

# ARCHBISHOP BLANCH C E HIGH SCHOOL



## YEAR 7 PARENTS' INFORMATION BOOKLET

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# ENGLISH

Each half term a short SAT-style assessment will be undertaken by all pupils enabling us to track progress more effectively. This will not be reported to parents separately from the normal two school reports.

## Autumn

In the first term we focus extensively on improving reading skills. After testing their reading ages and using questionnaires to discover their attitudes to reading and writing, we begin our A.L.P.1 programme. This is our own accelerated literacy programme. One lesson a week for 10 weeks changes out of all recognition. Girls are to be found in the School Library working in small groups led by either a teacher or volunteer helper. The goal is to read 5 books, changing fortnightly. They will be reading silently and also aloud to their helper. Further activities in the session include looking up unfamiliar words and noting them in their ALP booklets and talking to their helpers about the books. At home they will be reading and undertaking the ALP written homework which link directly to the book they are reading and also writing reviews of completed books.

It would be very helpful if you also heard them read aloud to you. We are aiming for fluent and entertaining reading as if they were recording a story tape.

At the end of the programme the girls are re-tested and it is quite common for girls to have jumped two years in their reading age. Even when test results are not so dramatic, we find the increased enthusiasm for reading, greater confidence talking to adults, extension of vocabulary and improved spelling skills more than justifies this programme.

They will be writing a letter to their primary schools near Christmas and learning how to review a play in preparation for their Christmas theatre trip. They will also experience a range of different types of writing with an emphasis on recharging their imagination and creativity which might have been rather crushed by the intensive preparation for Year 6 SATs.

## Spring

Year 7 will be working on a range of types of writing and reading. Towards the end of the term they will begin to prepare for their Spoken English Examination, which takes place in the Summer term. Classes will be experiencing a wide range of opportunities to both read and write poetry, prior to selecting a poem to memorise and recite in their examination. The examination also includes a prepared reading from a book of their choice. To encourage them to keep reading widely, homework time includes free choice reading of 30 minutes per week.

Classes will probably be studying a novel or substantial play script together. At this stage of their academic careers there will still be a considerable emphasis on reading to enjoy but work on character, style and grammar may well arise naturally from the choice of text.

## Summer

Work this term initially focuses on preparation for the summative examination which is part of the Optional Year 7 SAT set by the QCA. This follows a model familiar from Year 6 SATs with a reading comprehension booklet and question paper followed by a writing task, which could target fiction or non-fiction types of writing.

Additionally, pupils will be preparing for our own Year 7 Speaking and Listening examination which involves reciting a memorised poem, giving a short reading from a novel of their choice and giving a five-ten minute presentation on topic of their choice.

Finally, we devote approximately 10 one hour lessons to Typequick an excellent touch-typing programme designed to be fun for younger learners with the intention that their use of computers becomes much more efficient.

# MATHEMATICS

## Autumn

During the first two weeks students are introduced to the procedures of the department. That is what presentational aspects are expected when completing classwork and homework and what is acceptable conduct both in mathematics classrooms and in corridors. In the first 2 to 3 weeks students study a familiar topic, Statistics, one which we hope will engender some confidence. The course then moves on to symmetry, number, patterns and shape. These topics will not be new to Year 7 but new aspects will be explored in more depth and new skills acquired. Students will be stretched where necessary but the first term is about confidence building and we are conscious of the fact that the school environment is new to them and their performance may be affected by this. At the end of each chapter the students will be tested and scores will be used to assess their progress along with other information such as classwork and homework. It is important students revise for these tests and homework time will be given to facilitate this - it is hoped parents will do their "bit" to encourage students to revise thoroughly.

## Spring

The course in the spring term begins to extend the concept of probability to a more quantitative approach and we also introduce algebra and use it to solve simple problems and simple equations. Again there is a chance for pupils to revise for the chapter tests by doing "Test Yourself" at the end of each chapter. The next topic is more practically orientated and includes a number of constructions and helps to build the foundations of geometry which are used in the topic on scale drawings later in the year. At the end of the term we extend the number line and cover the implications for co-ordinate geometry and graphing.

Again it should be stressed that homework and presentation are key ingredients in making real progress.

## Summer

The course in the summer term has more sections on both Algebra and Statistics. These chapters form a good foundation for the future and it is imperative that pupils do the necessary hard work to secure these topics. Use of scale, area, perimeter and percentages are the final topics covered during this term. Some of these topics lend themselves to a more practical approach to the subject and this will be evident during lessons. But again it should be pointed out that a firm understanding in most cases can only be achieved through working rigorously through set exercises. Presentation and a willingness to ask questions are key ingredients in making real progress. There is also a chance for pupils to revise for the chapter tests and the very important end of year assessment.

