



When a student arrives at Langtree School, they will be welcomed by a community which prioritises learning, celebrates achievement and nurtures the individual.

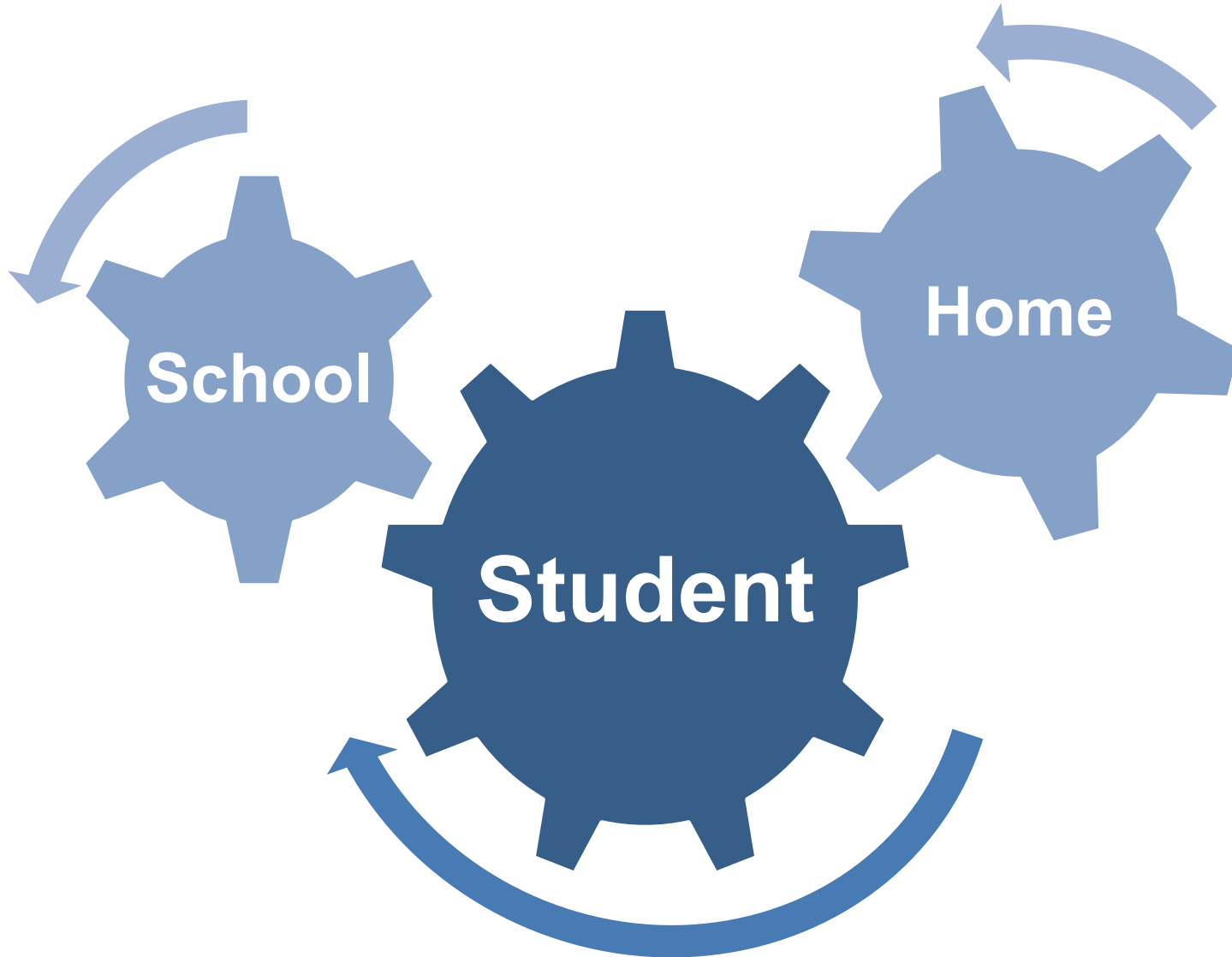
Staff and students are challenged to be the very best they can be; everyone at Langtree School is expected to embrace the core values of Courtesy, Respect and Tolerance. We strive to build excellent links with all members of our community. We believe that creative thinking and wider collaboration will deliver the best opportunities for learning.

When a student leaves Langtree School they are prepared and empowered to face the challenges and opportunities of learning, working and living that lie ahead of them.



# Possible Programme

- 7.00 Curriculum Overview (CNo)
- 7.10 Maths (MVI)
- 7.15 English (KS)
- 7.20 Humanities (SBa)
- 7.25 Science (SBa)
- 7.30 PSHE
- 7.35 How can I help my Child succeed (SBa)
- 7.40 Academic Monitoring and Reporting (CN)
- 7.45 Curriculum Map (CN)
- 7.50 Wrap up and Questions (SBa)





## Our Evening Schedule:

- Curriculum Overview
- Maths
- English
- Humanities
- Science
- Personal Development
- How to Help Your Child
- Satchel One
- Reporting & Targets
- The Curriculum Map
- Questions

All slides will be available on our website later this week.



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Year 7	English (7)							Maths (7)							Science (7)							PE (4)				Humanities (9)									MFL (5)					Tech (3)			Art (2)		Music (2)		Drama (2)		Comp Sci (2)	
Year 8	English (7)							Maths (7)							Science (7)							PE (4)				Humanities (9)									MFL (5)					Tech (3)			Art (2)		Music (2)		Drama (2)		Comp Sci (2)	
Year 9	English (8)							Maths (7)							Science (7)							PE (4)				Humanities (8)									MFL					Tech (3)			Art (2)		Music (2)		Drama (2)		Comp Sci (2)	
Year 10	English (8)							Maths (7)							Science (8)							PE (4)				Ethics (3)			Option A (5)					Option B (5)					Option C (5)					Option D (5)						
Year 11	English (8)							Maths (7)							Science (8)							PE (4)				Ethics (3)			Option A (5)					Option B (5)					Option C (5)					Option D (5)						

**50 lessons a fortnight (5 hour long lessons a day)**



## Reformed Key stage 3

- The KS3 curriculum was significantly revised in order to prepare our students for the changes that have happened at GCSE
- The curriculum choice and options for students beginning the Key Stage 4 curriculum has been designed to comply fully with all government guidance and regulations
- We are committed to retaining a full, broad curriculum offer including languages, music, art and drama



## Core Subjects

- English – English Language GCSE and English Literature GCSE
- Mathematics – can be entered at higher or foundation tier
- Science – Trilogy Science - **TWO** GCSEs (exams all at the end of year 11)
- Ethics - leads to RE GCSE and covers a great deal of the statutory content required in PSHE and Personal Development
- Humanities - history and/or geography
- Core PE – non-examined

## Option Subjects

- Up to 3 other subjects that students have chosen to study
- They have five lessons in each of these subjects every fortnight
- English Baccalaureate (EBacc) is recommended but not compulsory



## Reforming Key Stage 4 (GCSE) Qualifications

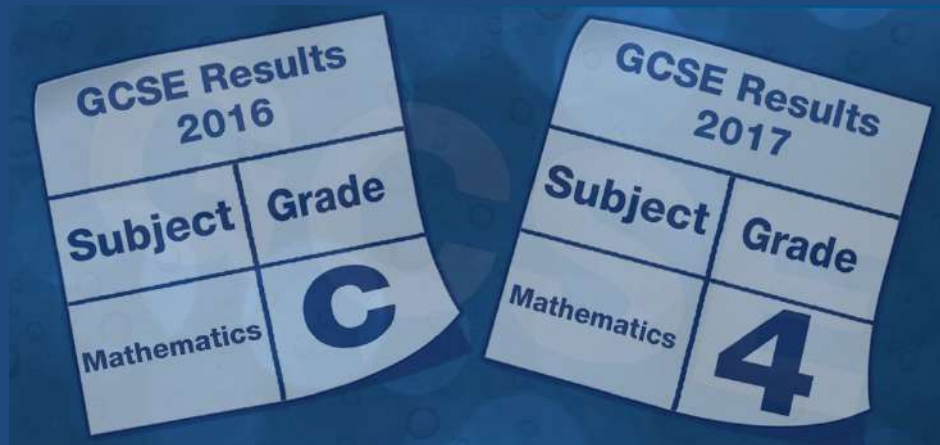
- **GCSE Mathematics** provides broad coverage and is challenging for those aiming to achieve top grades. There is a huge emphasis on problem solving and teaching about personal finance is compulsory.
- **GCSE English Language** requires high level reading skills and good, accurate written English, which better prepare students for further study and work.
- **GCSE English Literature** encourages students to read, write and think critically; it assesses students on challenging and substantial whole texts and on shorter unseen texts. Students will no longer be provided with copies of the novels or plays in the exams.
- Most GCSE examinations are un-tiered.
- Controlled assessments have largely been removed from the assessment process.
- All GCSE examinations recognise and reward accurate spelling, punctuation and grammar.





## Reforming Key stage 4 (GCSE) Qualifications

- GCSE grading scale uses the numbers 1 to 9 to identify levels of performance (rather than A\*-G), with 9 being the top grade (4 being roughly equal to the old C grade)
- All GCSE subjects are now using the new grading system.



GCSE Results 2016	
Subject	Grade
Mathematics	C

GCSE Results 2017	
Subject	Grade
Mathematics	4

- Travel and tourism and Creative iMedia are non-GCSE qualifications;
- Food for Life, Art for Life and Materials Technology are Langtree courses)

## Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ <b>STRONG PASS</b>	
④ <b>STANDARD PASS</b>	C
3	D
2	E
1 <b>Level 1 Pass</b>	F
	G
U	U



- Year 10s have settled into their option subjects very well
- Very few requests to change subjects
- If students have made a mistake with their choices  
Final Deadline for changes is **Thursday 29th September**
- There is no opportunity to “drop” subjects



January 2023:	Student Options Assembly
March 2023:	Options Information Evening
Two weeks later:	Options choices deadline
April	Confirmation of final options

- Students will rank their preferred choices 1 to 5 (or more).
- Every student will get their first choice subject.
- Most students will get their choices.
- A lot more information will follow at the dates above.
- During the whole process, individual appointments with students to discuss their options will be arranged as necessary.



Block A	Block B	Block C	Block D
B Studies	Art	Computer Studies	B Studies
Drama	French	Geography	Geography
Food	German	History	History
Geography	Geography	IT	Music
Materials Technology	History	Resistant Materials	Separate Science
PE	Spanish	Prince's Trust	
	Travel & Tourism		
			Alternative Provision

Warning – subjects, even when they appear in option blocks are still not guaranteed to run. Subjects will only be taught if they have enough students opting for them to make them viable.



