



LCA

Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English	<p>Reading</p> <ul style="list-style-type: none"> • To experience and understand texts from a range of genres and forms • To experience and understand texts from different historical periods and cultures • To develop a technical appreciation of the craft of writing by identifying how language is being used and exploring why • To develop critical responses to texts informed by social and literary contexts • To experience reading independently for purpose, challenge and pleasure <p>Writing</p> <ul style="list-style-type: none"> • To understand how to adapt writing to different forms, purposes and audiences • To develop accuracy in writing, communicating fluently and with clarity • To develop extended writing across a range of genres • To develop crafting of language, seeing writing as a series of deliberate choices <p>Spoken Language</p> <ul style="list-style-type: none"> • To experience speaking in a range of contexts and for different purposes • To develop speaking in a range of contexts and for different purposes • To develop being an active listener 	<p>Topics:</p> <ul style="list-style-type: none"> • History of English: Texts Through Time • The Gothic • The Contemporary Novel <p>Topics will include formal assessment of reading, writing and spoken language.</p> <p>Reading</p> <ul style="list-style-type: none"> • Independent reading • Range of texts - prose, poetry, plays, fiction and non-fiction. • Critical Reading – analysis of texts using linguistic terminology, understand links between text and context, comparison of texts <p>Writing</p> <ul style="list-style-type: none"> • Writing for different audiences and purposes • Structuring and organising writing • Use vocabulary and linguistic devices for effect • Planning, drafting editing and proofreading • Technical accuracy – spelling, punctuation and grammar <p>Spoken English</p> <ul style="list-style-type: none"> • Individual, paired and group tasks: formal presentations, debates, group/class discussion, speeches, role-play.



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

<p>Science</p>	<p>Science</p>	<ul style="list-style-type: none"> • To understand the nature, processes and methods of science through different types of scientific enquiries that help to answer scientific questions about the world around them • To experience 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 • To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics 	<ul style="list-style-type: none"> • Cells, tissues, organs and systems • Breathing and respiration • Sexual reproduction in animals • Ecosystems • Atoms, elements and molecules • The particle model • Mixtures and separation • Acids and Alkalis • Forces • Energy • Current electricity
<p>Expressive Arts</p>	<p>Art</p>	<ul style="list-style-type: none"> • To understand 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. • To experience 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. • To develop 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. 	<ul style="list-style-type: none"> • Our Visual World - Mixed media and Textiles • Local Landscapes - Paint, Photography, Observational work, Oil Pastels, Collage • Superstructures – Clay work
	<p>Drama</p>	<ul style="list-style-type: none"> • To understand developing a character and blocking and staging a scene • To experience building a team through collaborative exercises • To develop role play through prepared and spontaneous improvisation 	<ul style="list-style-type: none"> • Induction exercises, team building and developing whole class and paired role play - based upon improvisation/ teacher in role • Practical study of the play ‘Ernie’s Incredible Illucinations by Alan Ayckbourn’ – individual performance and assessment as part of a group • Evacuees project - WW2 – develop creative script writing skills
		<ul style="list-style-type: none"> • To understand what music is and approaches to its study 	<ul style="list-style-type: none"> • The Science of Sound – Composing & Performing using Graphic



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	<p>Music</p>	<ul style="list-style-type: none"> • To experience making and analysing music • To develop singing, keyboard, music theory and music technology skills 	<p>Scores</p> <ul style="list-style-type: none"> • The Musical – Singing, Performance & Ensemble Skills • Music Theory – Music notation, Instrumental & Keyboard skills • The Orchestra – Listening & Aural Skills - Trip to listen to the Royal Liverpool Philharmonic Orchestra • The Blues – Music Technology, Performance & Improvisation • Music Technology – Notation & Sibelius Software
<p>Maths</p>	<p>Maths</p>	<ul style="list-style-type: none"> • To understand the connections between previous learning and their current thinking. • To experience mathematical concepts in and out of the classroom, to fully master mathematical concepts. • To develop a deeper understanding through the application of a concept. 	<ul style="list-style-type: none"> • Reasoning with integers • Mental addition and subtraction of integers • Written addition and subtraction of integers • Addition and subtraction of decimals • Multiplication and division of integers • Area • Multiplication and division of decimals • Further applications of multiplication and division • Working with units • Angles and angle properties of straight lines • Properties of triangles • Properties of quadrilaterals • Symmetry and tessellation • Understand and use fractions • Fractions of amounts • Multiplying and dividing decimals • Order of operations • Algebraic generalisation project • Percentages • Handling data • Projects and review
		<ul style="list-style-type: none"> • To understand personal and factual information in Spanish 	<ul style="list-style-type: none"> • Spanish Phonics, basic personal information, the alphabet,



