



Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>To experience</b> and <b>understand</b> texts from a range of genres and forms</li> <li>• <b>To experience</b> and <b>understand</b> texts from different historical periods and cultures</li> <li>• <b>To develop</b> a technical appreciation of the craft of writing by identifying how language is being used and exploring why</li> <li>• <b>To develop</b> critical responses to texts informed by social and literary contexts</li> <li>• <b>To experience</b> reading independently for purpose, challenge and pleasure</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <b>To understand</b> how to adapt writing to different forms, purposes and audiences</li> <li>• <b>To develop</b> accuracy in writing, communicating fluently and with clarity</li> <li>• <b>To develop</b> extended writing across a range of genres</li> <li>• <b>To develop</b> crafting of language, seeing writing as a series of deliberate choices</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• <b>To experience</b> speaking in a range of contexts and for different purposes</li> <li>• <b>To develop</b> speaking in a range of contexts and for different purposes</li> <li>• <b>To develop</b> being an active listener</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>History of English: Texts Through Time</b></li> <li>• <b>The Gothic</b></li> <li>• <b>The Contemporary Novel</b></li> </ul> <p>Topics will include formal assessment of reading, writing and spoken language.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Independent and class reading</li> <li>• Read a range of texts (prose, poetry, drama, multi-media, fiction and non-fiction)</li> <li>• Critical reading: analyse texts using linguistic terminology, understand links between text and context, compare texts, use textual references</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write for different audiences and purposes</li> <li>• Structure and organise writing for meaning and effect</li> <li>• Use vocabulary and linguistic devices for effect</li> <li>• Plan, draft, edit and proofread</li> <li>• Technical accuracy (spelling, punctuation and grammar)</li> </ul> <p><b>Spoken English</b></p>



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			<ul style="list-style-type: none"> <li>Individual, paired and group tasks in a range of formal and informal contexts.</li> </ul>
<b>Technology, Enterprise &amp; Sport</b>	<b>Computing</b>	<ul style="list-style-type: none"> <li><b>To understand</b> digital literacy and how to obtain and improve it</li> <li><b>To experience</b> ICT and computing tasks and challenges</li> <li><b>To develop</b> ICT and computing skills necessary for further study and for the jobs market</li> </ul>	<ul style="list-style-type: none"> <li>Baseline testing to establish pupil's starting point</li> <li>Keeping Safe online (eSafety)</li> <li>Computing history and technology</li> <li>Programming using Scratch/Kodu</li> </ul>
	<b>DT</b>	<ul style="list-style-type: none"> <li><b>To understand</b> how to use the iterative design process with technical knowledge of materials and processes, to design and develop innovative products.</li> <li><b>To experience</b> a wide range of practical activities using hand tools, materials, machines, CAD and CAM.</li> <li><b>To develop</b> design and practical skills to enable students to produce workable solutions to design ideas.</li> </ul>	<p>From the very start of Year 7, students have a hands-on experience using hand tools, machines and CAD software and CNC equipment. They will learn how to use a variety of materials through the projects that are taught. Examples are:</p> <ul style="list-style-type: none"> <li>Bathroom accessories holder</li> <li>Robotic themed stand</li> <li>Summer fair enterprise products</li> </ul>
	<b>PE</b>	<ul style="list-style-type: none"> <li><b>To understand</b> the benefits of an active and healthy lifestyle</li> <li><b>To experience</b> health related fitness exercises, teamwork, and a variety of physical activity</li> <li><b>To develop</b> confidence and competence in a range of skills used in sport</li> </ul>	<ul style="list-style-type: none"> <li>Games: Rugby, Hockey, Netball, Football, Fitness, Rounders, Cricket</li> <li>PE: HRF, Badminton, Basketball, Volleyball, Indoor Athletics, Tennis, Athletics</li> </ul>