## Our Evening Schedule:

- ~~Curriculum Overview~~
- Maths
- English
- Humanities
- Science
- Personal Development
- How to Help Your Child
- Reporting & Targets
- The Curriculum Map
- Questions



## Our Evening Schedule:

- ~~Curriculum Overview~~
- ~~The Options Process~~
  - English
  - Maths
  - Humanities
  - Science
  - How to Help Your Child
  - Reporting & Targets
  - The Curriculum Map
  - Questions



All students will work towards **AQA GCSE Mathematics** in their maths lessons

- Two Tiers of entry
- Higher Tier, grades achievable 9 to 4
- Foundation Tier, grades achievable 5 to 1
- 100% examination. No coursework or controlled assessments





AQA GCSE mathematics

**Three exam papers:**

- **Paper 1 Non Calculator**

80 marks (1 hour 30 minutes)

- **Paper 2 Calculator**

80 marks (1 hour 30 minutes)

- **Paper 3 Calculator**

80 marks (1 hour 30 minutes)

11M1 and 10M1 will be working towards AQA Certificate  
Level 2 Further Maths

# What does Year 7 Maths look like?



- We cover a variety of topics across Number, Geometry & Measure, Algebra and Statistics.
- Assessments on:  
Chapters 1 - 5  
Chapters 6 - 10  
Final terminal assessment
- These are highlighted on the route map and will be flagged on Satchel

Term 1	INSET
	Welcome
	Yr 7 Sorting
	Yr 7 Sorting
	RAG Sheet
	Number 7A Chap 1 Whole Numbers & Decimals
	RAG Sheet
	Geometry 7A Chap 2 Measures, Perimeter & Area
	RAG Sheet
	Algebra 7A Chap 3 Expressions & Formulae
Term 2	RAG Sheet
	Number 7B Chap 4 Fractions, Decimals & Percentage
	RAG Sheet
	Geometry 7B Chap 5 Angles & 2D Shapes
	1st KS3 Assessment Chapters 1-5
	Book 1A Book 1B Book 1C



- We cover a variety of topics across Number, Geometry & Measure, Algebra and Statistics.
- A slower pace than Year 7 to allow more depth in each unit of study
- Year 8 assessments:  
Chapters 1 - 5  
Chapters 6 - 10  
Final Terminal assessment
- These are highlighted on the route map and will be flagged on Satchel





- Continue with KS3 curriculum until Christmas. Then move onto the GCSE curriculum
- Year 9 assessments:  
Final KS3 assessment  
Chapters 1 - 3 (GCSE)  
Chapters 4 - 6 (GCSE)
- These are highlighted on the route map and will be flagged on SMHW

Term 1	INSET
	Welcome
	Yr 7 Sorting
	Yr 7 Sorting
	RAG Sheet
	Number 7A Chap 1 Whole Numbers & Decimals
RAG Sheet	
Geometry 7A Chap 2 Measures, Perimeter & Area	
RAG Sheet	
Algebra 7A Chap 3 Expressions & Formulae	
RAG Sheet	
Number 7B Chap 4 Fractions, Decimals & Percentage	
RAG Sheet	
Geometry 7B Chap 5 Angles & 2D Shapes	
1st KS3 Assessment Chapters 1-5	
Book 1A Book 1B Book 1C	
Term 2	



- Be aware of the topics we will be covering
- Be aware of when the assessments take place-  
SMHW
- The order of topics comes from the MyMaths textbook (available on Kerboodle)


Term	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	INSET	INSET	INSET	Welcome	Welcome
	Welcome	Welcome	Welcome	Yr 10 Sorting	Yr 11 Sorting
	Yr 7 Sorting	Yr 8 Sorting	Yr 9 Sorting	Yr 10 Sorting	Yr 11 Sorting
	Yr 7 Sorting	Yr 8 Sorting	Yr 9 Sorting	Yr 10 Sorting	Yr 11 Sorting
	RAG Sheet	RAG Sheet	RAG Sheet	Chapter 7 Working in 2D	Chapter 17 Calculations 2
	Number 7A Chap 1 Whole Numbers & Decimals	Number 8A Chap 1 Whole Numbers & Decimals	Algebra 8D Chap 13 Sequences		
	RAG Sheet	Upper & Lower Bounds	Quadratic Sequences		
	Geometry 7A Chap 2 Measures, Perimeter & Area	RAG Sheet	RAG Sheet	Lev 2 Cert Only	Matrices
	RAG Sheet	Geometry 8A Chap 2 Measures			



# How can you help your child in maths?

- At the beginning of each unit, students will be given a sheet with a list of learning objectives.
- B- before
- A- after
- Any 'Afters' that are not in the "I can do it." column are areas that could be addressed
- After assessments, students will set targets. Support on these targets would also be beneficial

3 Expressions and formulae

 MyMaths  
for Key Stage 3

Name: Joe Bloggs

You can use this sheet to help you track your progress.

	I can do it.	I'm almost there.	I need a bit more help.
p44 – 45 Use letters to stand for unknown values.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
p46 – 49      1179 Simplify an expression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
p50 – 51      1158 Use a formula.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
p52 – 55      1158 Write a formula.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>





- Encourage your son/daughter to build an understanding of which topics they are stronger or weaker at.

Total	Percentage	Grade	Number	Surname	Timestamp	mean %
70	100				Click into Cell below black bar in this column and past from your Google Doc Spreadsheet	28
28	40	1			Click into the cell to the right of this to past the question titles from your google doc spreadsheet.	92
20	29	2				68
18	26	3				60
18	26	4				46
26	37	5				68
18	26	6				86
11	16	7				42
34	49	8				44
10	14	9				35
17	24	10				56
16	23	11				71
7	10	12				17
						12
						5
						6
						22
						6
						4
						3
						3
						6
						2
						0
						2
						40
						34
						#

Put here Marks	Question	Is out of:
2	1) Reflection through y=2. Out of 2	2
1	2a) Expand single brackets. Out of 1	1
1	2b) Factorise into single brackets. Out of 1	1
1	2c) Expand and Collect Like Terms. Out of 3	1
1	3) Interior angles of regular polygons. Out of 2	1
1	4) Number problem like magic squares. Out of 3	1
1	5a) Plotting on a Scatter Graph. Out of 2	1
1	5b) Estimate from line of best fit. Out of 2	1
1	5c) Interpreting from a scatter diagram. Out of 1	1
1	6) Area of circles in terms of pi. Out of 4	1
1	7) Solve equation unknowns both sides. Out of 3	1
1	8) Angles in Parallel lines. Out of 3	1
1	9) Mean problem. Out of 3	1
1	10) Writing Equations & Solve from Area. Out of 4	1
1	11) Relative Frequency Problem. Out of 3	1
1	12) Simultaneous Equations. Out of 4	1
1	13a) Multiplying Standard Form. Out of 2	1
1	13b) Dividing Standard Form. Out of 2	1
1	14) Area. Out of 3	1
1	15) Finding y=mx+c formula from real life graph. Out of 3	1
1	16a) Finding formula - Inverse Proportionality. Out of 3	1
1	16b) Using Proportionality formula. Out of 2	1
1	17a) Factorise Quadratic a=2. Out of 2	1
1	17b) Simplifying Algebraic Fractions. Out of 2	1
1	18) Writing and using Equations. Out of 4	1
1	19a) Finding y values from Quadratic. Out of 2	1
1	19b) Plotting Quadratic. Out of 4	1



# How can you help your child in maths?

Identified “Area of a Triangle” as an area for development

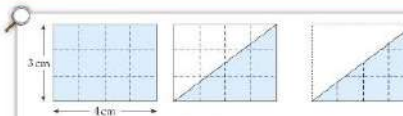


Go to Kerboodle and find the relevant chapter. Make notes



Find the MyMaths code at the bottom of the page. Search it on MyMaths website

**2g Area of a triangle**



The area of this rectangle is  $12\text{ cm}^2$ .  
 $\text{Area} = l \times w$   
 $= 3\text{ cm} \times 4\text{ cm}$   
 $= 12\text{ cm}^2$

Divide the rectangle with a diagonal line. The blue area is half of  $12\text{ cm}^2 = 6\text{ cm}^2$ .

The area of the triangle is half the area of the rectangle.

**MyMaths.co.uk**



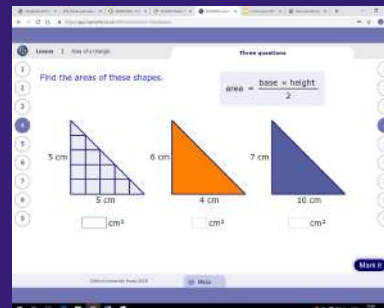
Try the task



Still stuck? Try the lesson and try again!





Your score		
Question	Mark	Percentage
Q1 - Triangle area	15/15	100%
Q2 - Compound shapes	8/8	100%
Overall	15/15	100%




Find the areas of these shapes.

area =  $\frac{\text{base} \times \text{height}}{2}$

1.   cm<sup>2</sup>

2.   cm<sup>2</sup>

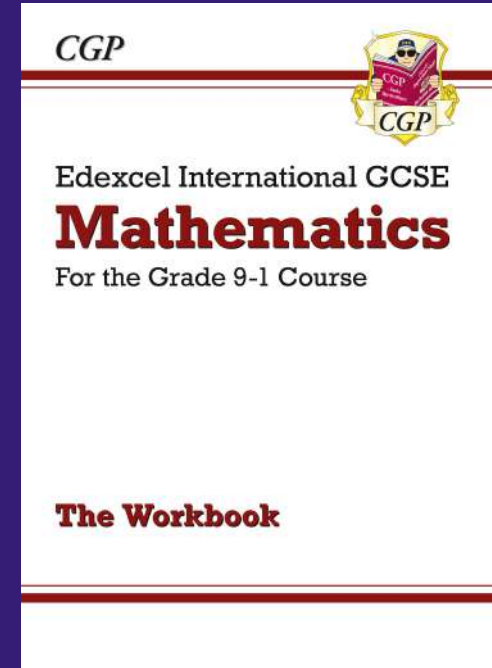
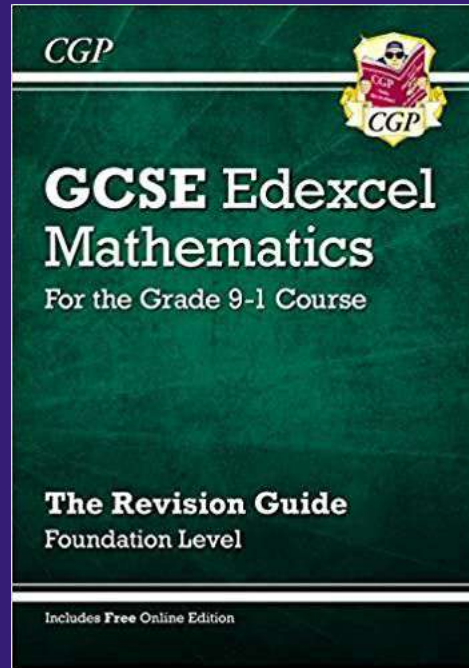
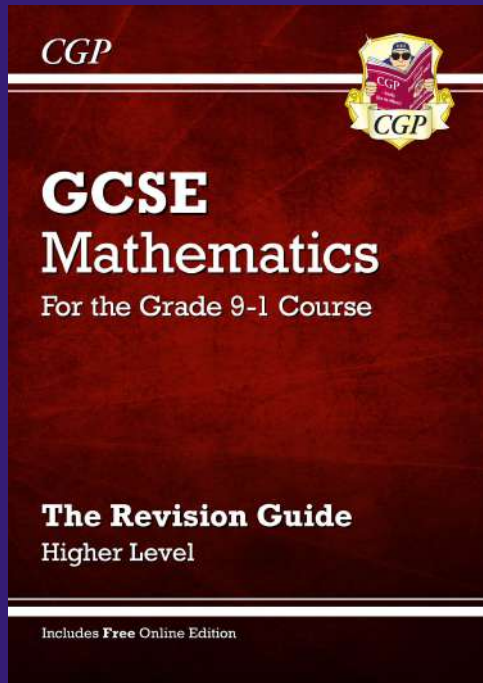
3.   cm<sup>2</sup>