Languages	Spanish	<ul style="list-style-type: none"> • To experience the value of Spanish beyond the pupil's immediate needs and interests • To develop the breadth and depth of pupil's competence in listening, speaking, reading and writing with increased spontaneity, independence and accuracy 	<p>numbers 1-31, days of the week, months of the year, birthdays, my rucksack, nationalities, where I live, Christmas.</p> <ul style="list-style-type: none"> • Family, Pets, physical description, character, school subjects, teachers, opinions, telling the time, timetables. • Free time
	Classics	<ul style="list-style-type: none"> • To understand the differences between the languages, societies, and cultures of the ancient and modern world. • To experience the buzz of discovering where Western culture got many of its words and ideas from. • To develop analytical skills by decoding grammar and thoroughly questioning the behaviour exhibited in ancient societies. 	<ul style="list-style-type: none"> • 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. • 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"> • Family and daily life • The town of Pompeii and its forum • Entertainment, including the theatre, gladiatorial games and the baths • Education
Humanities	Geography	<ul style="list-style-type: none"> • To understand the processes which give rise to the key physical and human geographical features of the world • To experience collection, analysis and communication of a range of data, interpretation of sources such as maps, and communication of geographical information • To develop skills such as collection, analysis and communication of a range of data, interpretation of sources such as maps, and communication of geographical information 	<p>How do we know our place in the world?</p> <ul style="list-style-type: none"> • An introduction to Geography, the world map skills and GIS <p>How does water shape our land?</p> <ul style="list-style-type: none"> • Rivers (hydrology) and Coasts <p>Why is South America important?</p> <ul style="list-style-type: none"> • South America as a continent, including the rainforest. <p>Fieldwork: Ingleton waterfalls trail</p>
	History	<ul style="list-style-type: none"> • To understand the causal relationship between events in the past through concepts such as change, continuity, and causation 	<ul style="list-style-type: none"> • Anglo Saxon Myths • Norman Conquest • Medieval Life



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		<ul style="list-style-type: none"> • To experience the sources and interpretations for our knowledge of the past • To develop the analytical, writing and critical skills to present arguments about the causality of events in the past 	<ul style="list-style-type: none"> • Tudors
	RE	<ul style="list-style-type: none"> • To understand the universal and historical religious and spiritual impulse • To experience reflection and study about fundamental questions which different religions seek to answer • To develop the ability to reflect about spiritual and religious matters 	<ul style="list-style-type: none"> • Truthseekers – Does God exist? • ExploRE: The Christian Faith • Reading Mark’s Gospel (Chapters 1-5) • Exploring Islam – 5 Pillars

LC+

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Games & Competitions	<ul style="list-style-type: none"> • To understand how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence. • To experience competing individually and as a team and winning and losing gracefully. • To develop resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win. 	<ul style="list-style-type: none"> • 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 • Fun Run • During the games period there will be a House Hockey and House Rugby Competition <p>Activity Programme</p> <ul style="list-style-type: none"> • Board Games • Hockey • Netball • Rugby • Running
	<ul style="list-style-type: none"> • To understand how creativity and the arts enrich their lives 	<ul style="list-style-type: none"> • Expressive Arts Awards Evening - includes an Art Exhibition

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



		<p>Activity Programme</p> <ul style="list-style-type: none"> • Communications • Etiquette • Gardening • Reading Circle
<p>Careers & STEM</p>	<ul style="list-style-type: none"> • To understand the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities. • To understand 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. • To experience individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests. • To experience 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. • To develop 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. 	<ul style="list-style-type: none"> • Morrisby Online- Careers Website- testing- Option package • Morrisby Research- Labour Market Information • Library Tour and introduction to the Careers Officer • Who am I? • Skills and qualities • Making decisions • What am I good at- linking to Careers • Communication- How to answer a phone • My career's Journey- Visiting Speaker • Career Case Studies • Employer Day <p>Other events</p> <ul style="list-style-type: none"> • Corporate workshop for creating advertising documentation and promotional videos • Business Enterprise Challenge Workshop • Trip to the Philharmonic Hall to an orchestral performance • Big Bang North West • Programming Lessons • Enterprise Saturday Workshop • Liverpool University Maths Road show <p>Activity Programme</p> <ul style="list-style-type: none"> • FI Racing Challenge
<p>Charity & Service</p>	<ul style="list-style-type: none"> • To understand servant leadership and the moral imperative to serve and share. 	<ul style="list-style-type: none"> • Charity events – including stalls at the Christmas market • Visits to local Care Home – including musical performances / art



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