory Coast?
Changing China	***In this unit, pupils look at China's key characteristics, its growth over time and its role in a C21st world.***	• Where is China and what are its key human and physical characteristics? • How has China changed over the last 50 years? • What is life like in a Chinese megacity? • What is China's role in the world in the 21st Century?
Weather and Climate	***A unit which teaches students about the factors which create different aspects of the weather at different scales***	• What actually is 'weather'? • Where does weather occur? • What causes precipitation? • Why is the UK's weather so changeable? • Is the UK's weather becoming more extreme? • Why can the weather vary in a very short distance?

Fieldwork skills	***Students will undertake a local fieldwork study to develop their understanding of the geographical enquiry process through an investigation in the local area***	• What is a suitable enquiry question? • How can I collect different types of data? • What risks need to be considered when undertaking a fieldwork investigation? • What are suitable methods for presenting my findings? • What can I tell from my results? • How could I improve my study if I was to repeat it again?

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

- **Fieldwork within the local area – supporting the development of geographical skills learned in the classroom**

What resources can my child access for support?

www.bbcbitesize.com

www.teachitgeography.co.uk/ks3

www.geography.learnontheinternet.co.uk/ks3/index.htm

www.nationalgeographic.com

https://timeforgeography.co.uk/

www.rgs.org

https://www.oxfam.org.uk

https://www.internetgeography.net/

History Curriculum Vision / Intent:

Curriculum Leader: Mr Watson

History aims to provide all pupils with a high-quality education that will help them gain a broad, balanced & coherent understanding of the rich vibrancy of Britain's past and its unique interconnections with the wider world. It has at its heart a desire to fire pupils' curiosity and give them an increasing thirst for learning about the past.

To this end pupils, are progressively challenged to understand the complexity of people's lives in the past, the significance of key events and the process of change overtime, all within the context of their own lives. The history curriculum is designed to equip all pupils with an increasingly sophisticated ability to ask perceptive questions, think critically, weigh evidence, sift arguments & refine their perspective and judgement. In this way it is intended to support the development of the whole child and furnish them with a range of key concepts and key skills that enable them to reach their full potential.

Curriculum Aims:

Year 7 History Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Theme: **Power & People**	**I have a cunning plan M'Lord!** **Did all Medieval Monarchs manage to keep control?**	**Why Here & Now:** This unit has been specifically chosen/ sequenced here since it **builds on and extends many themes covered at KS2** (Anglo Saxons & Vikings) & enables pupils to discover how successful medieval monarchs were at exercising their power both at home & abroad over different groups who sought to challenge them. **By the end of this unit pupils will know:** 1. the kind of challenges medieval monarchs faced. 2. why English monarchs were only partially successful in their attempts to control their own subjects & neighbouring lands. 3. the complex relationship that existed between monarchy & medieval church. 4. why some medieval monarchs are considered more controversial/ successful than others (Alfred the Great, William the Conqueror, Matilda, Henry II, King John)	**Career Links**: Can be made to jobs that require: • strong leadership qualities & an ability to successfully manage others like a **teacher**. • a keen sense of national pride & an ability to follow orders using your own initiative like a member of the **armed forces.**

<table>
<tr>
<td rowspan="2"><u>Theme:</u>
Power & People</td>
<td>Was life for Medieval people just all muck & misery?</td>
<td><u>Why Here & Now</u>:
This unit <u>continues to broaden & refine</u> the <u>Power & People theme</u> by examining the complex ways in which <u>power was exercised over Medieval people at a local level</u> & gives pupils the opportunity to judge whether this condemned them to a life of dirt, disease & limited opportunity.
<u>By the end of this unit pupils will know</u>:
1. why the lifestyles, beliefs, experiences & attitudes of medieval people differed in town/ country.

2. about causes/ events/ results of the Black Death & how far it contributed towards events like the Peasant’s Revolt.

3. why the medieval church was such a powerful organisation.

4. how far other non-Christian religions shaped the lives of Medieval people.</td>
<td rowspan="2">• a real interest in investigating the past & a desire to preserve it for future generations like an <u>archaeologist</u>.

• a genuine interest in the past & preserving/ presenting it a way that interests others like a <u>museum curator</u>.