<p>Science</p>	<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the nature, processes and methods of science through different types of scientific enquiries that help to answer scientific questions about the world around them</li> <li>• <b>To experience</b> practical science that will allow pupils to become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li> <li>• <b>To develop</b> scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> </ul>	<ul style="list-style-type: none"> <li>• Cells</li> <li>• Movement</li> <li>• Sound</li> <li>• Light</li> <li>• Particle Model</li> <li>• Separating Mixtures</li> <li>• Variation</li> <li>• Human Reproduction</li> <li>• Earth and the Universe</li> <li>• Metals</li> <li>• Acids and Alkalis</li> <li>• Interdependence</li> <li>• Plant Reproduction</li> <li>• Speed</li> <li>• Gravity</li> </ul>
	<p>Expressive Arts</p>	<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how art informs our everyday lives and the wide variety of careers in which we can progress to as artists and its importance in all societies to tell the story of an individual or group of people.</li> <li>• <b>To experience</b> the work of a variety of artists through analysing their work and the work of other students in order to develop their own ideas and responses.</li> <li>• <b>To develop</b> independent and team skills whilst working with a variety of media such as mark making, print, textiles, mixed media, sculpture ,graphics, architecture, surface pattern and fashion.</li> </ul>
<p><b>Drama</b></p>		<ul style="list-style-type: none"> <li>• <b>To understand</b> developing a character and blocking and staging a scene</li> <li>• <b>To experience</b> building a team through collaborative exercises</li> <li>• <b>To develop</b> role play through prepared and spontaneous</li> </ul>	<ul style="list-style-type: none"> <li>• Induction exercises, team building and developing whole class and paired role play - based upon improvisation/ teacher in role</li> <li>• Practical study of the play ‘Ernie’s Incredible Illucinations by Alan Ayckbourn’ – individual performance and assessment as part of a group</li> </ul>



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		improvisation	<ul style="list-style-type: none"> <li>• Evacuees project - WW2 – develop creative script writing skills</li> </ul>
	<b>Music</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> what music is and approaches to its study</li> <li>• <b>To experience</b> making and analysing music</li> <li>• <b>To develop</b> singing, keyboard, music theory and music technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• The Science of Sound – Composing &amp; Performing using Graphic Scores</li> <li>• The Musical – Singing, Performance &amp; Ensemble Skills</li> <li>• Music Theory – Music notation, Instrumental &amp; Keyboard skills</li> <li>• The Orchestra – Listening &amp; Aural Skills               <ul style="list-style-type: none"> <li>○ Trip to listen to the Royal Liverpool Philharmonic Orchestra</li> </ul> </li> <li>• The Blues – Music Technology, Performance &amp; Improvisation</li> <li>• School of Rock – Group stylistic performance</li> </ul>
<b>Maths</b>	<b>Maths</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the connections between previous learning and their current thinking.</li> <li>• <b>To experience</b> mathematical concepts in and out of the classroom, to fully master mathematical concepts.</li> <li>• <b>To develop</b> a deeper understanding through the application of a concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and Numerals</li> <li>• Axioms and Arrays</li> <li>• Factors and Multiples</li> <li>• Order of Operations</li> <li>• Positive and Negative Numbers</li> <li>• Introducing sequences, expressions and equations</li> <li>• Angles</li> <li>• Classifying 2D shapes</li> <li>• Constructing triangles and quadrilaterals</li> <li>• Co-ordinates</li> <li>• Area of 2-D shapes</li> <li>• Transforming 2-D figures</li> <li>• Prime factor decomposition</li> <li>• Equivalent fractions</li> <li>• All operations acting on fractions</li> <li>• Ratio</li> <li>• Percentage</li> </ul>
<b>Languages</b>	<b>Spanish</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> personal and factual information in Spanish</li> <li>• <b>To experience</b> the value of Spanish beyond the pupil's</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish Phonics, basic personal information, the alphabet, numbers 1-31, days of the week, months of the year, birthdays,</li> </ul>