# How can you help your child in maths?





We will be selling revision guides and workbooks  
for GCSE and Further Maths

The prices range from £2.50 to £3.25



- Please encourage your child to practise basic skills e.g. times tables, division, long multiplication
- Make sure your child completes all homework on time.
- Encourage them to look at helpful revision websites and revision guides.
- Urge your child to talk to their class teacher if they need support
- Maths Clinic available on a TBA lunch time



- Be aware of the topics we will be covering
- <http://www.langtreeschool.com/what-to-revise-ks3-mathematics/>

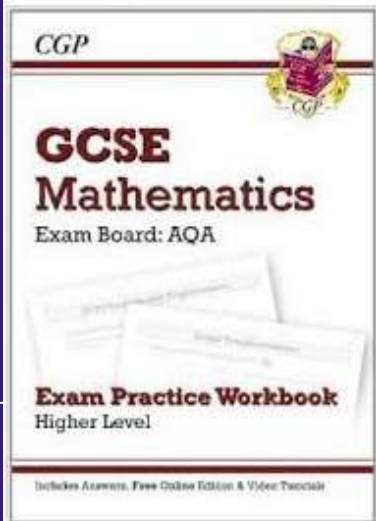
Term	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	INSET	INSET	INSET	INSET	INSET
	Welcome	Welcome	Welcome	Welcome	Welcome
	Yr 7 Sorting	Yr 8 Sorting	Yr 9 Sorting	Yr 10 Sorting	Yr 11 Sorting
	Yr 7 Sorting	Yr 8 Sorting	Yr 9 Sorting	Yr 10 Sorting	Yr 11 Sorting
	RAG Sheet	RAG Sheet	RAG Sheet		
	Number 7A Chap 1 Whole Numbers & Decimals	Number 8A Chap 1 Whole Numbers & Decimals	Algebra 8D Chap 13 Sequences	Chapter 7 Working in 2D	Chapter 17 Calculations 2
	RAG Sheet	Upper & Lower Bounds	Quadratic Sequences	Lev 2 Cert Only	
	Geometry 7A Chap 2 Measures, Perimeter & Area	RAG Sheet	RAG Sheet	Matrices	
	RAG Sheet	Geometry 8A Chap 2 Measures			

● **Revision, Revision, Revision!!!**

**Past Papers**

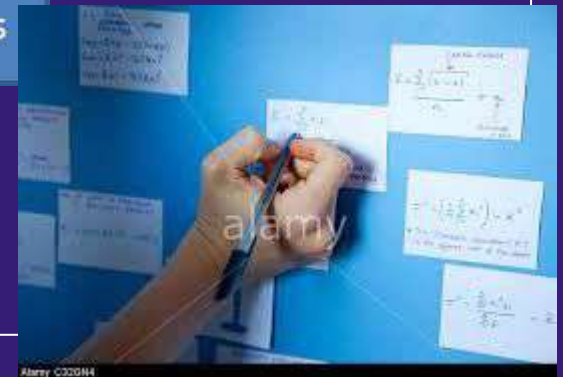


**Exam Workbooks**



**One Topic At a Time**

Find Out About It	10-15 mins
Teach It	10-15 mins
Practice It	15-20 mins





# How can you help your child in Maths in Years 10-11?

Time	Mon	Tue	Wed	Thur	Fri	Weekend Time	Sat	Sun
08:00						08:00		
08:50	Reg	Reg	Reg	Reg	Reg			
09:00						09:00		
09:50						10:00		
10:40	Break	Break	Break	Break	Break			
11:00	Tutor	Tutor	Tutor	Tutor	Tutor	11:00		
11:20						12:00		
12:10								
13:00	Lunch	Lunch	Lunch	Lunch	Lunch	13:00		
13:50						14:00		
14:40						15:00		
15:30								
16:00						16:00		
17:00						17:00		
18:00						18:00		
19:00						19:00		
20:00						20:00		
21:00						21:00		



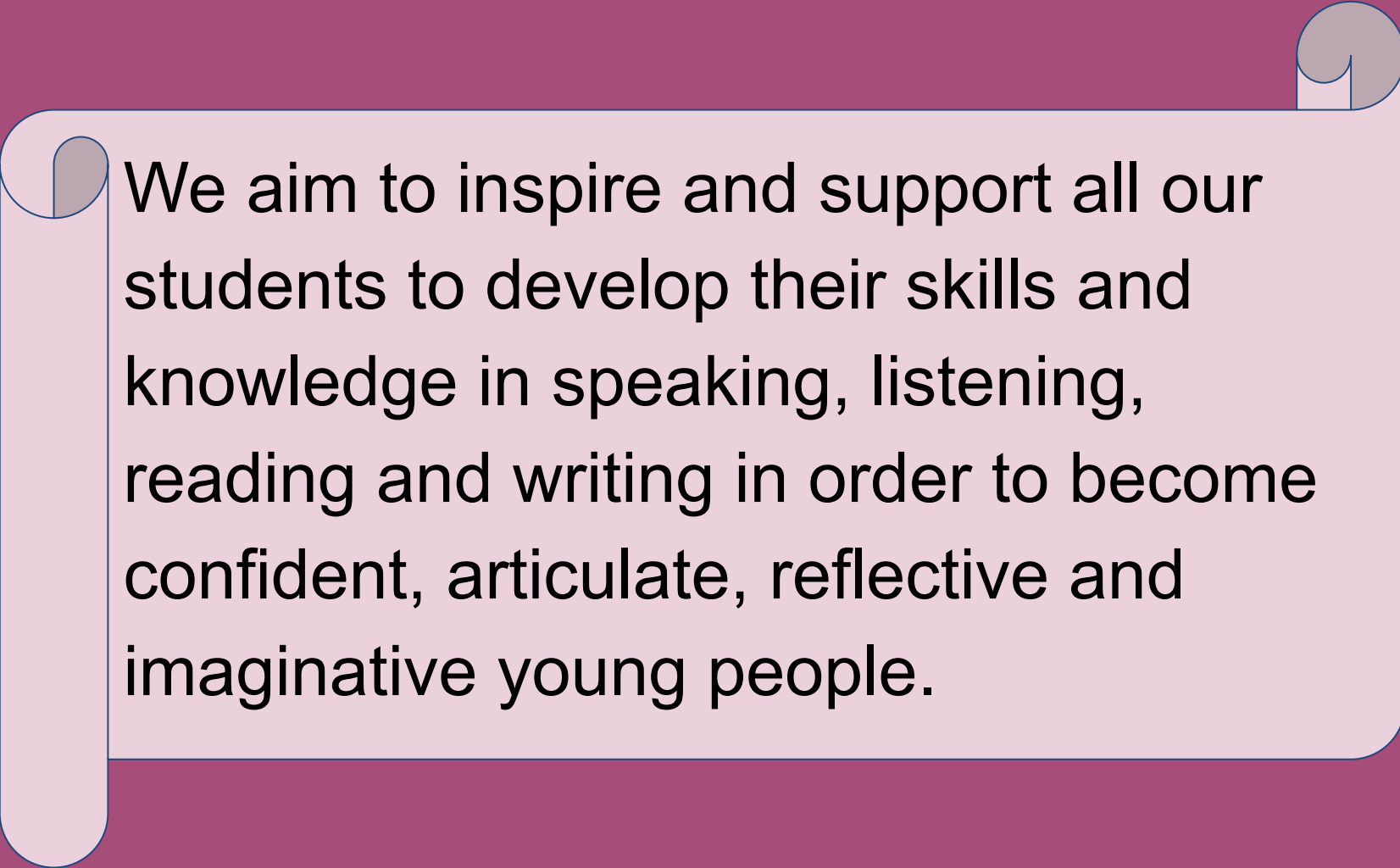
- Please encourage your child to practise and revisit topics - little and often
- Make sure they complete all homework on time
- Encourage them to look at helpful revision websites and revision guides
- Urge your child to talk to their class teacher if they need support
- Maths Clinic available on Monday lunch times



## Our Evening Schedule:

- ~~Curriculum Overview~~
- ~~Maths~~
  - English
  - Humanities
  - Science
  - Personal Development
  - How to Help Your Child
  - Reporting & Targets
  - The Curriculum Map
  - Questions





We aim to inspire and support all our students to develop their skills and knowledge in speaking, listening, reading and writing in order to become confident, articulate, reflective and imaginative young people.



- The English Curriculum is a 5 year course which enables students to develop and build their knowledge and skills in reading, writing and spoken language.

**Writing unit:**  
imaginative or  
transactional writing  
focus within the unit.

**Spoken language unit:** offers  
different opportunities for  
public speaking across KS3

**Whole class  
reader (modern  
fiction)**



**A Typical  
Year**

**Non-fiction  
reading and  
writing**

**Drama:**  
Shakespeare or a  
modern drama

**Thematic poetry unit**

# Year 7 English Curriculum



- The Year 7 Curriculum has been designed around the question ‘What’s My Opinion?’ The focus, in every unit, is for students to develop a personal response to a text, articulate it, and write about it.

**1. Spoken language unit:  
Effective Communication**

**1 reading lesson every  
two week cycle**

**6. Drama: ‘A  
Midsummer Night’s  
Dream’**

**2. Whole class  
reader.  
‘October,  
October’**

**5. Narrative Poetry**

**3 formal assessments in Year 7  
for us to track progress, as well  
as regular low stakes  
assessments**

**Year 7**

**4 Non-fiction Safari**

**3 Writing unit:  
Characters in  
Literature (how do  
writers create  
memorable characters)**



# Theatre Experiences

Both the Drama and English departments are committed to providing opportunities for our young people to see live theatre in order to encourage a love of literature and performance. Highlights last year were 'School of Rock', 'Romeo and Juliet' at The Globe and a new production of 'Animal Farm'. We will always try to see a production of our set texts at GCSE.



- **No coursework or controlled assessment**
- The focus is on creating independent readers and writers
- No set books are allowed in the exam room
- No tiers of entry – everyone sits the same exam
- Number grades will be used 1 – 9
- Spoken Language (*old Speaking and Listening*) will still be completed but will not form part of the final mark or grade. This is endorsed on their final certificate.

# What should your child be doing?



- Coming to all lessons with the correct books and equipment
- Participating in lessons, which means taking part in discussions. Being an active member of the class.
- Completing homework carefully and on time
- Proof reading work carefully and editing with a **green pen**
- Asking their teacher for help if they are stuck
- Reading regularly, four times a week for 15 minutes
- Catching up on any missed work



- Please encourage your son or daughter to read for at least **10 minutes every day** or four times a week for 15 minutes.
- Confident, experienced readers will find *every* subject easier if they get used to reading independently.
- Read a range of fiction and non-fiction.

