



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 and enjoy learning 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:

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- 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

## Assessment

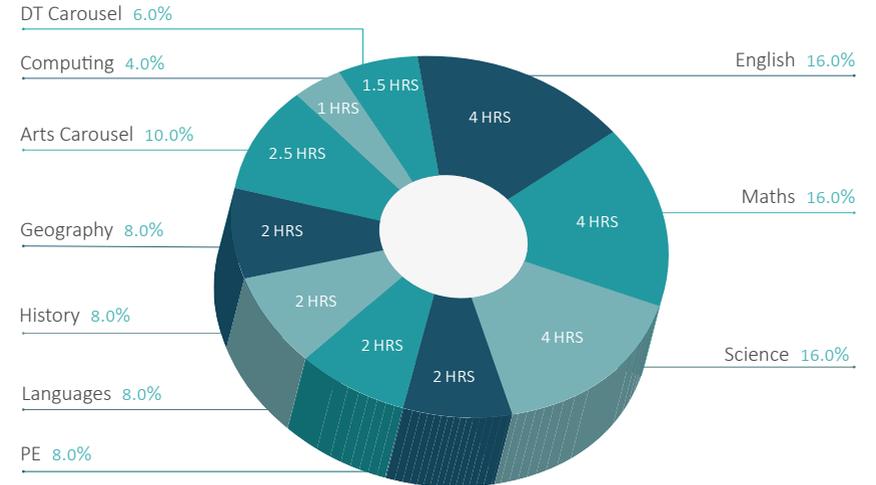
- Assessment is integral to the teaching process at Heartlands. Teachers assess students each lesson giving feedback to help them improve.
  - Student progress is reported to parents using an online system called the Dynamic Progress Report (DPR) which is also discussed at an annual parents evening. The DPR gives parents an insight into their child's strengths and weaknesses, subject by subject, and what they need to do in order to make progress
  - We also formally assess students in three AFAs (Achievement for All) exam-type assessments over the year
  - An AFA day is held annually. Parents are invited to meet tutors to discuss their child's progress.
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## Hours per week

In Year 7 and 8, students have 25 learning hours per week, divided according to the chart below. Design Technology is taught on a three strand carousel focussing on Food & Nutrition, Product Design and Textiles. The Arts subjects (Art/Music/Drama) are taught using a carousel model where students specialise in a subject for 6–7 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

	AFA1	AFA2	AFA3
<b>English</b>	Novel: <i>A Monster Calls</i> Cultural Poetry	Classical Myths Novel: <i>Oliver Twist</i>	Play: <i>The Merchant of Venice</i> Film and Media
<b>Maths</b>	Number; Decimals; Place Value; Addition; Subtraction; Multiplication; and Division.	Fractions; Percentages and Ratio.	Algebra and Sequences.
<b>Science</b>	<b>Introduction to Science</b> Periodic table; Particles; Cells; Reproduction.	Energy and Electricity; Acids and Alkalis; Interdependence and Variation; Forces.	Rocks and the Earth; Food and Digestion; Sound and Light; Chemical change; Space.
<b>Computer Science</b>	<b>Why Computing?</b> Use of IT in Technology; E-Safety; Hardware/Software; Computational Thinking.	<b>Can a computer think for itself?</b> Algorithms; Scratch programming; Development of Computational thinking; Ideas and computer system components.	<b>What links us all?</b> Networking theory; Cyber-security; Graphic Design; Web Design and HTML.
<b>Design &amp; Technology Carousel</b>	<b>Product Design:</b> Memo holder; Sustainability/User; Friendly Design.	<b>Food:</b> Food Preparation and Technical Cooking Skills Food Hygiene and Safety; Food Science and Healthy Diet.	<b>Textiles:</b> Cushion: Use of printing techniques and smart materials to produce a final outcome.
<b>Geography</b>	My Geography including field work Case study: Brazil	Migration Map skills	Weather and Climate Globalisation

