



**HOLMFIRTH  
HIGH SCHOOL**  
NATIONAL LEADERS OF EDUCATION AND LEADING EDGE SCHOOL

# Holmfirth High School

## Curriculum Guide

### Year 7



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## Introduction

This guide is intended to provide useful information for parents regarding the curriculum pupils are studying this year. Each subject section outlines the key topics covered in class throughout the year together with suggestions as to how parents can help support learning. If you have any queries regarding the content of this guide or if you'd like further guidance on how you can best support your child's learning, please contact your child's class teacher in the first instance or the relevant Head of Department from the list below.

	<b>Staff Contact</b>
Art, Design, Technology	Miss K Greaves
Computing	Mr S Knowles
Drama	Mr A Archer
English	Mrs E Hollingdrake
Enrichment	Mrs M McLoughlin
Geography	Mr J Cannon
History	Mr R Samphire
Maths	Mr M Staal
Modern Foreign Languages	Mrs S Kerr
Music	Mrs J Brear
PE	Mr J Battye
RE/ RPSE	Miss M Durkin
Science	Mrs J Ison



## Introduction

Pupils are introduced to basic drawing skills using a variety of materials, to encourage confidence with observation and control of techniques. As the year progresses, pupils engage with a variety of stimuli and artists to inspire and develop their imagination, enabling them to express their own ideas and individuality in the creation of their artwork and personal responses. Pupils will cover:

Drawing, Painting, Printmaking, Ceramics, 3-D, Collage, Design, Mixed Media

Term 1 topics	Term 2 topics	Term 3 topics
<b>Observational Drawing Skills</b> <b>Natural Forms</b> Extended Homework- Sculpture and Land Art-Andy Goldsworthy	<b>Faces and the Human Form</b> Extended Homework- Someone I admire  <b>Shoes</b> Extended Homework- Customised Shoes	<b>Still Life Food and Drink</b> Extended Homework-Pop Art Repeated Composition  <b>Landscape</b> Extended Homework- Favourite places

## Parent and child home learning opportunities

Local and national art galleries and museums for research of past and contemporary artists and exhibitions relating to the themes of the projects.

[www.ysp.co.uk](http://www.ysp.co.uk), [www.hepworthwakefield.org](http://www.hepworthwakefield.org), [www.tate.org.uk](http://www.tate.org.uk), school art website resources

# Computing



## Introduction

In year 7 we introduce the pupils to a range of units with emphasis on the new computing programs of study.

Term 1 topics	Term 2 topics	Term 3 topics
USING COMPUTERS SAFELY AND EFFECTIVELY  GAMES PROGRAMMING IN SCRATCH	GAMES PROGRAMMING IN SCRATCH  SPREADSHEET MODELLING  SOUND EDITING WITH AUDACITY	GRAPHICS  FLOWOL

## Parent and child home learning opportunities

Extension work which can be accessed via individual websites.

Help with extended projects and homework sheets.

Emphasis of using computers safely within the home environment.1

# Design and Technology



Pupils study in 4 different areas across the year on a rotation system. The sub-subjects and teaching & Learning objectives for these units are as follows:

Sub-Subject	Pupils are taught and assessed in the following areas:	Home Learning Suggestions
<b>Design</b>	<p><b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to construct shapes and letters in 3D, using isometric projection</li> <li>• To render 3D drawings to enhance presentation</li> </ul> <p><b>CAD/CAM</b></p> <ul style="list-style-type: none"> <li>• How to develop design ideas using annotated sketches</li> <li>• How to use Techsoft 2D Design software</li> <li>• How to manufacture a key ring in acrylic</li> </ul> <p><b>Designers, Culture and Nature</b></p> <ul style="list-style-type: none"> <li>• To avoid stereotypical responses</li> <li>• How to use bio-mimicry to generate creative ideas</li> <li>• Conduct research into different cultures and the influence this has on design</li> </ul>	<p>Sketching objects in 3D – using <b>isometric and rendering</b> skills</p>
<b>Manufacture</b>	<p><b>Group Work</b></p> <ul style="list-style-type: none"> <li>• How to collaborate productively in a group to solve problems</li> <li>• How to develop plans including dimensions</li> <li>• How to communicate visually</li> </ul> <p><b>Packaging</b></p> <ul style="list-style-type: none"> <li>• How to produce a net</li> <li>• How to evaluate usefully</li> <li>• How and why we suggest modifications</li> </ul> <p><b>Workshop Skills</b></p> <ul style="list-style-type: none"> <li>• Use a pillar drill</li> <li>• Use a hegner saw</li> <li>• Control hand tools</li> </ul>	<p>Using hand tools in the shed / garage.</p> <p>Taking opportunities to be involved in <b>measuring and marking out</b></p>
<b>Cooking &amp; Nutrition and Textiles</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• To creatively modify design ideas including annotation</li> <li>• To render 2D design ideas to enhance presentation</li> <li>• To use a ruler accurately to 1mm</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• To select and use specialist tools / equipment safely and independently</li> <li>• To become competent in a range of cooking techniques</li> </ul> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>• To understand and explain the 5 groups of the Eat-well plate</li> <li>• To independently apply the principles of food safety and hygiene</li> <li>• To confidently and safely use the bridge and claw grip</li> <li>• Students will complete practical lessons including; fruit fusion, vegetable soup, scone based pizza, breakfast muffins and making their own butter</li> </ul>	<p>Creating an image board to inspire design ideas.</p> <p>To use the <b>Food Fact of Life</b> website to consolidate learning.</p> <p>Packaging analysis – looking at <b>nutritional information</b></p> <p>Encourage pupils to <b>weigh their own ingredients</b> for practical lessons.</p> <p>To practise the <b>bridge and claw</b> methods.</p>

## Drama

### Introduction



In Drama, year 7 students explore and perform a range of Drama Conventions through the studying of particular stories and genres.

Term 1 topics	Term 2 topics	Term 3 topics
<p>Exploring and performing the story 'The Old Man and his Grandson' using Narration and Roleplay.</p> <p>Exploring and performing the story 'A Christmas Carol' using Narration, Roleplay and Tableau.</p>	<p>Exploring and performing the story 'The Selkie Wife' using Roleplay, Tableau, Thought-Tracking and Characterisation.</p>	<p>Studying the genre of Silent Movies. Students will devise, rehearse and perform their own Silent Movie using Mime.</p>
<p><b>Parent and child home learning opportunities</b></p> <p>Students can rehearse their lines for up-coming assessments and develop their own characterisation.</p>		

## English



### Introduction

In year 7 a range of texts will be explored including non-fiction and literary fiction. Reading, writing and speaking and listening skills will be developed with an emphasis on language appreciation.

Term 1 topics	Term 2 topics	Term 3 topics
<p><b>Transition: work for Year 6 into Year 7</b> - The Year 6 Teacher will read at least one version of the story "Pandora's Box" to the Year 6 students. This will lead onto a piece of discursive writing.</p> <p>Texts used in Year 7:  <u>The Sound Collector</u> by Roger McGough  <u>The Princess and the Tin Box</u> by James Thurber  <u>The Old Tin</u> by Judith Henighan</p>	<p><b>Shakespeare</b> – A unit that explores the theatre in Shakespeare's times. The students will explore a number of openings from some of Shakespeare's plays and act some scenes out themselves. The students will work on developing their reading comprehension skills throughout the unit, culminating in a reading assessment analysing some of Shakespeare's language.  <b>Crime Fiction</b> – Pupils will read a range of texts in the</p>	<p><b>Superheroes!</b> - Students will study the presentation of superheroes across texts ranging from graphic novels to art work and media texts. This will be used as a prompt to develop descriptive writing skills.  <b>Sports Journalist</b> – A unit that explores how sports are reported on; from newspapers to TV interviews and programmes. During this unit the students will visit the PE department to watch and report on a match. The</p>

