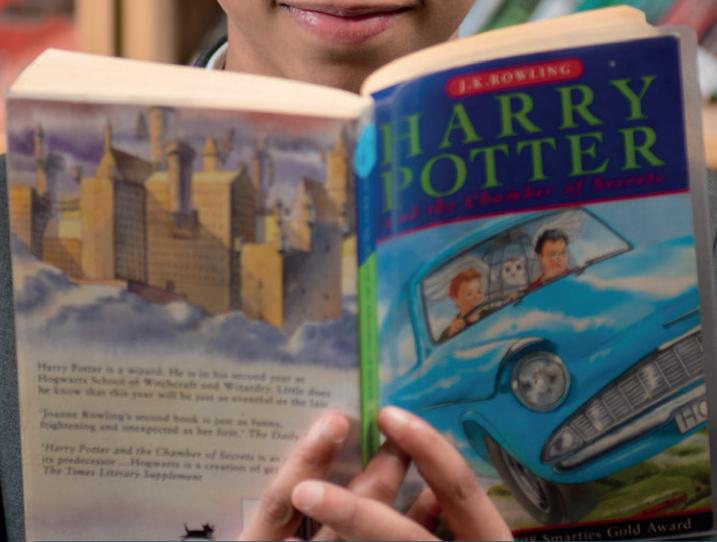




Heartlands  
High School



# YEAR 7 & 8 FOUNDATION STAGE CURRICULUM BOOKLET

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## INTRODUCTION

This booklet is designed to give you detailed information about the curriculum your child will study in Years 7 and 8, the Foundation Stage. During Year 8, all students at Heartlands High School make decisions about which subjects they wish to continue studying up to GCSE level. This 'options process' allows them to specialise in the curriculum areas they prefer most whilst retaining a broad and balanced curriculum which is at the core of our educational offer.

Our Core Curriculum Objectives are:

All students, irrespective of background or prior attainment, are enabled to make outstanding, accelerated progress across the curriculum.

All students achieve excellent academic outcomes across a broad range of subjects, developing a depth of knowledge and skills to enable them

to progress to high-quality further education and training.

To ensure that outstanding Spiritual, Moral, Social and Cultural education develops students with the character and attributes to be highly successful in their professional and personal lives.

We set out to achieve our Core Objectives through:

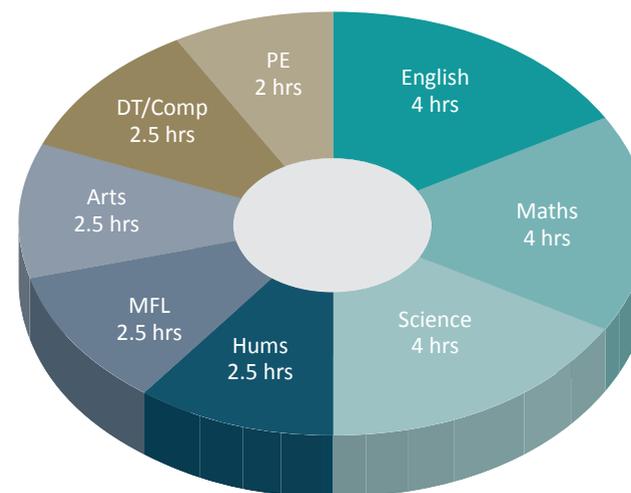
- a strong core curriculum that maximises progress in English and Maths
- a range of learning pathways which offer optimum support and challenge to students with diverse needs and abilities
- inspiring, varied and creative learning experiences
- a culture of scholarly excellence and high aspiration

## HOURS PER WEEK

In Year 7 and 8, students have 25 learning hours per week, divided according to the chart below. Students study an integrated Humanities option, 'Explore', in Year 7 which has a strong emphasis on literacy and core Humanities knowledge and skills. The Arts subjects and Design Technology/Computing are taught using a carousel model where students specialise in a subject for 6–8 weeks at a time. PSHCE and Character Education are taught through discrete 'SEARCH' days which take place on a half-termly basis.

We encourage all Foundation Stage students to select 2–3 after school enrichment activities or clubs which run from 3.10pm – 4.10pm each day and which complement the core curriculum offer. We also have high expectations of our students in terms of Home Learning, which is an essential part of developing a culture of scholarly excellence, where students have the self-discipline and motivation to be able to study independently. These are critical learning habits to form early so that students are well prepared for the demands of public examination later on.