• good decision making skills & an ability to carry out high-level original research like a <u>journalist.</u>

• excellent communication skills & an ability to manage a diverse range of people from different backgrounds like a <u>human resource officer</u>.</td>
</tr>
<tr>
<td><u>Theme:</u>
Power & People</td>
<td>To what extent were the Tudor’s benign rulers or a deadly dynasty?</td>
<td><u>Why Here & Now</u>:
This unit <u>adds further complexity/ refinement</u> to the <u>Power & People theme</u> by focusing on the <u>deadly power games</u> that were played out whilst the Tudors were on the throne & challenges pupils to assess the extent to which they were benign rulers or a deadly dynasty.
<u>By the end of this unit pupils will know</u>:
1. how the Tudors initially came to power & cemented their authority.

2. the causes of the English Reformation & its impact on church, state and society.

3. the complex relationships that existed between Henry VIIIs children – Mary, Edward, Elizabeth - & how these impacted on the life of the nation.

4. how far Elizabeth I reign represented a ‘golden age’ – politically, economically, religiously, socially, militarily.</td>
</tr>
</table>

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

- **Wider Reading Tasks**: Pupils will be challenged to review a number of articles from leading historical publications in a way that builds on/ extends their knowledge of the topics mentioned above (e.g. Aaron Wilkes *'How did King Harold die'* Invasion, Plague & Murder)

- **Coat of Arms/ Shield Making competition:** Pupils will examine the complex rules involved in medieval heraldry & produce a design that best reflects them.

- **Research Project:** Pupils will research the layout of a Square Keep castle & design a 'For Sale' sign for a medieval estate agent.

- **Medieval Top Trumps:** Pupils will research the reigns of 10 different monarchs & decide who was most in control.

- **Trip to Clitheroe & Skipton Castles**: Pupils will investigate these fortifications & decide how far they fit the stereotype of a Medieval castle.

Where can I go for more information?

https://www.bbc.co.uk/teach/class-clips-video/articles/zm3m382
This six-part animated series by *BBC Teach* explores the key events which led up to the Battle of Hastings in 1066 & explains how William the Conqueror secured his power.

https://m.youtube.com/watch?v=RXXDThkJ3Ew
This short animation by *English Heritage* shows how castles developed during the Middle Ages.

https://m.youtube.com/watch?v=xNeNPk4D_Ng
This short animation by *English Heritage* shows some of the ingenious methods that were used to attack Medieval castles.

https://www.youtube.com/watch?v=wWKTy1NlxZE
This video by *BBC Teach* details the events leading up to the signing of one of the most important documents in British history - Magna Carta.

https://m.youtube.com/playlist?list=PLvsS9mRi0sXb6sm--_-SH9ciODQq3sQuK8Y
This series of clips by *TV Timelines* details what life was like for ordinary people in Medieval times.

Latin Vision / Intent:

Curriculum Leader: Miss King

Latin is all around us, despite claims that it is a 'dead' language. From football mottos and slogans to medical and agricultural terms, the impact of Latin on the English language is vast. At the Hollins we firmly believe that by understanding more of where our language has come from our pupils will get a greater grasp on their own language. The aim of this is to improve their reading skills by exploring the etymology of English and making links between familiar and unfamiliar words. Through their Latin course pupils will also learn about the culture of ancient Rome and begin to see how concepts such as democracy, the road system and the Julian calendar originated and developed into the systems we know today.

Curriculum Aims:

In Year 7 pupils study one hour a fortnight of Latin

Year 7 French Curriculum	**Topics**	**Key Knowledge**	**Careers link**
	Family House Life in Pompeii	• To learn family members in Latin • To learn rooms of a house in Latin • To start to understand Latin word order • To be aware of and recognise the nominative and accusative case In the first term pupils will start to make link between Latin and English and explore the etymology of everyday words. They will also start to refine their translation skills and learn about the importance of using correct English when translating from Latin.	• Translator • Archaeologist

Maths Curriculum Vision / Intent:

Curriculum Leader: Mrs J. Gaukroger

Curriculum Intent:

Our mathematics curriculum is designed to develop pupils' fluency, reasoning, and problem-solving skills, enabling them to think mathematically and apply their knowledge with confidence. Through a mastery approach, we promote deep and adaptable understanding of mathematical concepts, moving beyond surface-level learning. Pupils are encouraged to embrace challenge, learn from mistakes, and build resilience in a supportive environment that nurtures self-belief. A strong foundation in early number sense is prioritised, equipping younger learners with the tools to reason and solve problems effectively. The curriculum emphasises the development of rich mathematical vocabulary to support clear and precise communication. Concepts are introduced gradually and revisited through interleaving to strengthen retention and deepen connections across topics. We are committed to ensuring that mathematics is accessible and ambitious for all learners, with teaching tailored to meet diverse needs. High-quality, research-informed resources underpin our approach, and real-world applications are embedded throughout to demonstrate the relevance and power of mathematics in everyday life.