Term 1 topics	Term 2 topics	Term 3 topics
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<p>Tasks include: discussions, writing (poetry, diary, stories and descriptions) and reading. Work on stories will encompass the study of The Narrative Arc.</p> <p><b>Autobiography</b> – A unit celebrating the students’ life and achievements. Students will explore and analyse features of a diary as well as examine modern technology such as blogs and podcasts. The students will work on developing their writing skills and be assessed on a written account of a memory from their childhood.</p>	<p>genre. They will learn about the conventions of crime writing and be expected to apply these to their own work.</p>	<p>students will work on developing their speaking and listening skills and be assessed on a drama role play piece called ‘Match of the Day.’</p>
<p><b>Parent and child home learning opportunities</b></p> <p><b>Transition</b> - During the Summer Holiday, students are to read either a book, magazine, comic, collection of short stories or even just one short story. This will be presented in Y7.</p> <p><b>Autobiography</b> – Collate any photographs/objects from happy memories. Research/explore the use of blogs and podcasts.</p> <p><b>Shakespeare</b> - Research what life was like in Shakespeare’s times.</p> <p><b>Crime Fiction</b> – Look at some adaptations of Sherlock Holmes stories and consider how they have developed through time.</p> <p><b>Superhero</b> - ‘Hard Boiled’ Homework project linked to Superheroes unit. Help your child to design and create a hard-boiled egg superhero that can be used as a prompt for discussion and description in lessons.</p> <p><b>Sports Journalist</b> – Talk about how language and layout in newspapers are used. If you visit some sporting events discuss how these could have been reported in the media.</p>		

## Geography



In Geography this year students in year 7 will study a range of physical and human topics.

Term 1 topics	Term 2 topics	Term 3 topics
<p><b>What is Geography?</b> In this topic you will learn to distinguish between Physical, Human &amp; Environmental Geography.</p> <p><b>Location. Location. Location.</b> In this topic you will investigate the world on a local, national &amp; international level and learn to identify places on maps at a range of scales and types. You will gain a better insight into the Geography of our local area.</p>	<p><b>A river's journey</b> The Holme valley is ideal for introducing the topic of 'a river's journey' where you will follow the river Holme from its source to its mouth and learn about the processes responsible for the formation of landforms.</p> <p><b>How do we use Geographical skills?</b> In this topic you will learn the importance of map reading and wider geographical skills which will be used to good effect during all the units studied at both KS3 and GCSE.</p>	<p><b>To flood or not to flood?</b> In this topic you will use our map skills to investigate the impacts of flooding on the environment on both a national and international level.</p> <p><b>Our Human footprint</b> The human footprint investigates the impact we have on the planet. You will measure your own human footprint and assess how you can contribute to a more sustainable future.</p>

### Parent and child home learning opportunities

<https://www.bing.com/maps>

<https://www.ordnancesurvey.co.uk/mapzone/>

<http://www.bbc.co.uk/education/subjects/zrw76sg>

## History



### Introduction

In year 7 we focus on developments in Medieval England, particularly on the concept of power and control.

Term 1 topics	Term 2 topics	Term 3 topics
<ul style="list-style-type: none"> <li>• The Norman Conquest</li> <li>• Norman Control</li> <li>• Extended homework project: Castles</li> </ul>	<ul style="list-style-type: none"> <li>• The power of the Church</li> <li>• The power of medieval monarchs</li> <li>• Extended homework project: Medieval Life</li> </ul>	<ul style="list-style-type: none"> <li>• The Black Death</li> <li>• The Peasants Revolt</li> <li>• Extended homework project: The Crusades</li> </ul>

### Parent and child home learning opportunities

All visits to historical sites and museums are valuable: medieval castles (e.g. Conisbrough, Skipton, Lincoln), York, Durham, Lincoln, Canterbury. Pupils have the opportunity to go on a school trip to York (although numbers are limited). Most sites and museums have their own websites which can be a useful source of information.

**Films:** Becket, A Knight's Tale (PG)

**Specific Websites:** Spartacus-Educational, National Archives





## Maths

### Introduction

In year 7 groups are split broadly by ability into foundation, intermediate and higher. We teach elements of all the 6 strands; Number, Ratio Proportion and rates of Change, Algebra, Geometry and Measure, Statistics and Probability. Ensuring that the underlying aims of improving Mathematical Fluency, Problem Solving and Reasoning are met.