		<p>immediate needs and interests</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> the breadth and depth of pupil' s competence in listening, speaking, reading and writing with increased spontaneity, independence and accuracy</li> </ul>	<p>my rucksack, nationalities, where I live, Christmas.</p> <ul style="list-style-type: none"> <li>• Family, Pets, physical description, character, school subjects, teachers, opinions, telling the time, timetables.</li> <li>• Free time</li> </ul>
	<b>Classics</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the differences between the languages, societies, and cultures of the ancient and modern world.</li> <li>• <b>To experience</b> the buzz of discovering where Western culture got many of its words and ideas from.</li> <li>• <b>To develop</b> analytical skills by decoding grammar and thoroughly questioning the behaviour exhibited in ancient societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the basics of the Latin language, so pupils are able to demonstrate comprehension of long passages of Latin, and translate short sentences with accuracy.</li> <li>• Introduction to life in Pompeii in the 1st Century CE - how the citizens of this town arranged their lives, and about the volcanic eruption which destroyed (and preserved) the town. We focus on the following topics: <ul style="list-style-type: none"> <li>• Family and daily life</li> <li>• The town of Pompeii and its forum</li> <li>• Entertainment, including the theatre, gladiatorial games and the baths</li> <li>• Education</li> </ul> </li> </ul>
<b>Humanities</b>	<b>Geography</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the processes which give rise to the key physical and human geographical features of the world</li> <li>• <b>To experience</b> collection, analysis and communication of a range of data, interpretation of sources such as maps, and communication of geographical information</li> <li>• <b>To develop</b> skills such as collection, analysis and communication of a range of data, interpretation of sources such as maps, and communication of geographical information</li> </ul>	<p>How do we know our place in the world?</p> <ul style="list-style-type: none"> <li>• An introduction to Geography, the world map skills and GIS</li> </ul> <p>How does water shape our land?</p> <ul style="list-style-type: none"> <li>• Rivers (hydrology) and Coasts</li> </ul> <p>Why is South America important?</p> <ul style="list-style-type: none"> <li>• South America as a continent, including the rainforest.</li> </ul> <p>Fieldwork: Ingleton waterfalls trail</p>
	<b>History</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the causal relationship between events in the past through concepts such as change, continuity, and causation</li> <li>• <b>To experience</b> the sources and interpretations for our</li> </ul>	<ul style="list-style-type: none"> <li>• Anglo Saxon Myths</li> <li>• Norman Conquest</li> <li>• Medieval Life</li> <li>• Tudors</li> </ul>



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		<p>knowledge of the past</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> the analytical, writing and critical skills to present arguments about the causality of events in the past</li> </ul>	
	<b>RE</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the universal and historical religious and spiritual impulse</li> <li>• <b>To experience</b> reflection and study about fundamental questions which different religions seek to answer</li> <li>• <b>To develop</b> the ability to reflect about spiritual and religious matters</li> </ul>	<ul style="list-style-type: none"> <li>• Truthseekers – Does God exist?</li> <li>• Christianity: History and Beliefs</li> <li>• Exploring Islam – 5 Pillars</li> </ul>



<b>Strand</b>	<b>Aims and Purpose / Intent</b>	<b>Content Summary</b>
<b>Games &amp; Competitions</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence.</li> <li>• <b>To experience</b> competing individually and as a team and winning and losing gracefully.</li> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<ul style="list-style-type: none"> <li>• House Competitions – these will take place throughout the academic year during lunch periods. Those competitions will include: House Football, House Dodgeball, House Basketball, House Netball, House Diamond Cricket</li> <li>• Fun Run</li> <li>• During the games period there will be a House Hockey and House Rugby Competition</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Board Games</li> <li>• Hockey</li> <li>• Netball</li> <li>• Rugby</li> <li>• Running</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>To understand</b> how creativity and the arts enrich their lives</li> </ul>	<ul style="list-style-type: none"> <li>• Expressive Arts Awards Evening - includes an Art Exhibition</li> </ul>

Artistic Expression

and our works.

- **To experience** a variety of creative and artistic expression both as a participant and audience.
- **To develop** the confidence and skills to create and engage in creative expression both individually and as a part of a group.

with artwork from Y6-13, Drama performances and Music pieces and recognition of pupils' achievements

**Music**

- Pupils are invited to try an instrument day and attend weekly peripatetic lessons.
- Weekly choirs include: Voices (mixed choir Y7-13) and NSG (boys choir only Y6 -8)
- BPM (orchestra for Y7- 13) and a Guitar Club (Y7-13).
- Performance at events such as Founders' Day, Carol Service, Speech Night in the Anglican Cathedral and Remembrance Sunday and Lent services in Mossley Hill Church.
- Springtime event in the Palm House which celebrates the achievements of students across the Music Department and a High Achievers Concert.
- Visiting music specialists working with pupils delivering African drumming sessions
- Opportunity to attend the Philharmonic Hall for a cross school musical event and performance for South Liverpool in the Autumn Term.
- Opportunity to travel with the Music Department on an annual Concert Tour in Europe (eg. in summer 2018 performing in cathedrals and music venues across Austria and Germany).