What resources can my child access for additional support.

Students will be set a weekly homework on TT Rock Stars. This is a fun and engaging way for students to develop fluency with their times tables and number facts, which are essential building blocks for success in mathematics. Regular practice on the platform helps students improve their speed, accuracy, and confidence with numbers, which in turn supports their progress across the wider maths curriculum.

All Year 7 students will have access to Dr Frost Maths, an online platform that offers a wide range of practice questions and instructional videos. This resource is designed to support independent learning and help students reinforce their understanding of key mathematical concepts both in and outside the classroom.

The Hollins – Scheme Work: Year 7

Unit NP1 - Place Value & the Number Line	Careers: Data Analyst, Software Developer, Engineer, Financial Analyst Skills: • Precision and accuracy (important in finance and coding) • Understanding number systems (binary is essential in computing)
• writing integers and decimals in expanded form and in words • ordering positive integers and decimals, placing on a number line • ordering positive and negative numbers, placing on a number line, symmetry of the number line about 0 • multiplying/dividing by positive and negative powers of 10 • rounding 'to the nearest', d.p. and s.f. • common metric conversions	

• finding the midpoint of two numbers • the median of discrete data • working in different bases (e.g. binary)	• Data handling (median, midpoint) is key in statistics and research
Unit NP2 - Addition & Subtraction	Careers: Accountant, Retail Manager, Architect, Engineer
• strategies for addition and subtraction of positive integers and decimals, including counting up/down in different intervals (incl. decimals) • complement of a decimal (able to find 1-p, given p) • inverting addition and subtraction, additive inverse, additive identity; • using the commutative and associative laws to help calculation • extending additive number sense to unknowns, working with equality • zero pairs • finding the perimeter of a polygon • basic angle facts (straight line, round a point, vertically opposite, in a triangle) • mean & range of a dataset • applications & problems, including money problems and using different bases, continuing linear sequences	Skills: • Budgeting and financial planning • Logical reasoning and problem-solving • Understanding measurements and geometry (important in construction and design)
Unit NP3 - Multiplication & Division	Careers: Scientist, Engineer, Supply Chain Analyst, Builder
• multiplication tables to 12x12 • mental and written strategies for multiplication of positive integers and decimals, formal and informal techniques, commutativity, associativity and distributivity • multiples and LCM (by systematic listing) • division of positive integers and decimals, writing division as a fraction, formal and informal techniques, incl. distributivity; divisibility rules • inverse operations, multiplicative inverse creating the multiplicative identity, non-commutativity and non-associativity of division • extending multiplicative and additive number sense to unknowns • factors and HCF (by systematic listing), coprime numbers • multiplicative reasoning: getting from one number to another by multiplying • rectilinear area • volume of cubes and cuboids • applications and problems, including money problems; simple proportion problems; different bases; method selection (which operation) for worded problems	Skills: • Efficient calculation methods • Understanding ratios and proportions (used in recipes, construction, science) • Spatial reasoning (area and volume calculations)

Unit NP4 - Powers, Roots and Primes • Squares to 15^2 and cubes to 10^3 by heart • Calculating powers, evaluating numerical expressions with powers, understanding index form • Roots as inverses of powers • addition and subtraction rules with positive indices • Prime numbers, product of primes, using the primes as building blocks (Fundamental Theorem of Arithmetic), applying the prime factorisation to find the factors of (large) numbers; intro to HCF with primes	Careers: Cryptographer, Mathematician, Computer Scientist Skills: • Understanding prime factorisation (used in encryption and cybersecurity) • Working with powers and roots (important in physics and engineering)
Unit NP5 - Order of Operations • Commutativity and fluency in calculation • Order of operations with the four operations • Order of operations including exponents • Breaking the order of operations with brackets • writing numerical expressions using the order of operations; practice with integers and decimals	Careers: Programmer, Engineer, Mathematician Skills: • Logical sequencing and structured thinking (essential in coding and problem-solving) • Accuracy in multi-step calculations
Unit NP6 - Directed Numbers • negative numbers in context (temperature, finance) and on a number line (vertical and horizontal) • ordering positive and negative numbers, using symbols, placing on a number line • addition of directed numbers • subtraction of directed numbers (as addition of additive inverse); symmetry of subtraction (a-b=n, b-a=-n) • multiplication and division with negative numbers • powers of negative numbers • order of operations with negatives • applications (contextual) and problems	Careers: Meteorologist, Banker, Game Developer Skills: • Understanding negative values (used in temperature, finance, gaming) • Applying maths in real-world contexts
Unit NP7 - Fractions • concept of a fraction, multiple visual representations - shading shapes, bar models, placing on a number line • proper and improper fractions,	Careers: Chef, Pharmacist, Engineer, Carpenter Skills: • Proportional reasoning (used in recipes, dosages, construction)