Term 1 topics	Term 2 topics	Term 3 topics
<p><b><u>Higher/Intermediate</u></b>            Algebra/Angles Bridging unit            Negative numbers            Standard form            Order of operations            Prime factorisation            Scale and bearings            Enlargement            Representing 3D objects            Probability</p>	<p><b><u>Higher/Intermediate</u></b>            Algebraic expressions and formulae            Fraction, decimal, percentage equivalence            Ratio and proportion            Sequences or angles*            Fraction, decimal, percentage calculations</p>	<p><b><u>Higher/Intermediate</u></b>            Linear equations            Circumference and area of a circle            Volume of prisms and cylinders            Linear graphs            Real life graphs            Probability tree and venn diagrams            Statistical diagrams            Statistical calculations</p>
Term 1 topics	Term 2 topics	Term 3 topics
<p><b><u>Foundation</u></b>            Bridging unit from Y6            4 rules of number            Place value            Properties of shapes            Using formulae</p>	<p><b><u>Foundation</u></b>            Fractions, decimals and percentages            Ratio and proportion            Sequences            Area            Angle            Four operations on fractions            Finding a percentage of a quantity</p>	<p><b><u>Foundation</u></b>            Solving equations            Volume            Co ordinates            Data presentation            Mean, median, mode and range</p>
Parent and child home learning opportunities Nrich, Times tables Rockstars, Mymaths		



## French

**Introduction:** In French this year, students will consolidate language and structures covered in KS2 French programmes. New language and structures will be taught to cover the topics outlined and pupils given the opportunity to speak, write and understand others, talking about these topics. The near future tense will be taught

Term 1 topics	Term 2 topics	Term 3 topics
Personal information Celebrities (sports/music) ( <b>French Club:</b> Friday lunch) <b>Paris Trip (May)</b>	School Cultural/contact school in France	Hobbies

## German

**Introduction:** In German this year, students will learn the basic vocabulary and structures to speak, write and understand others talking about the topics outlined. Basic grammar on verbs, genders as well as the accusative case and the the 'because' (weil) clause will be taught.

Term 1 topics	Term 2 topics	Term 3 topics
Greetings Numbers 1-30 Alphabet Basic personal details Points of compass	Family Pets Characteristics Colours	School subjects Objects Timetable Time Uniform

## Spanish

**Introduction:** In Spanish this year, students will learn the basic vocabulary and structures to speak, write and understand others talking about the topics outlined. Basic grammar on verbs and gender will be taught.

Term 1 topics	Term 2 topics	Term 3 topics
Introductions Numbers Months/days of week Classroom objects	Home and region Family and pets Personal description	School subjects Opinions Time

### Parent and child home learning opportunities in MFL:

Use of Active Teach on VLE

Use of Linguascope, Username: Holmfirth1 – Password: mflgfs1

A section of bilingual readers in Library available to take home.

Parent and child vocabulary learning

Purchase a workbook – contact school

Have access to bilingual directory

## Music



<p><b>Introduction</b> In Music, year 7 students explore a range of musical genres and styles. Work includes listening, performing and composing. Students also get an opportunity to compose using music technology.</p>		
<b>Term 1 topics</b>	<b>Term 2 topics</b>	<b>Term 3 topics</b>
<p><b>Night and Day</b> Pupils learn to organise sound using their hands and voices. Pupils learn about giving good feedback using the musical elements.</p> <p><b>Pulse and Rhythm</b> Pupils learn about basic rhythms and creating rhythmic phrases. Pupils also develop an understanding of time signatures.</p>	<p><b>Machine Music</b> Pupils use their developing knowledge of rhythms and organising sounds from term one to write a piece of music on music technology using repeated patterns.</p> <p><b>Classical</b> Pupils develop their understanding of notation, motifs and the classical period. Pupils write a short classical piece in the style of Mozart.</p>	<p><b>Animals</b> Pupils develop motifs through writing a piece of programme music to accompany a movie sequence. Pupils learn clichés such as a walking bass.</p> <p><b>Reggae</b> Pupils learn in a band to create a reggae performance of 'Three Little Birds'. Pupils develop a deepening understanding of reggae culture and musical style.</p>
<p><b>Parent and child home learning opportunities</b> Students can rehearse their music for up-coming assessments and develop their own musicianship through extra listening. Students who play instruments should continue to develop their understanding of music theory. <a href="#">Click here to link to Music Year 7 webpage for more detail</a></p>		