# SCIENCE

## Autumn

### Cells

In this unit, pupils:

- learn that cells are the basic units of life and are organised into tissues from which organs are made
- explore cell structure and differences between plant and animal cells
- learn about some functions of cells.

### Simple Chemical Reactions

In this unit, pupils:

- are introduced to the idea that chemical change results in new substances that are different from the ones from which they were made
- explore some simple chemical reactions of acids in which a gas is made
- explore burning as a chemical reaction involving a gas, air or oxygen
- identify hydrogen and carbon dioxide as substances made during some of these reactions
- work with gases to understand that gases are real materials
- begin to use word equations as shorthand descriptions of reactions

### Energy Resources

In this unit, pupils:

- are introduced to the concept of energy in the context of fuels as convenient and therefore valuable sources
- consider the nature and origin of fossil fuels and renewable sources of energy and how their use has implications for the environment
- consolidate and extend their ideas about energy resources for living things: food for people and sunlight for plants
- link the energy resources to the role of the Sun as the ultimate source of most of the Earth's energy resources

### Reproduction

In this unit, pupils:

- extend their earlier ideas about human reproduction and consider how offspring are protected and nurtured
- consider and compare reproductive patterns in other animals with those in humans
- relate what they know of the way their bodies change during adolescence to knowledge about human reproduction, growth and the menstrual cycle.

## Spring

### Solutions and the Particle Model of Solids, Liquids and Gases.

In this unit, pupils:

- extend their knowledge of dissolving and the separation of the components of a solution and relate this to particle theory
- begin to distinguish between a 'pure' substance and a mixture
- learn how the particle model can be used to explain differences between solids, liquids and gases

### Electrical Circuits

In this unit, pupils:

- consolidate and extend their ideas about circuits
- use concepts of electric current and energy transfer to explain the working of circuits
- explain patterns in the measurements of current and voltage
- use the concept of resistance qualitatively
- build circuits in which current flow is usefully controlled
- consider the hazards of electricity for humans.

## **Variation and Classification.**

- explore variation within and between species
- consider why classification is important and are introduced to scientific classification of animals
- investigate patterns of variation in living things and ways of representing and explaining the occurrence of variations.

## **Summer**

### **Variation and classification**

During the summer term students will complete the National Curriculum sections for year seven.

Depending on how individual classes have progressed during the previous two terms students will study the following areas of science:-

#### **Biology - Variation**

In this unit pupils:

- explore variation within and between species
- consider why classification is important and are introduced to scientific classification of animals
- investigate patterns of variation in living things and ways of representing and explaining the occurrence of variations

Before students start on this module it is helpful if students:

- know how to identify different living things
- can name the parts of living things
- know how to use a key to identify an unknown living thing

When pupils have completed this module they should be able to:-

- identify similarities and differences in organisms of the same species and begin to attribute these to environmental or inherited factors;
- explain the importance of classifying living things;
- identify some of the main taxonomic groups of animals and describe some features of these

#### **Chemistry - Solutions**

In this unit pupils:

- extend their knowledge of dissolving and the separation of the components of a solution and relate this to particle theory
- begin to distinguish between a 'pure' substance and a mixture
- apply the particle model of solids, liquids and gases in a range of contexts

Before students start on this module it is helpful if students:

- have had experience of dissolving solids in water and know that not all are soluble
- have separated mixtures of solids and liquids
- know that not all liquids contain water
- know that all materials are made up of very small particles

When pupils have completed this module they should be able to:-

- classify some solids as soluble or insoluble and explain the meaning of the term 'saturated solution';
- describe how mixtures can be separated by distillation and chromatography and begin to use the particle model to explain what happens when a solid dissolves in water, explaining why mass is conserved

## Physics - The solar system and beyond

In this unit pupils:

- consolidate their ideas about the Sun and Moon, and use models of these to explain phenomena such as eclipses and the seasons
- learn that planets and satellites are seen by reflected light and that the Sun, as a star, emits light
- compare the Sun with other stars

Before students start on this module it is helpful if students:

- know that the Sun, Earth and Moon are approximately spherical
- recall how the position of the Sun appears to change during the day and how shadows change as this happens
- recall how day and night are related to the spin of the Earth
- recall that the Earth orbits the Sun once each year, and that the Moon takes approximately 28 days to orbit the Earth

When pupils have completed this module they should be able to:-

- relate eclipses, phases of the Moon and seasonal changes to a simple model of the Sun, Earth and Moon system;
- describe the relative positions of the planets and their conditions compared to Earth;
- state that the Sun is a star and that stars are light sources, while planets and other objects in the solar system reflect light

During the course of the year all pupils will develop skills in scientific thinking. They will complete assessed tasks to show their ability to design, carry out, analyse and evaluate their own investigations and those of others. These tasks will be in addition to the end of unit tests for each topic.