• equivalent fractions, simplifying fractions, comparing the size of fractions through common denominator or common numerator • complement of a fraction (able to find 1-p, given p) • adding and subtracting fractions, including proper, improper and mixed • fraction of an amount by a bar model, expressing one number as a fraction of another, find original amount if you know a fraction of it • multiplying and dividing fractions, fraction of an amount (incl. fractions of fractions) with link to multiplying; increasing and decreasing by a fraction by multiplying • multiplication of a number by its reciprocal gives 1 (revisit of NP3.5 more formally) • order of operations with fractions	• Visualising and manipulating parts of a whole
Unit A1 - Introduction to Algebraic Thinking • Generalising number to algebra, concept of an 'unknown variable' • Simplifying simple additive linear expressions with no more than three variables • Solving simple 'unknown value' problems, using a range of symbols, including blank boxes and letters • Substituting numbers for variables presented as a range of symbols, including blank boxes and letters	Careers: Software Developer, Engineer, Economist Skills: • Generalising patterns and relationships • Using symbols to represent unknowns (used in formulas and coding)
Unit A2 - Manipulating and Simplifying Expressions 1 • Algebraic notation • collecting like terms • simplifying indices and coefficients when multiplying and dividing, multiplication rule for indices (power of a power) • writing algebraic expressions	Careers: Data Scientist, Engineer, Mathematician Skills: • Simplifying complex problems • Applying rules and logic to solve equations
Unit NP8 - Percentages, Fractions and Decimals • equivalence of FDP, techniques to convert, ordering FDP • recurring and terminating decimals • multiple representations of % - shading shapes, bars • % of an amount; percentages greater than 100% • percentage of an amount with decimal multipliers • expressing one number as a % of another • percentage increase and decrease (finding the % and adding/subtracting), fraction increase and decrease	Careers: Banker, Retail Analyst, Statistician Skills: • Financial literacy (interest rates, discounts, profit margins) • Data interpretation (used in business and marketing)

• the effect of multiplying by numbers between 0 and 1 compared with numbers greater than 1 • applications and problems, including interpreting pie charts and simple interest	
Unit GM1 - Drawing, Measuring and Constructing	Careers: Architect, Engineer, Designer, Surveyor
• Points, lines, rays and segments, using a ruler to measure lines, labelling segments correctly • Using a protractor to measure angles, labelling angles correctly, type of angles, estimating angles • Using a compass to draw circles and arcs; construct and equilateral triangle and a hexagon • Constructing triangles given SSS, SAS, ASA	Skills: • Precision and accuracy in measurement • Technical drawing and construction skills • Spatial awareness and geometry

MFL Curriculum Vision / Intent:

Curriculum Leader: Ms King

Modern Foreign Language teaching at The Hollins is interactive, challenging and enables students to become resilient, independent and confident communicators, which are invaluable skills that they will need throughout their school careers and beyond. The aim of MFL at The Hollins is to introduce pupils to language learning skills that they can apply to learning other foreign languages in the future. Our aim is to spark curiosity and we always encourage our pupils to ask questions. We believe in the importance of making links with different languages and especially with their native one, English.

Curriculum Aims:

We want to develop pupils with the ability to speak spontaneously and with confidence in French and Spanish. In addition, we also teach students about the culture of French and Spanish speaking countries around the globe both in lessons and during our extra-curricular activities, encouraging understanding and acceptance of other beliefs and cultures reflecting our diverse intake with a view to breaking down preconceptions or stereotypes. To further promote cultural understanding in lessons, the use of authentic videos and songs capture students' imaginations as they piece language together to decode meaning and become independent and resilient linguists.

MFL students are challenged from the minute they walk in to their language lessons. MFL teachers use the target language as much as possible to immerse students into Foreign Language worlds. Pupils are encouraged to speak as much French and Spanish as possible and interact with the teacher and each other in the target language.

MFL at the Hollins equips pupils for lifelong language learning and we echo the Hollins' ethos that our pupils deserve nothing less than the best education - each and every one of our pupils deserves this. We seek to create characters who breed tolerance, empathy and respect within our local community, the wider world and in life to become responsible citizens who can make a positive contribution to society.