## PE



<p><b>Introduction</b> In year 7 we begin with a mixture of activities for 6 lessons to gain a baseline assessment. Pupils then follow a pathway of activities for 5 or 6 lessons each, within ability based groups.</p>		
<b>Term 1 topics &amp; Term 2 topics</b>		<b>Term 3 topics</b>
Baseline assessment	Dance	Rounders
Football	Gymnastics	Athletics
Basketball	Outdoor Adventurous Activities (OAA)	Cricket
Hockey - girls	Rugby/Netball	Hockey – boys
Badminton – boys		Badminton - girls
<p><b>Knowledge and understanding:</b> Pupils will develop knowledge of skills and techniques related to each activity. They will practise the skills and techniques to improve their accuracy and consistency, both in conditioned drills and games, or within a routine such as gymnastics and dance.</p>		
<p><b>Parent and child home learning opportunities</b> Watching any of the above sports – live performances/matches or programmes on TV. Joining a wide variety of community clubs in the Holmfirth and Huddersfield Area – ask your PE teacher for details or see notice board in PE block.</p>		



**Introduction**

In RPSE this year we will be studying a wide range of topics that introduce students to some of the key themes of RE and PSHE education.

The Y7 RE curriculum is based around the study of:

- a) Discrete religious traditions: this year looking at Buddhism and Christianity.
- b) Contemporary moral issues – which allow students to evaluate a wide range of religious, philosophical and ethical worldviews in relation to a specific issue: this year looking at issues such as diversity, animal-rights and ecology.

Term 1 topics	Term 2 topics	Term 3 topics
<ul style="list-style-type: none"> <li>• What makes us Belong?</li> <li>• PSHE: Growing up and Healthy Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Buddhism</li> <li>• What do Christians Believe?</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE: Drugs Education</li> <li>• The Environment &amp; Animals</li> </ul>

**Parent and child home learning opportunities**

- What makes us Belong? This topic centres on issues relating to ‘identity’ and ‘belonging’ in modern Britain: celebrating diversity and multi-culturalism and recognising the significant contributions immigrant communities have made to British life etc. Parents and children may try to visit museums and art exhibitions that highlight the cultural diversity of modern Britain etc.
- Buddhism. A general introduction to Buddhist beliefs based around the study of Tibetan Sand Mandalas and paintings. Some excellent YouTube videos of Sand Mandala ceremonies along with information on [www.buddhanet.net/mandalas.htm](http://www.buddhanet.net/mandalas.htm) will give students a deeper understanding of their significance.
- What do Christians Believe? Students will be evaluating the Christian beliefs relating to the Easter story. The BBC drama ‘The Passion’ is a well-produced re-telling of the Biblical story and would make good home-learning. Students will also be given a ‘charitable project’ to undertake so parents may need to advise and support their children with appropriate activities.
- The Environment & Animals. The topic is based on the ‘Council of all Beings’ project which is explained in detail at [www.joannamacy.net](http://www.joannamacy.net) . Students will need to do home-research relating to a specific aspect of the eco-system.
- Drugs Education will explore the laws and impact of alcohol and tobacco. Pupils will example what some of the health risks are associated with these legal drugs and look at how you people can avoid peer pressure in any stage of life. The NHS website can provide pupils with basic information to use for research.

## Science



### Introduction

In Year 7 we introduce the basics of 'WORKING SCIENTIFICALLY ' and cover many topics from the three disciplines; **Biology**, **Chemistry** and **Physics**. You can find more detail in the Science folder on Frog. There will be 2 formal topic assessments in each of terms 1 and 2 and an exam in term 3.

Term 1 topics	Term 2 topics	Term 3 topics
Introduction	<b>Space</b>	<b>Acids</b>
<b>Cells</b>	<b>Energy</b>	<b>Electricity</b>
<b>Forces</b>	<b>Chemical reactions</b>	<b>Reproduction</b>
<b>Particles</b>		

### Parent and child home learning opportunities

Your child should be using their 'Kerboodle' login to access lots of revision material and the KS3 text books; <http://www.kerboodle.com/users/login> . BBC bitesize is also a useful resource full of revision notes and video clips; <http://www.bbc.co.uk/education/subjects/zng4d2p>. Pupils can also purchase a revision guide from school.

To help your child day to day ask them to try and explain why they think things happen eg. Why does water spin as it goes down the plug hole? Why does your stomach feel funny if you go over a hump quickly in the car.