<b>History</b>	What is History? ( <i>Chronology</i> ) Why did William win the Battle of Hastings? ( <i>Causation</i> ) Why were The Crusades significant? ( <i>Significance</i> )	What were the consequences of the Black Death? ( <i>Consequences</i> ) Who was the greatest Tudor? ( <i>Interpretations</i> )	Should we be proud of the British Empire? ( <i>Interpretations</i> ) How has migration changed through time? ( <i>Chronology</i> , <i>Change and Continuity</i> )
<b>Creative Carousel: Art, Music and Drama</b>	<b>ART Identity, Express &amp; Experiment</b> Shape; Form, Tone; Texture; Pattern; Colour; Composition and Photography. Music association; Mark making and Colour theory.	<b>MUSIC 1. Meet &amp; Explore Music</b> Whole class singing and drumming; Introduction to composition; Keyboard skills. <b>2. Classical Footsteps</b> Storytelling through music; Pachelbel Canon remix; Development of keyboard skills.	<b>DRAMA 1. Key Skills</b> An introduction to key drama skills and techniques such as creating a character, working with text and being a critical audience member. <b>2. Theatre of the Past and Present</b> Students explore different genres and styles including Greek Theatre, Mask and Physical Theatre
<b>PE</b>	Boys: Basketball and Football Girls: Netball and Dance.	Boys: Table Tennis; Fitness. Girls: Trampoline; Badminton.	Athletics, OAA; Volleyball; Striking and Fielding.
<b>French</b>	<b>Introduction to French</b> Describing self and others, Likes and dislikes. <b>Describing School</b> Likes and dislikes of school subjects, Information about school day, What we eat.	<b>Technology and Free Time</b> Activities, Giving opinions. <b>Describing your town</b> Saying what there is, Giving directions, Saying what we can do, Accepting or declining an invitation, Giving preferences.	<b>Holidays</b> Describing where you go and where you'd like to go. <b>Cultural Research Project</b> Poetry and paintings
<b>Spanish</b>	<b>Introduction to Spanish</b> Pronunciation, Greetings, Talking about personality and family, Using numbers and the alphabets. Giving opinions and talking about spare time, Talking about the weather and sports.	Introduction to school subjects, School facilities, Break time activities, Talking about snacks, Describing the family, Physical appearance, Describing your area.	Describing the town, Telling the time, Ordering in a café, Saying what to do at the weekend, Listening and writing skills.

## Year 8 Curriculum Map

	AFA1	AFA2	AFA3
<b>English</b>	Novel: <i>Wonder/Private Peaceful</i> War poetry	Novel: <i>A Christmas Carol</i> Gothic writing with film	Play: <i>Romeo and Juliet</i> Persuasive reading and writing
<b>Maths</b>	2D & 3D shapes; Angles; Length and area; Rounding.	Algebra; Solving equations; Inequalities; Coordinates; Linear Graphs.	Handling Data; Transformations; Proportion; Standard Form.
<b>Science</b>	Bones and muscles; Respiration; Acids and alkalis.	Forces; Electricity; Ecology; Chemical reactions.	Sound and light; Variation and Evolution .
<b>History</b>	What can sources tell us about the transatlantic slave trade? ( <i>Using sources</i> ) Was the Industrial Revolution progress for all ( <i>Change and continuity</i> )	Why was there a First World War? ( <i>Causation</i> ) Why was the First World War known as the Great War? ( <i>Significance</i> ) How did women win the vote? ( <i>Causation</i> )	Why did Hitler come to power? ( <i>Causation</i> ) Why did the Holocaust happen? ( <i>Using sources</i> )
<b>Geography</b>	Development Rivers including field work	Natural Hazards Sustainable Futures	Ecosystems Cities and Challenges
<b>Creative Carousel: Art, Music and Drama</b>	<b>ART</b> <b>Unit 1: Viewpoints</b> Drawing and exploring 3D shapes; Cubism art movement. <b>Unit 2: Pattern and Culture</b> Mark making and tonal development.	<b>MUSIC</b> <b>1. Express yourself</b> Whole class Samba performance; Ukulele/Pop covers, Sequencing. <b>2. Music &amp; Moods</b> Film music, Blues performance.	<b>DRAMA</b> <b>Macbeth</b> Exploring one of Shakespeare's tragedies through a range of dramatic skills. <b>Scriptwriting</b> Looking at genre, style and form through the story of a missing teenager.