In Year 7, pupils are studying French two hours a fortnight and three hours a fortnight of Spanish.

Year 7 French Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Term 1	Basics: *interaction language *Greetings *Phonics	• To be able to greet people in French. • To work on sounds to be able to say and spell words in French. • To be able to count confidently so that pupils can talk about age and birthday.	• Language assistant • What jobs can you get using language skills? • Employability skills: respect and helping

	*Numbers & Months	In the first term, pupils will be immersed in the target language and a lot of work will be done around the interaction language. Pupils will be exposed to a lot of speaking and listening activities and will start being able to ask questions in French. Pupils will start learning about the French culture.	understand how others think
Term 2	Personality Physical description	• To be able to describe yourself and others using a range of adjectives. • To begin to learn the verbs 'être' and 'avoir' in the present tense. • To learn about agreement of adjectives in French. Pupils will practise the knowledge in reading, listening, writing, speaking and with translation. Pupils will also be able to manipulate the grammar. Pupils will be exposed to more French culture.	• RAF • Employability skills: creativity and ambition • Facts about number of French language universities in the world
Term 3	Pets Family	• To be able to say what pets people have and being able to describe them. • To be able to use the conditional to be able to say what pets they would like to have. • To be able to talk about family members and describing them (using name, age and description). Pupils will practise the knowledge in reading, listening, writing, speaking and with translation. They will practise how to describe a photo. Pupils will also be able to manipulate the grammar.	• Why study languages at university? • Employability skills: problem solving and listening skills

Year 7 Spanish Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Term 1	Basics: *interaction language *Greetings *Phonics	• To be able to greet people in Spanish. • To work on sounds to be able to say and spell words in Spanish. • To be able to count confidently so that pupils can talk about age and birthday. • To learn the verb 'tener' in the present tense.	• Language Assistant • Employability skills: respect and helping understand how others think

	*Numbers & Months	In the first term, pupils will be immersed in the target language and a lot of work will be done around the interaction language. Pupils will be exposed to a lot of speaking and listening activities and will start being able to ask questions in Spanish. Pupils will start learning about the Spanish culture.	
Term 2	Family Appearance Personality Pets	• To be able to talk about family members. • To be able to describe yourself and others using a range of adjectives. • To learn the verb 'ser' in the present tense. • To be able to say what pets people have and being able to describe them. • To learn about agreement of adjectives in Spanish. Pupils will practise the knowledge in reading, listening, writing, speaking and with translation. Pupils will also be able to manipulate the grammar. Pupils will be exposed to more Spanish culture.	• RAF • Employability skills: Multitasking and perceptiveness
Term 3	Food and Drinks In a restaurant	• To talk about food and drinks. • Pupils should describe mealtimes and understand prices. • Pupils will have a better understanding about typical Spanish food and drinks. • To be able to order food in a restaurant. • To be able to use the present tense with 'tomar' / 'comer' and 'beber'. Pupils will practise the knowledge in reading, listening, writing, speaking and with translation. They will practise how to describe a photo. Pupils will also be able to manipulate the grammar. Through the topic of food, pupils will be taught about food and drinks from Spanish speaking countries.	• Why study languages at university • Employability skills: problem solving and listening skills

What resources can my child access for additional support?

- Pupils have access to www.languagenut.com where they can play a range of games to practise the language learnt in class.
- Knowledge organisers for each topic can be found on Teams so that could help your child learning and revising the vocabulary covered in class.

- Pupils can access the online dictionary www.wordreference.com
- www.languagesonline.org.uk will help pupils with vocabulary and grammar.

What enrichment opportunities are there and how do they support learning?

- Use of online guided tours, links to culture so that pupils can have a better understanding of the French and Spanish speaking countries. We use links to towns, to food, to famous people so that pupils learn independently and have a better understanding about French and Spanish around the world.
- Pupils are exposed to authentic materials.
- Year 7 pupils have French penpals from Le Collège André Malraux in Dijon.

Music Curriculum Vision / Intent:

Music teacher: Mrs A McManus

Music can be both a very communal or personal experience and it is our intent to give students the opportunity to explore their curiosities with an exciting and vibrant curriculum. At The Hollins, students will be able to explore the world of music through performing, singing, composing, listening, reviewing and evaluating a wide range of musical genres, traditions and styles that are reflective of the cultural diversity that is shared by our school and town. They will get the opportunity to explore work from some of the world's greatest composers, musicians and song-writers. We want students to become engaged and inspired to develop a love of music and showcase their talent as musicians.