## YEAR 7&8: 25 HOURS



## YEAR 7 CURRICULUM MAP

	Autumn	Spring	Summer
<b>English</b>	Reading and Writing Skills Poetry	Reading a Novel Shakespeare Play	Gothic Literature Poetry
<b>Maths</b>	Number and Sequences Area and Perimeter Probability and Decimals	Angles, Algebra, Fractions and Percentages Units, Statistics and Graphs	Construction, Measure, Ratio and Proportion Transformation, Algebra and Statistics
<b>Science</b>	Cells, The Body and Contact Forces	Chemistry Fundamentals and Energy	Rocks and the Earth and Space then there will be a focus on skills
<b>Computing, Design &amp; Technology</b>	Computing: Introduction to Computer Science DT: Resistant Materials Maze Game/Food Technology/Healthy Eating	DT: Resistant Materials Maze Game/Food Technology/Healthy Eating	Computing: Cyber-security and Web-design DT: Electronics – Key fob light/Graphics – Packaging designing
<b>Explore: History, Geography, Citizenship, RE</b>	Exploring our local area Exploring religion	Power to the people Exploring if we are seconds from disaster	Exploring Physical Processes Exploration
<b>Creative Carousel: Art, Music and Drama</b>	ART Identity: Drawing skills, artist response, composition and portraiture Express and Experiment: experimentation, mark- making, colour theory, painting	MUSIC Meet and Explore Music EastEnders Keyboard and Spooky Movie	DRAMA Key Skills: An introduction to key drama skills such as marking the moment and still image through issues such as bullying as well as character work with scripts Greek Theatre/Commedia dell arte
<b>PE</b>	Basketball, Football, Netball and Dance	Rugby, Table Tennis, Basketball	Athletics, OAA, Volleyball
<b>Modern Languages</b>	My Identity Celebration	Education Our Home	Family and Relationships Food and Health

## YEAR 8 CURRICULUM MAP

	Autumn	Spring	Summer
<b>English</b>	Poetry Shakespeare	Shakespeare Non-fiction	Novel
<b>Maths</b>	Number and Sequences Area and Perimeter, Probability and Decimals	Angles, Algebra, Fractions and Percentages Statistics, Shapes and Graphs	Construction, Measure, Ratio and Proportion Transformation, Algebra and Statistics
<b>Science</b>	Biology: Our bodies Physics: Forces Chemistry: Atomic structure and chemical reactions	Biology: Plants and their reproduction Chemistry: Collision theory Developing practical skills and assessment	Physics: Electricity and magnetism Biology: Variation for survival
<b>History</b>	Black Peoples of the Americas	Expansion of Britain	Causes of World War One
<b>Geography</b>	1. Extreme Environments: Antarctica 2. Development: Ghana	1. Geography of Crime 2. Rivers and Flooding (Pt1)	1. Rivers and Flooding (Pt2) 2. Coasts
<b>Creative Carousel: Art, Music and Drama</b>	ART Viewpoints: Drawing and mark-making, Cubism, collage, painting Exploring Pattern: Culture and pattern, mixed media, design skills, print-making	MUSIC World Music Postcard	DRAMA Scriptwriting: Looking at genre, style and form through the story of a missing teenager Macbeth: Exploring one of Shakespeare's tragedies through a range of dramatic skills
<b>Computing, Design &amp; Technology</b>	Computing: Python programming and data representation; control technology and algorithms DT: Resistant materials: pendant project Food and Nutrition	Computing: Computing in business DT: Graphics and chocolate mould Electronic systems and control	Computing: Advanced Data DT: Textiles and soft toys CAD: Mechanical coat hanger
<b>Modern Foreign Languages</b>	Technology and Media Shopping and Leisure	Friends and Pastimes Murder Mystery	Body and Health Project based on issues in France and Spain
<b>PE</b>	Boys: Football, Basketball Girls: Netball, Dance	Boys: Table Tennis, Volleyball, Athletics Girls: Basketball, Trampoline, Gymnastics	Boys: Table Tennis, Volleyball Girls: Athletics

## YEAR 7 & 8 HOME LEARNING

As a guide, we ask Foundation Stage students to complete approximately one hour of home learning each day of the week. Please support your child by making sure they develop good routines and study habits, have a quiet space to study in and by monitoring the completion and quality of their work.

We have a number of home learning clubs which students can attend if they wish to and details of these are published as part of our extended school timetable at the start of the academic year.

All home learning is set in class and is recorded online using Show My Homework, a platform which students and parents can access via the school website. Students also record home learning tasks in their planner.

There is an expectation that all students will read for a minimum of 20 minutes per day. Please ensure you sign your child's reading log in their planner to indicate that they have completed their daily reading.

A detailed home learning timetable for Year 7 is published at the beginning of the academic year but an outline of the schedule is printed below:

English:	1 hour weekly
Maths	1 hour weekly
Science:	1 hour weekly
Explore (Humanities):	½ hour weekly
Languages:	½ hour weekly
Computing/DT:	½ hour weekly
Arts:	½ hour weekly
PE:	½ hour weekly

## YEAR 7 AND 8 GROUPING

During the Foundation Stage, students are taught in a combination of ability groups (Sets) and mixed-ability learning groups. Decisions around group size and composition are always made to optimise student learning and progress. A detailed breakdown is provided below:

Year 7 and 8 Grouping	
English and Mathematics	Taught in ability groups
Science, Humanities (Explore), MFL	Mixed-ability learning groups
Computing/DT	Small, set groups
Art, Music, Drama	Small, mixed-ability groups
PE	Gender and ability groups



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