<b>Computer Science</b>	<b>What's behind the block?</b> Programming in Scratch and Python; Designing algorithms.	<b>Does Technology Rule?</b> Robotics, programming; Micro-bit programming; Control systems.	<b>Where can computing take me?</b> Careers in computing; Software, Cyber-security; Graphic Design; CAD; Animation; Software engineering.
<b>Design &amp; Technology Carousel</b>	<b>PRODUCT DESIGN Box</b> CAD CAM; Joints; Material sourcing.	<b>CAD/CAM Solar power</b> Use of 3D modelling and electronics to produce a product with an output.	<b>FOOD International cuisine products</b> Hygiene and Safety; Developing high level food preparation skills; Learning about macro and micronutrients.
<b>French</b>	<b>Media and Technology</b> Opinions about TV programs, books, the internet and leisure activities. <b>Tourism</b> Describing past visit and attractions.	<b>Relationships</b> Describing ourselves, others and how we interact with others. <b>Home and local area</b> Describing where I live, Home and my town.	<b>Talents &amp; Ambitions Cultural Research Project</b> French speaking countries and the French Revolution.
<b>Spanish</b>	Talking about a past holiday, activities, transport and opinions. What you use your phone for and talking about music and TV. Grammar: Revising Present and preterite. Using a range of opinions with the comparatives.	Giving options about food and ordering a meal in a restaurant; Buying for a party; Talking about clothes and sporting events.	Describing holiday homes and activities; Asking for directions and describing a world trip.
<b>PE</b>	Boys: Football; Basketball. Girls: Netball; Dance.	Boys: Table Tennis; Fitness. Girls: Basketball, Trampolining; Badminton.	Athletics; OAA; Striking and Fielding.

## 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 an online platform (DPR – Dynamic Progress Report) 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
History	1 hour every 2 weeks
Geography	1 hour every 2 weeks
Languages	½ hour weekly
Computing	½ hour weekly
Arts	½ hour weekly
PE	½ hour weekly

## Year 7 & 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 & 8 GROUPING	
English	Taught in ability groups.
Mathematics	Year 7, mixed ability groups and 2 support sets. Year 8, 2 top sets, 2 support sets and 6 mixed ability groups.
Science, History, Geography, MFL	Mixed-ability learning groups.
Computing, DT, Art, Music, Drama	Small, mixed-ability groups.
PE	Gender and ability groups.



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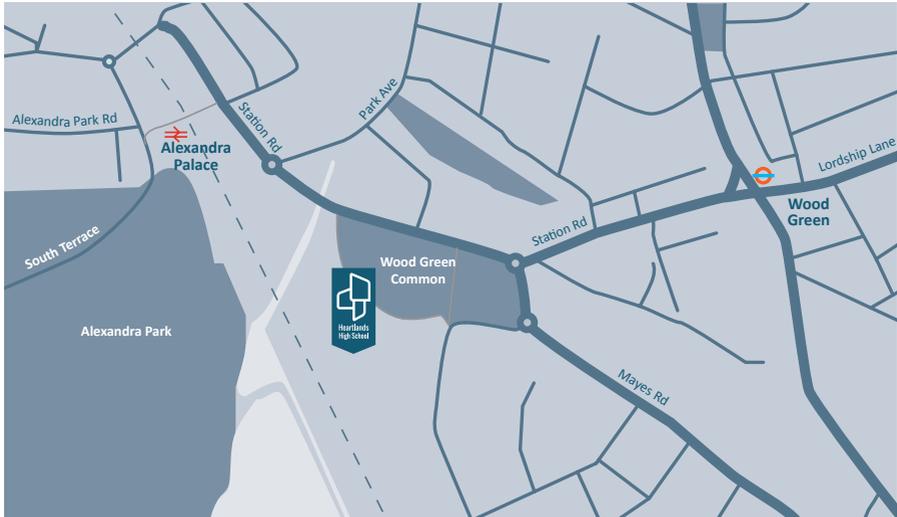
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