It is important that there is an opportunity for students to participate in music beyond that of curriculum lessons, to allow them to develop and nurture their own interests and talents. All students have the opportunity to learn to play a musical instrument and they will be able to access this at any stage of their education. Students will also have the opportunity to explore music through a variety of extra-curricular clubs.

Music is one of the very core fabrics of life; a universal language that allows all human beings to interact. Students at The Hollins, therefore, are in prime position to be able to create what will for them become a deeply personal experience. All schemes of work are directly linked to the National Curriculum, embedding the key principles of the Music Model curriculum and DfE plan for music.

Curriculum Aims:
In Year 7, the music curriculum will engage in a carousel programme with the Drama department. Students will explore the role of music in a variety of contexts and will

- focus on the key concepts of pulse and rhythm
- develop an overview of some of the elements of music and begin to apply these to music making
- begin to learn to read musical notation in the treble clef
- learn basic keyboard skills
- develop their singing skills
- learn basic ukulele and guitar skills

Year 7 Music Curriculum	Topics	Key Knowledge	Careers link
Topic 1	**The Elements of Music** **I've Got Rhythm**	• Exploration of some of the elements of music e.g. pitch, tempo, dynamics, texture and timbre, rhythm, duration, melody, articulation, structure and harmony and analysing the impact they can have on a piece of music • Exploration of the application of these elements through singing and keyboard work • An understanding of the difference between pulse and rhythm • An understanding of note values, reading them to interpret a rhythm. • Rhythmic composition, incorporating crotchets, quavers and minims • Polyrhythmic performance using percussion instruments	• Composer/song writer • Professional musician • conductor
Term 2	**Understanding notation** **Drumming skills**	• How to read treble clef notation from middle C to A (C4-A4) • Performance of a melody on the keyboard whilst reading treble clef • An opportunity to perform a variety of pieces on the keyboard • Assessment of performances including target setting • Adding simple accompaniments where possible • Names of the different parts of the drumkit • How to follow drum notation on the stave • Performing back beat/simple rock beat • Class performances using chair-drumming resource	• Professional musician: Skills required to be a professional musician, including session musician skills, listening skills and performance skills.

Term 3	**Building string skills (Ukulele)** **(Guitar)**	• How to play simple chords on the ukulele • Understanding chord diagrams and notation • An understanding of strumming patterns, and performing a rhythm • An opportunity to perform a variety of songs as a class (playalongs) • Learning to read tab notation • Learning the open strings (Don't fret) • Use of Frets (E string crotchets) • Understanding the fretboard and use of E and B strings	• Instrument repairer and maker: Finding out how instruments are made, and repaired, including skills on tuning instruments, and basic repair skills to be self-sufficient in class. • Professional musician

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

- All students have an opportunity to learn to play an instrument through extra-curricular provision, giving students the opportunity to further enhance their musicianship
- All students are able to develop their musical experience through such extra-curricular clubs as samba band, ukulele group, choir and rock band club. Students can apply their curriculum knowledge whilst exploring music in a wide range of genres from some of the world's most prolific composers and musicians
- School productions, allowing students to express themselves through several performing arts including acting, singing, and dancing
- Extra-curricular visits to concert performances, shows and places of musical interest in order to further interact with live performance and the history of classical and popular music from around the world.

Where can I visit to help with my learning?

• **The Beatles Story** *Britannia Vaults, Albert Dock, Liverpool L3 4AD* *https://www.beatlesstory.com/* • **British Music Experience** *Cunard Building, Liverpool, L3 1DS* *https://www.britishmusicexperience.com/* • **The Palace Theatre, Manchester** *97 Oxford Street, Manchester, M1 6FT* *https://www.atgtickets.com/venues/palace-theatre-manchester/*	• **The Lowry** *Pier 8, the quays, Salford, M50 3AZ* *https://thelowry.com/* • **YouTube/Spotify** *Playlists to explore a wide range of genres* • **BBC iPlayer** *Documentaries and performances to support curriculum learning*

Physical Education Curriculum Vision / Intent:

Curriculum Leader: Mrs Murray

The Physical Education department is committed to providing opportunity for participation, enjoyment and performance in a range of physical activities with active, challenging and dynamic learning situations. Lessons are designed to cater for each individual pupil in respect of promoting the development of movement co-ordination and the acquisition of motor skills. Pupils will be taught concepts that are designed to create a positive and meaningful environment that better nurtures physical literacy. By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting students active, we are delivering meaningful learning that truly harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every child.