## Reluctant Readers? Top Tips to get students reading again

- Allocate a specific time each day for reading
- Remove distracting screens
- Talk to your son or daughter about what they are reading
- Make sure they have something interesting to read
- Encourage them to read news articles



Students will work towards **TWO** GCSE courses in their English lessons:

- **GCSE English Language**
- **GCSE English Literature**





## EDEXCEL GCSE ENGLISH LANGUAGE

### TWO exam papers:

- Paper 1 (40%)

‘Fiction and Imaginative Writing’

(1 hour 45 minutes)

- Paper 2 (60%)

‘Non Fiction and Transactional Writing’

(2 hours and 5 minutes)



AQA GCSE ENGLISH LITERATURE

**TWO exam papers:**

**Paper 1 (40%)**

‘Shakespeare and the 19<sup>th</sup> Century Novel’

(1 hour 45 minutes)

**Paper 2 (60%)**

‘Modern Texts and Poetry’

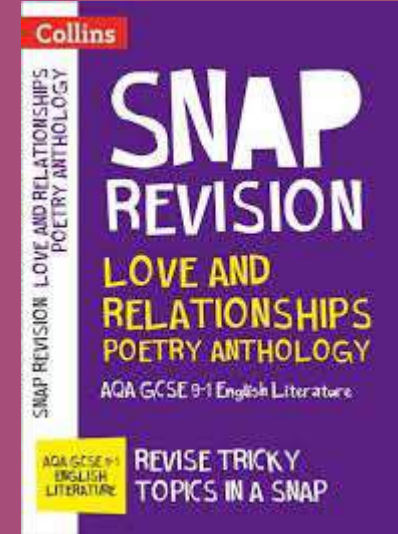
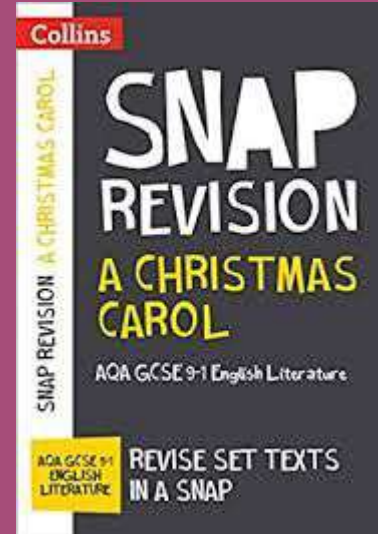
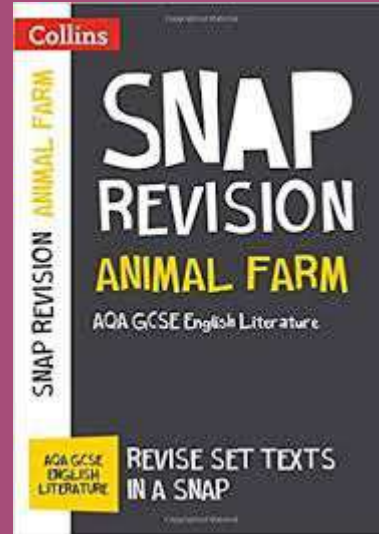
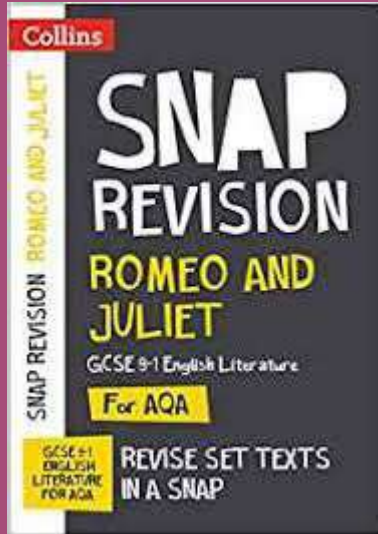
(2 hours 15 minutes)

- Talk to them about what they are doing in the English classroom and the books they are studying
- Encourage students to talk to their class teacher if they need support
- Take a look at the Goodreads website to find advice about good book recommendations!
- Listen to audiobooks - there are many available
- Have they proofread their work with a green pen?  
Try to encourage your child to read through their work carefully and edit any mistakes *before* they hand it in to their teacher.
- Log in to Satchel so you can see homework tasks and due dates.
- Read a newspaper and talk about articles with them



# Revision Guides

All this information is available on the English department Curriculum Map



Year 10 - Revision guides can be purchased from any good bookstore online retailer.

Year 11 - Should already have them all but please consider purchasing if not.





## Our Evening Schedule:

- ~~Curriculum Overview~~
- ~~Maths~~
- ~~English~~
- Humanities
- Science
- Personal Development
- How to Help Your Child
- Reporting & Targets
- The Curriculum Map
- Questions



- In Year 7 all students will have 3 lessons of geography, 3 of history and 2 lessons of ethics a fortnight.
- Y7 are taught in their tutor groups.
- They will generally study one topic per term/half term and be assessed at the end of each topic.
- There will be 3 key assessments over the course of the year, one in each of the long terms.
- Students will be set one piece of homework per fortnight in geography and history and where appropriate in ethics. Appropriate resources and reasonable deadlines will be provided for these.
- History has produced a document detailing extra reading/watching/visiting etc to help broaden students thinking. This will be shared with students on Satchel.



- There will be trips organised including visits to the local church, the possibility of visiting a local mosque, geographical walks and creativity day trips
- Last year Year 8 -Bristol for complimenting our Industrial revolution module and and Year 9 - Bletchley park alongside Maths
- Pupils are expected to come to lessons prepared and equipped
- Pupils are expected to have a go
- We would like students to share their stories and experiences
- GCSE skills are taught discreetly through KS3 but from May Half term in Year 9 students will start to study GCSE content in History and Ethics.





- Compulsory Ethics - Christianity, Islam and Ethical Themes.
- Either History/Geography or both
- Ethics = 3 lessons per fortnight
- Hist/Geog = 5 lessons per fortnight
- Compulsory Field trip required for GCSE Geog - this tends to be in the September of Year 11.
- Optional History trip and students will have the opportunity to visit the Battlefields and Berlin over the course of their time at Langtree
- Now a 'Historic environment' section looking at Medicine on the Western Front.



- Compulsory Ethics - Christianity, Islam and Ethical Themes.
- Either History/Geography or both
- Ethics = 2x per week
- Hist/Geog = 3x per week
- Homework deadlines are really critical at KS4 as homework from one lesson is often setting up for the next.
- Compulsory Field trip required for GCSE Geog - Year 11's go in the last week of Sept.
- Optional History trip has happened an some year 10's will be going to the Battlefields
- Creativity day in Nov will be Hist/Geog for Year 10. CD

- Come fully equipped
- Commit! Catch up on missed work.
- Challenge yourself
- Complete homework and stick to deadlines
- Read/watch/listen/talk around the subject
- Start revising NOW!!
- Complete quizzes on SMHW
- Use GCSE Pod etc
- Get revision guides in each subject



## Our Evening Schedule:

- ~~Curriculum Overview~~
- ~~Maths~~
- ~~English~~
- ~~Humanities~~
- Science
- Personal Development
- How to Help Your Child
- Reporting & Targets
- The Curriculum Map
- Questions



- All students take science, with 7 x 1 hour lessons per fortnight
- Taught as a tutor group (mixed ability)
- Teacher(s) fixed for the whole year
- 8 topics in the year
- Mix of Biology, Chemistry and Physics
- Test at the end of a rotation of topics (2 rotations of three topics, one rotation of two)



## Year 7 Science Overview Page

[Curriculum Map Home Page](#)

The following topics are taught in Science during Year 7. Your teacher will tell you which order you will study the topics. If you have more than one teacher you may be studying more than one topic at the same time. If you click on the topic you will get more information.

[CELLS AND GREEN PLANTS](#)

[INTRODUCING CHEMISTRY](#)

[ENERGY](#)

[HEALTH AND ELECTRICITY](#)

[Science Home Page](#)





## Introducing Chemistry

Curriculum Map  
Home Page

### KNOW

#### Ideas

- Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas).
- Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.
- A pure substance consists of only one type of element or compound, and has a fixed melting and boiling point. Mixtures may be separated due to differences in their physical properties.
- The method chosen to separate a mixture depends on which physical properties of the individual substances are different.

#### Skill

- Use techniques to separate mixtures.

#### Facts

- A substance is a solid below its melting point, a liquid above it, and a gas above its boiling point.
- Air, fruit juice, sea water and milk are mixtures.
- Liquids have different boiling points.

### APPLY

- Explain unfamiliar observations about gas pressure in terms of particles.
- Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles.
- Explain changes in states in terms of changes to the energy of particles.
- Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion.
- Explain how substances dissolve using the particle model.
- Use the solubility curve of a solute to explain observations about solutions.
- Use evidence from chromatography to identify unknown substances in mixtures.
- Choose the most suitable technique to separate out a mixture of substances.
- Explain how substances dissolve using the particle model.
- Use the solubility curve of a solute to explain observations about solutions.
- Use evidence from chromatography to identify unknown substances in mixtures.
- Choose the most suitable technique to separate out a mixture of substances.

### EXTEND

- Argue for how to classify substances which behave unusually, as solids, liquids, or gases.
- Evaluate observations that provide evidence for the existence of particles.
- Make predictions about what will happen during unfamiliar physical processes, in terms of particles and their energy.
- Analyse and interpret solubility curves.
- Suggest a combination of methods to separate a complex mixture and justify the choices.
- Evaluate the evidence for identifying an unknown substance using separating techniques.

BACK TO Science  
Year 7

States  
video

Key Words List

Mixtures  
video

Revision Checklist



- All students take science, with 7 x 1 hour lessons per fortnight
- This year's Y8 taught in 2 ability bands
- Students rotate between the teachers
- 4 modules in the year
- Mix of Biology, Chemistry and Physics
- Test at the end of each topic
- End of KS3 test, towards the end of Year  
(22/6/23)





- Each science is divided between years 9, 10 and 11.
- There is no coursework (or controlled assessment) so the final qualification is based on examinations only.
- There will be a number of required practical activities for each course which will be assessed as part of the final examinations.

The following topics are taught in Science during Year 9. Your teacher will tell you which order you will study the topics. If you have more than one teacher you may be studying more than one topic at the same time. If you click on the topic you will get more information.

**B1a**  
**CELL BIOLOGY**  
**DISEASES**

**B1b**  
**ORGANISATION**  
**BIOENERGETICS**

**C1a**  
**ATOMIC STRUCTURE**  
**ENVIRONMENTAL CHEMISTRY**

**P1a**  
**ENERGY**  
**PARTICLE MODEL**

[Science Home Page](#)

The following topics are taught in Science during Years 10 and 11. Your teacher will tell you which order you will study the topics. If you have more than one teacher you may be studying more than one topic at the same time. If you click on the topic you will get more information.

**B2a**  
**HOMEOSTASIS AND RESPONSE**  
**ECOLOGY**

**B2b**  
**INHERITANCE, VARIATION AND**  
**EVOLUTION**

**C1b**  
**CHEMICAL CALCULATIONS**  
**CHEMICAL CHANGES**

**C2a**  
**ATMOSPHERE, USING RESOURCES**  
**ORGANIC CHEMISTRY**

**C2b**  
**ENERGY CHANGES, CHEMICAL ANALYSIS**  
**RATE AND EXTENT OF CHEMICAL CHANGE**

**P1b**  
**ATOMS AND RADIATION**  
**ELECTRICITY**

**P2a**  
**FORCES AND MOTION**  
**MAGNETISM AND ELECTROMAGNETISM**

**P2b**  
**FORCES**  
**WAVES**

[Science Home Page](#)



The following topics are taught in Science during Years 10 and 11. Your teacher will tell you which order you will study the topics. If you have more than one teacher you may be studying more than one topic at the same time. If you click on the topic you will get more information.