**Art**

- Art club daily at lunchtime, and specialist workshops delivered by visiting artists who are professionals in the international field such as Rachel Taylor, One Man Art, Patrick Mc Dowell, Erin Marsh and Andy Dunlop from Travis.

- Art on Canvas art club - pupils can develop their own paintings

**Drama**

- Three performances a year: one musical which sees Y5 – Y8 pupils perform together, another which sees pupils from Y7 – 13 produce a musical together and one which tends to be a smaller group of pupils who performed for example a Greek Tragedy



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		<p>(Summer Term 2018).</p> <ul style="list-style-type: none"> <li>• YULA Drama sessions also run on Saturdays and pupils can take part in the Liverpool Festival of Drama as well as taking LAMDA exams.</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Design It Make It!</li> <li>• Harry Potter</li> <li>• LC Dance Dynamic</li> <li>• Paper jewellery and more!</li> </ul>
<p><b>Spiritual Formation</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapel – once per week (and provision for reflection for pupils who do not wish to attend a Christian Chapel service)</li> <li>• Thought for the day</li> <li>• Founders Day service &amp; Christmas Carol service in Cathedral</li> <li>• Lent Term Service at Mossley Hill Parish Church</li> <li>• Opportunity to serve as chapel stewards</li> <li>• Voluntary Christian Union</li> </ul>
<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives.</li> <li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li> <li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to self- who am I? – Morrisby testing</li> <li>• Anti bullying Project</li> <li>• British Values</li> <li>• Learning to Lead- Step Forward and Speak up- confidence</li> <li>• Communication Skills</li> <li>• Esafety</li> <li>• Optimism</li> <li>• Learning to Lead – Being brave</li> <li>• Drugs and Alcohol Awareness</li> <li>• Learning to Lead- Thinking differently</li> <li>• Gangs and Culture</li> <li>• How do I learn?- Metacognition</li> </ul>





		<p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Communications</li> <li>• Etiquette</li> <li>• Gardening</li> <li>• Reading Circle</li> </ul>
<p><b>Careers &amp; STEM</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities.</li> <li>• <b>To understand</b> their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</li> <li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li> <li>• <b>To experience</b> interactions with a wide variety of people and institutions form the world of work and making a clear plan which relates current efforts in school to possible future outcomes.</li> <li>• <b>To develop</b> ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Morrisby Online- Careers Website- testing- Option package</li> <li>• Morrisby Research- Labour Market Information</li> <li>• Library Tour and introduction to the Careers Officer</li> <li>• Who am I?</li> <li>• Skills and qualities</li> <li>• Making decisions</li> <li>• What am I good at- linking to Careers</li> <li>• Communication- How to answer a phone</li> <li>• My career's Journey- Visiting Speaker</li> <li>• Career Case Studies</li> <li>• Employer Day</li> </ul> <p><b>Other events</b></p> <ul style="list-style-type: none"> <li>• Corporate workshop for creating advertising documentation and promotional videos</li> <li>• Business Enterprise Challenge Workshop</li> <li>• Trip to the Philharmonic Hall to an orchestral performance</li> <li>• Big Bang North West</li> <li>• Programming Lessons</li> <li>• Enterprise Saturday Workshop</li> <li>• Liverpool University Maths Road show</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• FI Racing Challenge</li> </ul>
<p><b>Charity &amp; Service</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li> </ul>	<ul style="list-style-type: none"> <li>• Charity events – including stalls at the Christmas market</li> <li>• Visits to local Care Home – including musical performances / art</li> </ul>



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	<ul style="list-style-type: none"><li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li><li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li><li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li></ul>	<p>presentations</p> <ul style="list-style-type: none"><li>• Grandparents day – when the school invite grandparents to a coffee morning and a mini tour of the school</li><li>• Collections for the foodbank at Whitechapel</li><li>• Assemblies and workshops for Shelter (a homeless charity )</li><li>• Each House collects for a nominated local charity eg Claire House</li><li>• Jeans for Genes day – a charity close to the College’s heart as one of the original founders of the charity is a former pupil of the College</li></ul>
Leadership Education	<ul style="list-style-type: none"><li>• <b>To understand</b> what leadership is and what it requires and how leaders develop.</li><li>• <b>To experience</b> challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</li><li>• <b>To develop</b> resilience and the confidence and skills to lead effectively.</li></ul>	<ul style="list-style-type: none"><li>• Learning to Lead Qualification</li><li>• School Council representative</li></ul>