Curriculum Aims:

The concept curriculum is designed to be accessible and all students are entitled to have the opportunity to progress and reach appropriate levels of attainment in order to realise their potential. This involves teachers matching tasks to the needs, interests and abilities of the students in a learning situation which is challenging and stimulating. Ultimately, teaching and learning strategies are designed to stimulate, enthuse and enable students to gain personal satisfaction from their participation. At the Hollins our aim in physical education is to encourage all pupils to actively engage in lifelong physical activity.

<table>
<tr><th colspan="2">Year 7 PE
Exploring physical literacy</th><th>Activities</th><th>Key Knowledge</th><th>Careers link
(Employability skills)</th></tr>
<tr><td rowspan="2">Half term 1</td><td rowspan="2">Competence</td><td>Girls-Gym, Netball and Fitness runs.</td><td rowspan="5">Know
This lesson objective will focus on the cognitive domain. Students will focus on the 'Rules, tactics and compositional ideas'.

Show
This lesson objective will focus on the physical domain. What movement or skills will students practice and develop with a focus on 'Motor competence'.

Grow
This lesson objective will focus on student's ability to develop, demonstrate and learn to transfer skills, attitudes and values with a focus on 'healthy participation'.</td><td rowspan="2">Understand the need to develop competency.
Explore the concept of practice.
The role of a coach to help improve others performance.
How you can use feedback effectively.</td></tr>
<tr><td>Boys- Volleyball, Football and Fitness runs.</td></tr>
<tr><td rowspan="2">Half term 2</td><td rowspan="2">Confidence</td><td>Girls-Dance, Football and Fitness runs</td><td rowspan="2">The importance of confidence and how to improve it.
How your attitudes impact your behaviour.
How to approach tasks more positively.
How being outside of your comfort zone supports your development.
How can failure help you and how you apply a growth mindset.</td></tr>
<tr><td>Boys-Basketball, rugby and fitness.</td></tr>
<tr><td></td><td></td><td>Girls- Volleyball and Fitness</td><td>Careers related to fitness/sport- Personal trainer, coach, choreographer.</td></tr>
</table>

Half term 3	**Knowledge and understanding**	**Boys-**Dance and Fitness	**Pupils will experience competition in the following activities**: • Cross Country • Netball • Football. • Handball • Basketball • Athletics	
Half term 4	**Knowledge and understanding**	**Girls-**Volleyball and Football		
		Boys-dodgeball and Rugby		
Half term 5	**Motivation**	**Girls-**Strike and field and Athletics		Intrinsic and extrinsic motivation to work hard. Target setting to achieve a goal. Employ the concept of persistence. To understand and apply determination.
		Boys- Strike and field and Athletics		
Half term 6	**Motivation**	**Girls-** Tag Rugby and Athletics		
		Boys-Handball and Athletics		

What resources can my child access for additional support?

Information and resources for different sports can be found in the relevant National Governing Body websites. The BBC Sports Academy website is also a useful resource: http://news.bbc.co.uk/sport1/hi/academy/default.stm

What enrichment opportunities are there and how do they support learning?

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

PSHE Vision / Intent:

Curriculum Leader: Miss Guiste

At The Hollins we will teach your children how to be safe and healthy in all aspects of school life. The development of the whole child is at the heart of PSHE. We aim to remove barriers to learning, raise aspirations and prepare them for life after school. In PSHE, students will explore the three core themes for successful living which are, health and wellbeing, relationships and living in the wider world (including economic wellbeing, finances, enterprise and career education).

The true emotional development of our students will be shown through their empathy for others and self-awareness. We explore topics relevant to young people growing up in Accrington, specifically and overall, in Britain in the 21st Century. Through the delivery of our PSHE curriculum we aim to address issues such as teenage pregnancy, substance misuse, unhealthy eating and lack of physical activity. Our aim is to produce 'Mentally Healthy' students who have emotional and physical coping mechanisms for life. We are continuously developing the curriculum to keep our students up to date with relevant issues in our ever-evolving society, for example the addition of lessons that address knife crime, county lines and image sharing.

Our PSHE curriculum will prepare our students for the plethora of situations life may offer any individual. Students have opportunities to meet and work with people from different backgrounds including the Police, NHS staff, Ministry of Defence, ex-drug addicts, Gambling agencies and Hyndburn and Ribble Valley (HARV) Domestic Abuse Team. Ultimately, we ensure that all pupils at every level receive a rich and fulfilling Citizenship/PSHE curriculum to ensure that they are valuable members of our school and local communities.