## Biology

[INFECTION AND RESPONSE;  
PHOTOSYNTHESIS](#)[HOMEOSTASIS AND  
RESPONSE](#)[INHERITANCE,  
VARIATION AND  
EVOLUTION](#)[ECOLOGY](#)

## Chemistry

[CHEMICAL  
CALCULATIONS  
CHEMICAL ANALYSIS](#)[REACTIVITY OF METALS  
REACTIONS OF ACIDS  
ELECTROCHEMICAL CELLS](#)[ATMOSPHERE  
USING RESOURCES](#)[ENERGY CHANGES,  
RATE AND EXTENT OF  
CHEMICAL CHANGE](#)[ORGANIC CHEMISTRY  
USING MATERIALS](#)

## Physics

[ELECTRICITY](#)[ATOMIC STRUCTURE  
AND RADIOACTIVITY  
SPACE PHYSICS](#)[FORCES AND MOTION](#)[FORCES  
MAGNETISM AND  
ELECTROMAGNETISM](#)[WAVES](#)[Science Home  
Page](#)

# What you can do to support



- During the course of every year, students will have topic tests. Please support them to revise for this - testing them on key facts, helping them learn equations and checking they understand everything they have studied in lessons.
- We will write home to recommend revision guides. These help support students and help structure their revision. These can be bought direct from the publisher, or from a third party.
- Extension task: Discuss scientific stories that appear in the news



At Langtree, KS4 students are continuing with the **AQA GCSE** courses.

- Those who chose Separate Science as an option will study **AQA Triple (Separate) Sciences**.
- Everyone else will study **AQA Trilogy (Combined) GCSE Science**.

**Combined Science**  
**Triple Science**



This consists of the main three science disciplines:

- Biology (33% of grade)
- Chemistry (33% of grade)
- Physics (33% of grade)

Students will be awarded two GCSEs at the end of the course.

Their science grade will be in the form 7-6 or 5-5 to show the two grades awarded.



If students have chosen triple science as an option then they will be following AQA Separate Science courses.

This will lead to three different GCSEs in each of the science disciplines.

The grades in each science subject are totally independent of each other.





This subject consists of a number of topics including:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology



This subject consists of a number of topics including:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources



This subject consists of a number of topics including:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics (Separate Science only)



- There will be 6 exam papers at the end of year 11. There will be two papers for biology, two for chemistry and two for physics.
- Each of the Combined Science papers will be 1 hour and 15 minutes long, and each of the Separate Science papers will be 1 hour and 45 minutes long.
- Both Separate Sciences and Combined Science are generally considered acceptable for entry on to Science A-level courses.



## Our Evening Schedule:

- ~~Curriculum Overview~~
- ~~Maths~~
- ~~English~~
- ~~Humanities~~
- ~~Science~~
- Personal Development
- How to Help Your Child
- Reporting & Targets
- The Curriculum Map
- Questions



The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

It should teach what is acceptable and unacceptable behaviour in relationships.



Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a **safe environment**.



All teachers are encouraged to use approaches such as

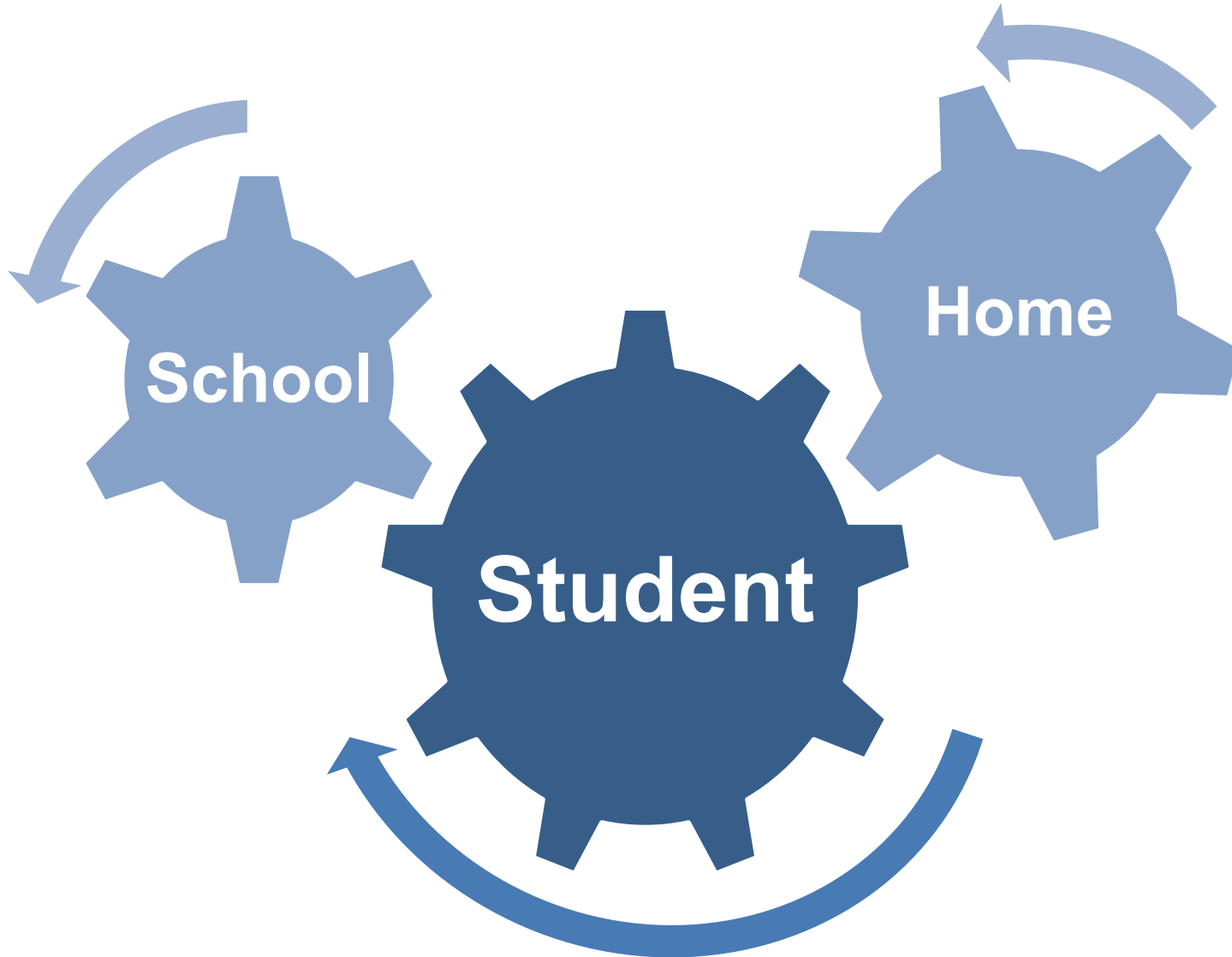
- setting ground rules with the class to help manage sensitive discussion
- distancing techniques - what might **they (a third person)** think, feel, do....
- using 'ask it baskets' to allow pupils to raise issues anonymously

All students will have access to an RSE Google Classroom where supporting materials are posted, allowing them to be accessed at any time during their time at Langtree





- be able to approach a range of real life situations and apply their skills and attributes to help navigate through the complexities of modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate and celebrate difference and diversity
- be able to better understand and manage their emotions
- be able to look after their mental health and well-being
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty
- be able to develop positive & healthy relationships with their peers, both now and in the future
- be able to develop positive & healthy sexual relationships, at a time that is both right & appropriate to them, fully appreciating the importance of consent
- appreciate how they can keep themselves safe, both in the physical and online world





- Research has shown that pupil attainment is highly influenced by parent support
- The greatest improvement in grades comes from parent support at home





## ● Attendance

- If in Year 10 and 11 a student has an attendance of **90%** this will mean that they will have missed the equivalent of a half term of lessons during their GCSEs!
- Please check our school calendar before booking anything.





- Satchel (Show my homework) can be used online or downloaded as an App
- You, and your child can set up notifications and use the site to help organise work.
- You can also access the site through the School Website.
- The amount you can see when you log in on a computer is far more than what you see when using an app on a mobile device.



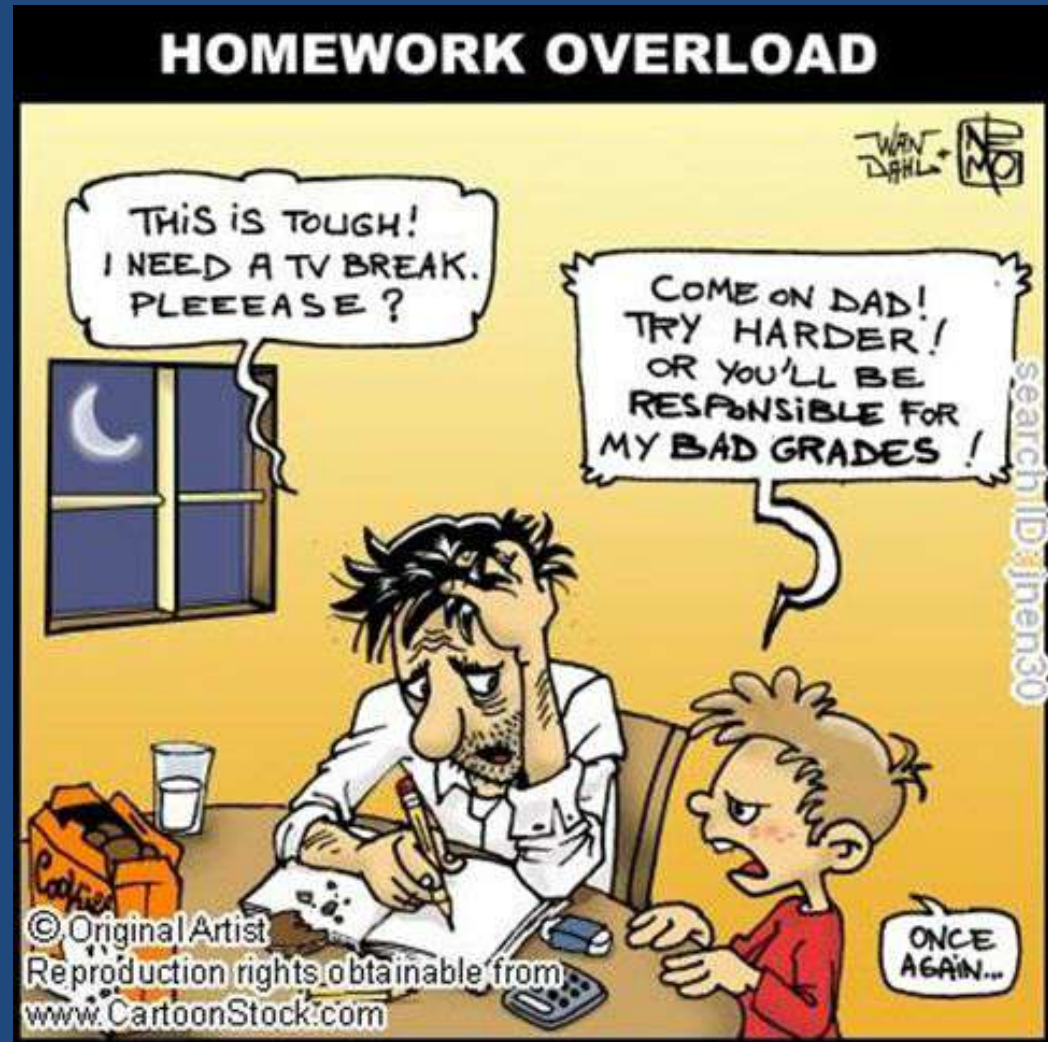


Use Satchel to monitor tasks being set.