Curriculum Aims:

At KS3 we consult the agreed syllabus to ensure the main themes are covered.

Year 7 PSHE Curriculum	**Topics**	**Key Knowledge**	**Careers link**
	Health and Wellbeing	• Leisure time • Physical activity • Sleep • Diet • Dental hygiene • Cancer • Sun safety • Personal hygiene • Vaccinations • FGM	• Health care workers

	Relationships and Sex Education	• Diversity • Personal values • Trust • Positive behaviours • Online safety • Prejudice • Peer pressure • Bullying • Conflict management • Personal reflection	• Human resources • Health care workers • Mental health workers
	Living in the Wider World	• Why is being aspiration important when finding a career? • Why do we need self-esteem when finding a job? • How do I choose a career that's right for me? • Employment law, employee protection and trade unions • How could our online platform impact our future career? • CV's, interviews and what to expect	• Finance • Recruitment • Social media management • HR • PR • IT

What resources can my child access for additional support?

Current affairs:

BBC Newsround

BBC bitesize

Charity

Christian Aid (website)

Islamic relief (website)

Health **Why is being aspiration important when finding a career?**

NHS (website)

LGBT:
Stonewall.org.uk (Website)

What enrichment opportunities are there and how do they support learning?

Black History Month- October
Animal Rights Day- December 10th
Martin Luther King Day- 17th January
Pride Day- 27th June

Science Curriculum Vision / Intent:

Curriculum Leader: Mr Carassale

Here at The Hollins our science staff aim to equip young people with the knowledge and skills they need to become 'science thinkers'.
We want to empower students to develop a hungry curiosity about the world around them and value their own contribution – be it big or small.
Students need to firmly believe that science is important and relevant to all their lives and that the skills they develop are transferrable and far-reaching.
Science attainment and engagement are important considerations of good science teaching but the seeing the 'bigger picture' requires more diverse skill integration.
We want our students to ask questions, hunt for clues, gather information and develop ideas that lead to possible solutions. They shouldn't be afraid to take charge, set goals and become resilient learners. Mistakes should be welcomed and accepted as a way to overcome problems and move forward.
Our school leavers need to feel that their science journey has been meaningful and had purpose for them as individuals, wherever their future path takes them.

Curriculum Aims:

The curriculum is designed to be accessible to all students with opportunities to progress and reach appropriate levels of attainment which realise their potential. Teaching staff match tasks to the needs and abilities of students and create a learning environment which is challenging and stimulating. Ultimately, teaching and learning strategies are designed to equip students with the knowledge and skills needed to confidently proceed to the next level.

Year 7 Science Curriculum	**Topics (covered by specialist science staff)**	**Key Knowledge**	**Careers link https://nationalcareers.service.gov.uk/job-categories/science-and-research. Career skills developed: planning, observation, analysis and evaluation. Examples of some careers ...**
Term1-3	***Working scientifically - Passport to science*** ***Biology***	• Builds on KS2 science and develops key skills across biology, chemistry and physics. • Laboratory equipment and health and safety. • Basic scientific principles of investigations. • Cells and microscopes. • Body systems. • Reproduction (animals and plants).	Building skills that would be useful for careers involving use of devices and equipment, health and safety, testing and analysis. Laboratory technicians.

		• Growth and development.	Medical careers i.e., doctor, nurse, dentist, physiotherapist and veterinary roles. Sports scientists. Child development. Horticultural careers.
Term 1-3	***Chemistry.***	• Particles, atoms, elements, mixtures and compounds. • Changes of state. • Chemical reactions. • Acids and alkalis.	Chemist (industrial, analytical and chemical product development). Materials scientist. Quality control scientists.
Term 1-3	***Physics***	• Forces. • Sound. • Light. • Space	Engineering (mechanical, sound and light). Photography. Audiology. Manufacturing and production. Astronomy and astrophysics.

All students will have covered all the above topics by the end of year 7.

What resources can my child access for additional support?

What resources can my child access for support? Your child will have access to online resources through Kerboodle, www.bbcbitesize.com, Learning by Questions (LbQ), Seneca learning and other links (made accessible as required; some through Teams and Synergy).

What enrichment opportunities are there and how do they support learning? A range of enhancement activities have been used to support and develop wider application of scientific principles and increase awareness of the wider impact of science. These include visits (internal and external), science week activities, STEM activities and access to up to date virtual resources and experiences.