Test students on key concepts.

Reward students for good study habits.

If there is no set homework then get the students to complete independent study - focussing on weaker areas.



# Where to work when at home?



- Ideally where they can be observed
- Needs to be at a **table or desk**
- Not where they can see a TV
- Most students will study better without music
- No access to games consoles
- Not too much time on the computer



# What can I do to help my child?



- Take an interest
- Communicate with teachers
- Keep your child focused on where they want to be at the end of Year 11
- Be there for them if they have worries or are finding the work difficult
- Keep them aware of these study tips:





## Year 10 Exams

Monday 2<sup>nd</sup> to Friday 12<sup>th</sup> May

## Year 11 Mocks

Monday 21<sup>st</sup> November to Friday 2<sup>nd</sup> December

## GCSEs and Other Public Exams

Monday 15<sup>th</sup> May to Thursday 22<sup>nd</sup> June



- Revision needs organising and balance.

Time	Mon	Tue	Wed	Thur	Fri	Weekend Time	Sat	Sun
08:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	08:00	Football Match	Theatre Club
08:50	Reg	Reg	Reg	Reg	Reg	09:00		
09:00	Maths	English	English	Science	Drama	10:00		
09:50	History	Maths	English	Science	Drama	11:00		Family Roast With Grandma Pat
10:40	Break	Break	Break	Break	Break	12:00		
11:00	Tutor	Tutor	Tutor	Tutor	Tutor	13:00		
11:20	Drama	German	Science	English	Science	13:00	Lunch	
12:10	Science	Science	Science	English	Science	14:00	Homework	
13:00	Lunch	Lunch	Lunch	Lunch	Lunch	15:00	Homework	
13:50	German	PE	Ethics	History	PE	16:00		Revision Various
14:40	German	Ethics	Maths	History	Maths	17:00	Science Revision	Revision Various
15:30	English	Homework	Maths	Homework	History	18:00	Dinner	Dinner
16:00	Revision		Revision		Revision	19:00	Revision Various	
17:00	Dinner	Dinner	Dinner	Swimming Club	Dinner	20:00	Socialise With Friends	
18:00		German Revision		Dinner	Socialise With Friends	21:00		
19:00	Revision Various		Football Training			22:00		
20:00								
21:00	Half Hour Run	Half Hour Run		Half Hour Run				
22:00								





GCSEPod has an extensive video podcast library for all of our GCSEs



Kerboodle provides access to electronic textbooks for many of our subjects

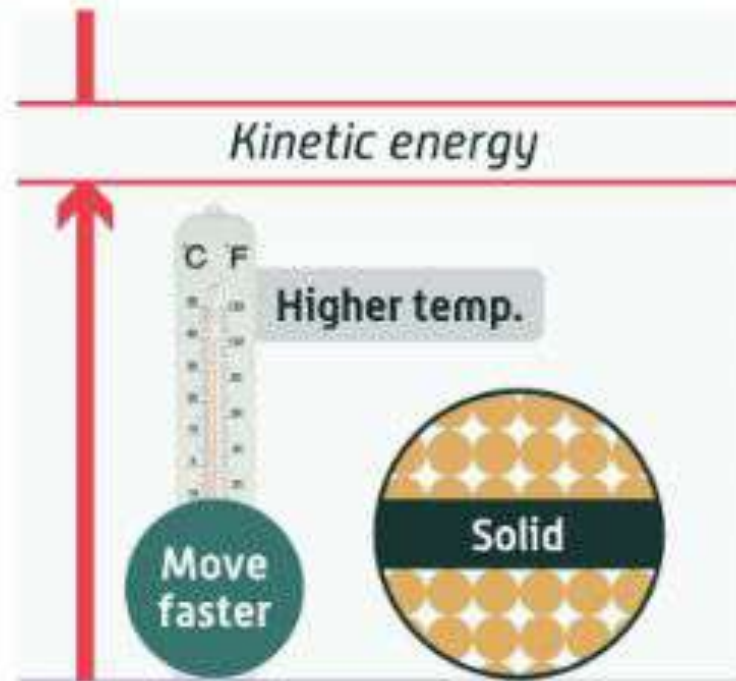
Your son/daughter should speak to their tutor ASAP if they do not know how to access these services



## Pods – the content your child will access and use



Pods are 3-5 minute videos designed to keep your child engaged. They have audio and visual content that is mapped their exam board.



This is an example of a combined science Pod displaying information on kinetic energy.









- Don't work late at night
- Put away distractions – especially mobile phones, laptops, X-boxes etc.....
- Healthy living works – plenty of sleep, eat properly and drink plenty of water
- Use school staff for help and advice!
- Plan homework and revision and manage time well – don't start tasks the day before they are due in
- Work in 30 minute chunks and then take a **SHORT** break to refresh the mind
- But - keep studying one task until it is complete – swapping tasks confuses the brain!
- Revision works best when done little and often – **START EARLY!** whether for tests or exams.



- Take control of your child's screen time!
- Excessive screen time can have a significant detrimental impact on sleep and mental health.
- It can be very hard for a child to self regulate, as messages can arrive very late in the night.
- Removing screens (or wifi access) after a certain time is likely to be very good for ALL the family.
- Apps are available which allow you to
  - Control child's Internet usage
  - Control child's purchase of apps
  - Schedule Internet and app use according to your child's daily routine
  - Establish screen-free bedtime, dinnertime, study time and family time

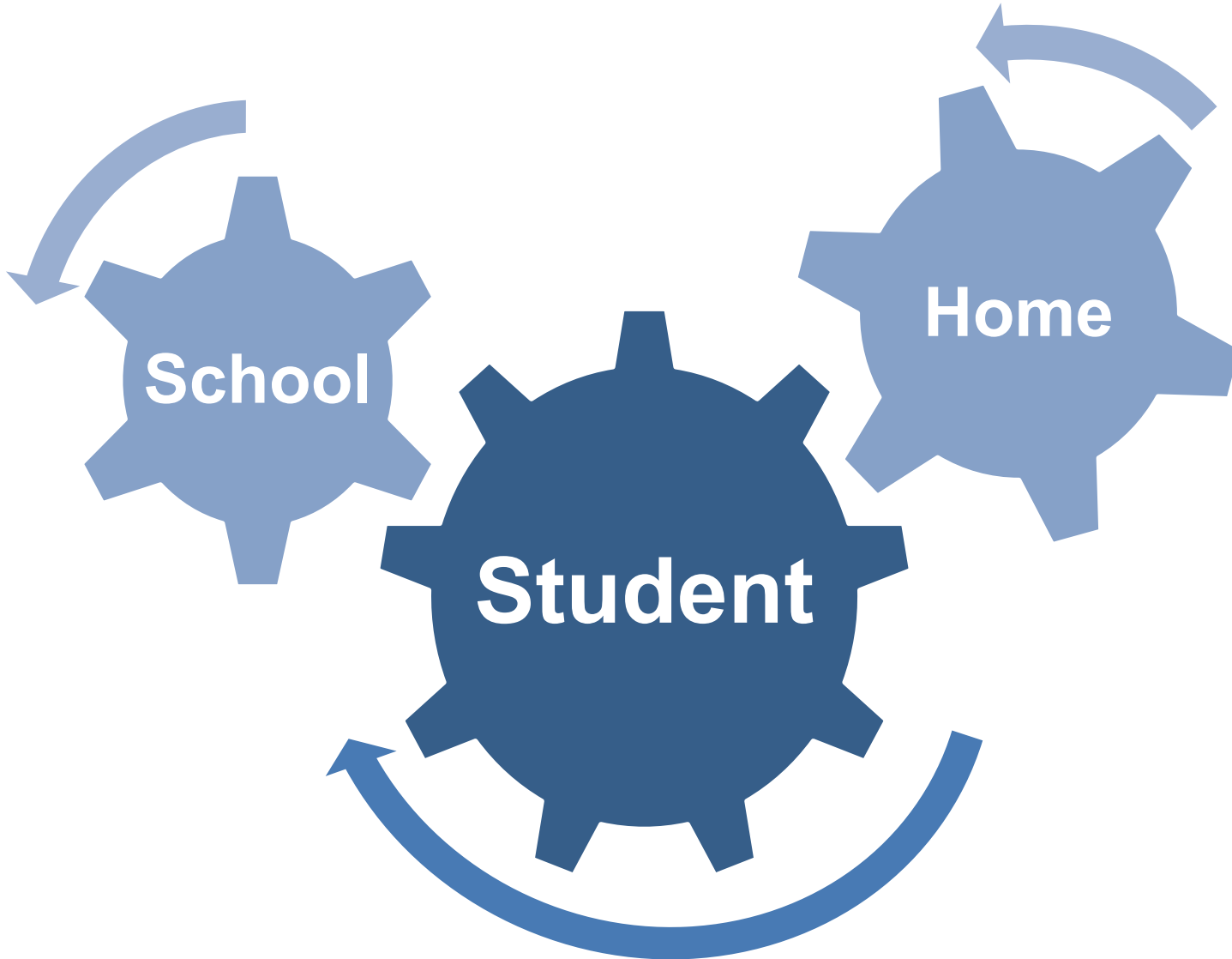






## Our Evening Schedule:

- ~~Curriculum Overview~~
- ~~Maths~~
- ~~English~~
- ~~Humanities~~
- ~~Science~~
- ~~Personal Development~~
- ~~How to Help Your Child~~
  - Reporting & Targets
  - The Curriculum Map
  - Questions





- 3 reports a year
- Two sections to a report
  - Performance against target
  - Attitude to Learning
- *First year 7 report only reports on Attitude to Learning*

# Example Data Report



Name of Student: Jo Example Tutor Group: 9EXa Date: 35<sup>th</sup> September 2022

Attendance: 95.4 Lates: 3

Subject	TARGET COMPARISON					ATTITUDE TO LEARNING			
	7PR2	7 PR3	8PR1	8 PR2	8PR3	Classwork	Homework	Learning Behaviour	Organisation
Art	T	O	B	T		2	2	2	2
Computer Science	O	O	A	O		2	2	2	3
Drama	O	O	O	O		2	n	1	2
English	T	O	O	T		1	2	2	2
Ethics	O	O	T	O		2	3	2	2
French		O							
Geography	A	O	O	O		2	3	2	2
History	O	O	O	T		2	2	1	2
Mathematics	A	O	O	T		1	2	2	1
Music	O	O	B	T		2	n	2	n
PE	n	n	n	n		1	n	1	1
Science	A	O	O	A		2	2	2	2
Spanish	A		O	O		1	1	1	1
Technology	O	O	T	T		3	3	4	3

Target Comparison		Attitude to Learning	
<i>Based on the student's predicted grade, the student is...</i>		<i>Based on the student's attitude in lessons:</i>	
<b>A</b> Green	– Above target	<b>1</b> Green	– outstanding – consistently goes beyond expectations
<b>O</b> Turquoise	– On target	<b>2</b> Turquoise	– good – consistently meets expectations
<b>T</b> Blue	– working Towards target	<b>3</b> Blue	– inconsistent – occasionally meets expectations
<b>B</b> Red	– Below target	<b>4</b> Red	– often/regularly fails to meet expectations
<b>n</b>	<i>n – not applicable to subject</i>	<b>n</b>	<i>n – not applicable to subject</i>

# Example Data Report



Name of Student: Jo Example Tutor Group: 11EXa Date: 35<sup>th</sup> September 2022

Attendance: 95.4 Lates: 3

Subject	Target	Prediction	TARGET COMPARISON					ATTITUDE TO LEARNING			
			10PR1	10PR2	10PR3	11PR1	11PR2	Classwork	Homework	Learning Behaviour	Organisation
Art	5	4	T	O	B	T		2	2	2	2
Computer Science	3	3	O	O	A	O		2	2	2	3
Drama	6	6	O	O	O	O		2	n	1	2
English	5	4	T	O	O	T		1	2	2	2
Ethics	5	5	O	O	T	O		2	3	2	2
French				O							
Geography	5	5	A	O	O	O		2	3	2	2
History	5	4	O	O	O	T		2	2	1	2
Mathematics	4	3	A	O	O	T		1	2	2	1
Music	5	4	O	O	B	T		2	n	2	n
PE			n	n	n	n		1	n	1	1
Science	3	4	A	O	O	A		2	2	2	2
Spanish	5	5	A		O	O		1	1	1	1
Technology	4	3	O	O	T	T		3	3	4	3

Target Comparison		Attitude to Learning	
<i>Based on the student's predicted grade, the student is...</i>		<i>Based on the student's attitude in lessons:</i>	
<b>A</b> Green	Above target	<b>1</b> Green	outstanding – consistently goes beyond expectations
<b>O</b> Turquoise	On target	<b>2</b> Turquoise	good – consistently meets expectations
<b>T</b> Blue	working Towards target	<b>3</b> Blue	inconsistent – occasionally meets expectations
<b>B</b> Red	Below target	<b>4</b> Red	often/regularly fails to meet expectations
<b>n</b>	n – not applicable to subject	<b>n</b>	n – not applicable to subject



We use a 4 point scale.

There is a Target Comparison, and 4 ATL (Attitude to Learning) judgements:

- Behaviour for Learning
- Classwork
- Homework
- Organisation

Grade	Target Comparison	ATL
1	Above Target	Going above and beyond
2	On target	Consistently good
3	Slightly below	Inconsistent
4	Well below	Cause for concern



Prediction	KS3	KS4
1 or more grades above	A	A
on target	O	O
1 grade below	T	T
2 grades below	T	B
3 or more grades below	B	B

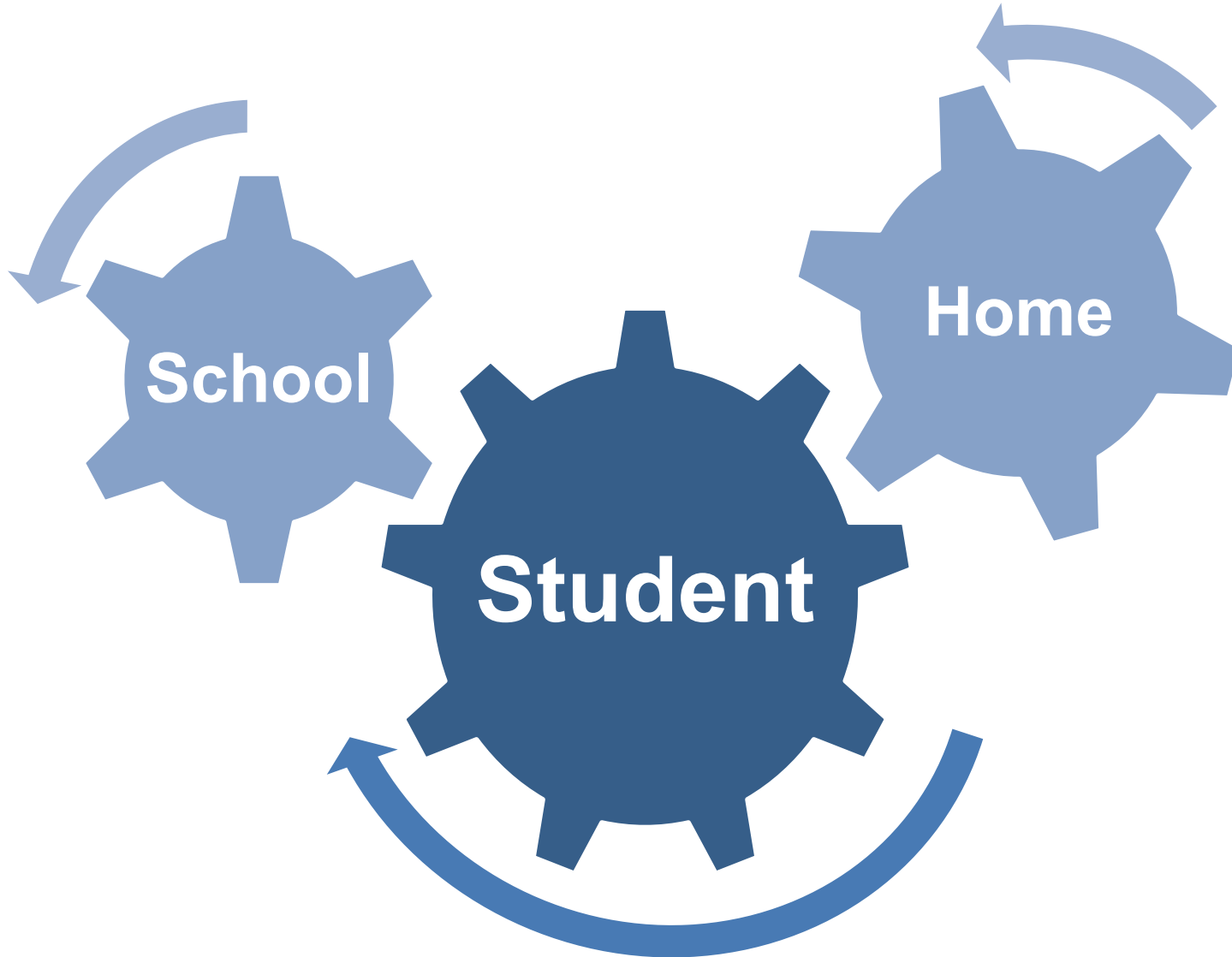


# Reported Data



Key	Attitude to Learning (ATL)			
	Quality of classwork	Quality of homework	Behaviour for Learning	Organisation
1: <b>Outstanding</b> - always putting learning first	The quality of classwork is <b>always outstanding</b> . Work exceeds our expectations of the student. The student's work demonstrates excellent independent skills and they are able to lead group activities effectively. Work leads to <b>rapid progress and learning</b> .	The quality of homework is <b>always outstanding</b> . Work exceeds our expectations of the student. The student's work supports <b>rapid progress and learning</b> .	The student's behaviour for learning is <b>always outstanding</b> . The student has an <b>excellent mindset</b> to challenge themselves and embrace areas that need improving. The student <b>always asks thoughtful questions and contributes effectively</b> to class discussions in order to improve their learning. The student <b>always acts on feedback</b> .	The student has <b>outstanding organisational skills</b> . The student <b>always</b> has the correct equipment. Books are <b>always organised</b> to enable effective revision. Homework <b>deadlines are always met</b> .
2: <b>Good</b> - often putting learning first	The quality of work completed in class is <b>good</b> . Work meets our expectations of the student. The student demonstrates good independent and group skills. Work leads to <b>progress and learning</b> .	The quality of homework completed is <b>good</b> . Work meets our expectations of the student and <b>supports good progress and learning</b> .	The student's behaviour for learning is <b>good</b> . The student is able to challenge themselves and is <b>aware of the areas that need improving</b> . The student <b>usually asks questions and contributes</b> to discussions in order to improve their learning. The student <b>often acts on feedback</b> .	The student has <b>good organisational skills</b> . They often have the correct equipment. Books are well presented and are <b>useful for revision</b> . Homework <b>deadlines are often met</b> .
3: <b>Inconsistent</b> - sometimes fails to put learning first	The quality of work produced in class is <b>inconsistent</b> . Sometimes the work is <b>slightly below</b> what we would expect of them. There is an inconsistent approach to group tasks and working independently. Work <b>occasionally leads to progress and learning</b> .	The quality of homework is <b>inconsistent</b> . Sometimes the work is <b>slightly below</b> what we would expect of them. Homework <b>does not always support learning</b> .	The student's behaviour for learning is <b>inconsistent</b> . The student <b>occasionally asks questions and sometimes contributes</b> to discussions in order to improve their learning. The student <b>occasionally acts on feedback</b> . Occasionally the student has to be prompted to focus on their task and they usually respond appropriately.	The student has an <b>inconsistent approach</b> to how they organise their equipment. Sometimes equipment is not brought in. The student needs to <b>take care that work in books is always presented clearly</b> to enable useful revision. Homework <b>deadlines are not consistently met</b> .
4: <b>Concern</b> - Rarely putting their learning first	The quality of work is often poor. The work produced is often <b>below our expectations</b> of the student. The student's application to independent and group work is poor. Work <b>rarely leads to progress and learning</b> .	The quality of homework is often poor. The work produced is often <b>below our expectations</b> of the student and <b>does not support learning</b> .	The student's behaviour for learning is <b>often poor</b> . The student avoids areas that need improvement rather than tackles them. The student <b>very rarely asks questions</b> to aid their learning and feedback is rarely acted on. The student is <b>often told to focus on their work</b> . Their behaviour lacks consideration for other students' learning.	The student has <b>poor organisational skills</b> . The student <b>often forgets</b> equipment. Work is not presented in a way that will aid revision. Homework <b>deadlines are rarely met</b> .







- All student targets are initially based on FFT5 estimates, moderated against CATs scores.
- These are shared with parents when they become available (with a caveat about their statistical nature).
- Student targets are reviewed in term 6 of year 9 and again after year 10 exams. Amendments are allowed, where justified by evidence.
- KS4 reports contain targets.



## What we know quite quickly...



KS2 SATS Scores  
Date of Birth  
Gender  
Postcode  
Any specific needs

FFT Targets  
(50,20,5)

Primary school's  
view

Langtree CATS D  
test results

Subject  
baselines





What we know quite quickly...



KS2 SATS Scores  
Date of Birth  
Gender  
Postcode  
Any specific needs

FFT Targets  
(50,20,5)

Primary school's  
view

Langtree CATS D  
test results

Subject  
baselines



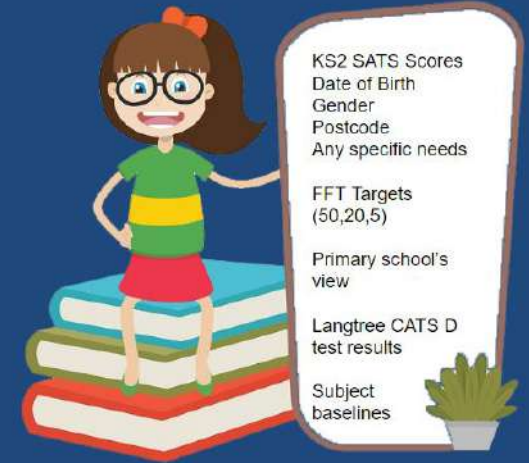
E.g.

**Your Maths  
Target  
should be a  
5**

**Your History  
target  
should be a  
7**



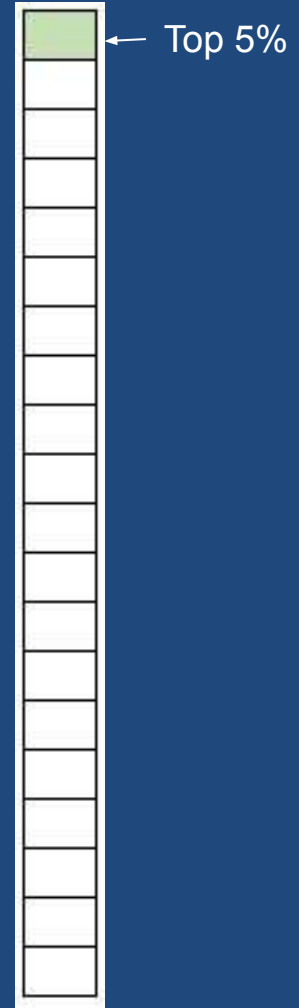
- We use FFT 5 estimates to initially set pupil targets
- We check these broadly fit with our other indicators



- We tell you (parents) the targets on a letter (Term 2 each year)
- In years 7 to 9, we indicate a target comparison score on reports which is based on this target
- Targets can change throughout key stage 3 and are typically locked at the start of year 10
- We report targets on the reports during years 10 and 11



- Using FFT 5 to set our targets means that we are aiming that all our students get results in line with the top 5% of schools in the country
- This means that our targets are aspirational, and a student who is not perfectly meeting their target *may* still be doing ok...
- ... and while indicators tend to be accurate when you look across a big group, they do get things wrong for individuals...
- ...but we still think it's right to aim for the very best results!





Target Comparison	B	ATL	1
-------------------	---	-----	---

It is unusual but possible to have a really good attitude to learning and a bad predicted grade...

*E.g. a bad, uncoordinated rounders player who works really hard in training and is very sportsmanlike*



Target Comparison	A	ATL	4
-------------------	---	-----	---

... and it is unusual but possible to have a bad attitude to learning and a good predicted grade

*E.g. some professional footballers when they fake injuries, are rude to the referee and don't listen to their coaches' advice*





Tutors and Pastoral Leaders are responsible for celebrating the success of students with excellent AtLs and for putting in place intervention plans for any student whose AtL scores are below expectations.

Team Leaders are responsible for coordinating the actions for students whose predicted grade is below their target grade within their subject area.

The Senior Team will review the progress of cohorts, sub-groups, departments and key individuals and monitor the impact of any interventions implemented.



















## Types of Interventions

- . Meeting with students
- . Extra work
- . Mock exams
- . Breakfast clubs
- . After school/lunchtime revision sessions
- . Micro Revision
- . Tutor time sessions
















Hi Mr C Norweiler 





- ABOUT US ▾
- STUDENTS ▾
- BULLETIN AND LETTERS
- PARENTS ▾
- LEARNING FIRST ▾
- THE LANGTREE CHALLENGE
- COMMUNITY ▾
- GOVERNORS ▾



**Welcome to Langtree**  
Take a look around our website

<b>Open Evening and Open Mornings</b>
Open Evening – Tuesday 1st October 2019 Open
Mornings – Tuesday 8th and Wednesday 9th October 2019 ...

<b>2019 GCSE RESULTS Press Release</b>
Students, staff and governors are celebrating yet another excellent year of GCSE results at Langtree School. The Class of 2019 sec...

<b>Woodcote Village Fete 14th September 2019</b>
The orchestras and choirs have been invited to perform at the Woodcote Village Fete on Saturday 14th September. Students who are m...



Students can log in to the school website,  
[www.langtreeschool.com](http://www.langtreeschool.com)

## EXAMPLE

Geoff Terryson

Username: gterryson

Password: *students set this at school*

Email: gterryson@langtreeschool.com



Amy Smith (year 11)

asmith@langtreeschool.com

Adam Smith (year 10)

asmith2@langtreeschool.com

Alex Smith (year 8)

asmith3@langtreeschool.com

Archie Smith (year 8)

asmith4@langtreeschool.com

*Examples where  
students share a  
forename/surname  
combination*



## Our Evening Schedule:

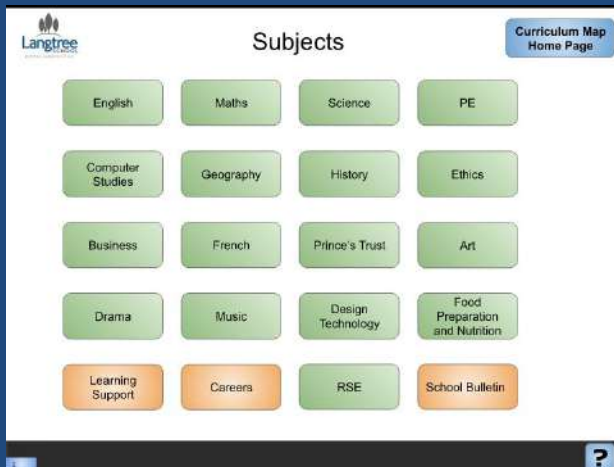
- ~~Curriculum Overview~~
- ~~Maths~~
- ~~English~~
- ~~Humanities~~
- ~~Science~~
- ~~Personal Development~~
- ~~How to Help Your Child~~
- ~~Reporting & Targets~~
- The Curriculum Map
- Questions



A logged in student can visit our curriculum map:

<https://www.langtreeschool.com/curriculum-map/>

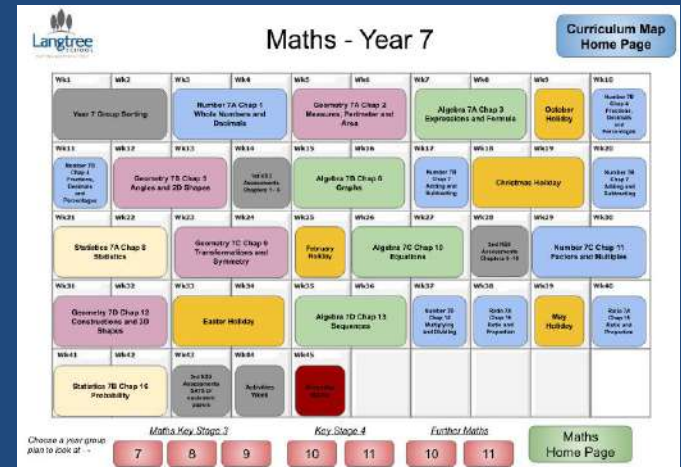
This work in progress document shows the rough structure of the whole school curriculum.



**Subjects**

Curriculum Map Home Page

- English
- Maths
- Science
- PE
- Computer Studies
- Geography
- History
- Ethics
- Business
- French
- Prince's Trust
- Art
- Drama
- Music
- Design Technology
- Food Preparation and Nutrition
- Learning Support
- Careers
- RSE
- School Bulletin



**Maths - Year 7**

Curriculum Map Home Page

WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10
Year 7 Group Setting		Number 7A Chap 1 Whole Numbers and Decimals		Geometry 7B Chap 2 Measures, Perimeter and Area		Algebra 7A Chap 3 Expressions and Formulae		October Holiday	Number 7B Class 4 Fractions, Decimals and Percentages
Number 7B Class 1 Fractions, Decimals and Percentages		Geometry 7B Chap 3 Angles and 2D Shapes		Algebra 7B Chap 4 Graphs		Number 7B Class 1 Adding and Subtracting		Christmas Holiday	Number 7B Class 7 Adding and Subtracting
Statistics 7A Chap 5 Statistics		Geometry 7C Chap 6 Transformations and Symmetry		Algebra 7C Chap 10 Equations		Number 7C Class 10 Fractions and Decimals		Number 7C Chap 11 Factors and Multiples	
Geometry 7D Chap 12 Circles and 3D Shapes		Statistics 7B Chap 8 Probability		Algebra 7D Chap 13 Sequences		Number 7C Class 11 Adding and Subtracting		May Holiday	Number 7C Class 11 Factors and Multiples
Statistics 7B Chap 14 Probability		Statistics 7C Chap 9 Probability		Number 7C Class 12 Adding and Subtracting		Number 7C Class 12 Adding and Subtracting		Number 7C Class 12 Adding and Subtracting	

Maths Key Stage 3: 7, 8, 9

Key Stage 4: 10, 11

Further Maths: 10, 11

Maths Home Page



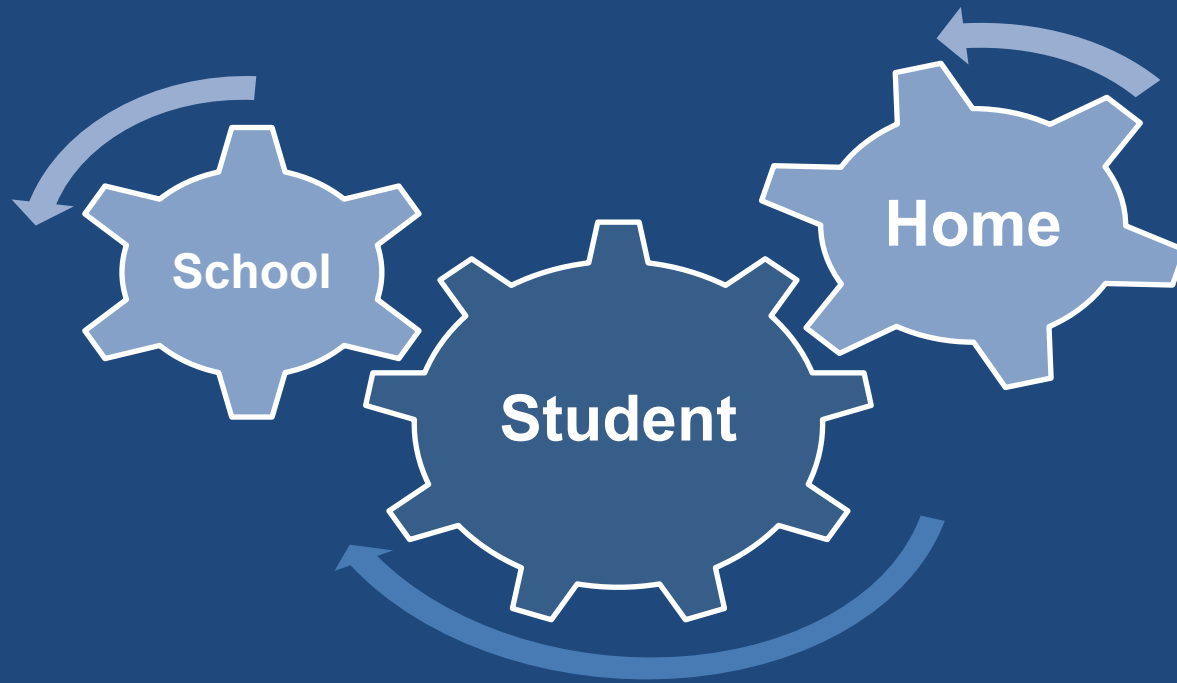
## Our Evening Schedule:

- ~~Curriculum Overview~~
- ~~Maths~~
- ~~English~~
- ~~Humanities~~
- ~~Science~~
- ~~How to Help Your Child~~
- ~~Reporting & Targets~~
- ~~The Curriculum Map~~
- Questions

# Any questions?







Thank you for coming