# DESIGN AND TECHNOLOGY

## Autumn

### FOOD

**Theme: Craft Fair / Fast Food** This course starts with an introduction to Health and Safety and Hygiene and pupils learning how to carry out a risk assessment. Nutrition is taught together with the guidelines for Healthy Eating.

Through a number of focussed practical tasks (including fruit salad, chocolate chip cookies, couscous salad/Greek salad, pasta with a vegetable sauce, fruit smoothie or lemonade), pupils will learn specific skills:

- the preparation of food materials with care and precision.
- an understanding of some of the functions of these food materials
- the safe use of a range of both small and large pieces of equipment
- presentation and finishing techniques
- how to work hygienically and how to wash up
- how to evaluate their own performance, including by sensory means, and to make suggestions for improvement.

The first design brief is introduced – “Design and make a pizza or calzone that contains two portions of fruit or vegetables per serving.” During this project pupils will:

- gain an understanding of the design process
- carry out independent research from a variety of sources on pizzas, including product disassembly of existing commercial products, with surveys of consumer’s needs
- produce a range of possible design solutions with annotated sketches
- develop a design specification and a final design proposal with justifications
- learn how to make a traditional bread dough for a pizza base
- plan out the manufacture of a pizza, including quality control points
- make, with precision, their own pizza in line with their own design details and present it to a high standard
- review and test out their product against the design specification, explaining any changes that were made or any that would be made in the future
- learn how a pizza is produced commercially.

Using the skills of designing and making they have acquired, pupils will then either manufacture a food item suitable to sell at a Craft Fair or design and make a healthy fast food item of their choice.

Throughout the course, pupils are encouraged to use ICT and will assemble a portfolio of written work to accompany their practical outcomes in order to achieve their target grades and beyond. They will work either as an individual or in teams.

### RESISTANT MATERIALS

**Theme: Holidays and Fast Food** During Year 7 four groups of pupils in total will each spend half the academic year in Resistant Materials working to one of the above themes. The aim of the work in Year 7 is to give the pupils an understanding of the Design process which is fundamental to all work in Design Technology and to familiarise them with the safe and effective use of a range of hand tools.

The Design process underpins the whole of the work in Design Technology, as pupils develop they will be expected to take increasing responsibility for researching and developing their own ideas within the set themes. Initially pupils will be given an introduction to workshop safety rules and will have a short test to ensure that they understand them. When the test has been successfully completed they will be given a ‘Safety Certificate’ to sign.

The safety induction will be followed by a session to familiarise pupils with the basic hand tools that they will be using, this will involve sketching the tools and making short notes on their correct use. The sketches will also enable teacher assessment of the pupils current drawing ability as sketching and drawing are an important part of the design process.

During the course the pupils will carry out a range of projects where they will be expected to design and make products using acrylic as the main material. The initial project will be a simple fob for their key rings which will have a limited design content but will enable teachers to assess their current practical ability. This will be followed by projects with a higher design content which will give pupils the opportunity to use their imagination and develop their own products.

During the course pupils will also be given an introduction to the types and uses of common mechanisms and also an introduction to the use of structures in the design of bridges, towers etc.

## Spring

### FOOD

**Theme: Craft Fair / Fast Food** This course starts with an introduction to Health and Safety and Hygiene and pupils learning how to carry out a risk assessment. Nutrition is taught together with the guidelines for Healthy Eating.

Through a number of focussed practical tasks (including fruit salad, chocolate chip cookies, couscous salad/Greek salad, pasta with a vegetable sauce, fruit smoothie or lemonade), pupils will learn specific skills:

- the preparation of food materials with care and precision.
- an understanding of some of the functions of these food materials
- the safe use of a range of both small and large pieces of equipment
- presentation and finishing techniques
- how to work hygienically and how to wash up
- how to evaluate their own performance, including by sensory means, and to make suggestions for improvement.

The first design brief is introduced – “Design and make a pizza or calzone that contains two portions of fruit or vegetables per serving.” During this project pupils will:

- gain an understanding of the design process
- carry out independent research from a variety of sources on pizzas, including product disassembly of existing commercial products, with surveys of consumer’s needs
- produce a range of possible design solutions with annotated sketches
- develop a design specification and a final design proposal with justifications
- learn how to make a traditional bread dough for a pizza base
- plan out the manufacture of a pizza, including quality control points
- make, with precision, their own pizza in line with their own design details and present it to a high standard
- review and test out their product against the design specification, explaining any changes that were made or any that would be made in the future
- learn how a pizza is produced commercially.

Using the skills of designing and making they have acquired, pupils will then either manufacture a food item suitable to sell at a Craft Fair or design and make a healthy fast food item of their choice.

Throughout the course, pupils are encouraged to use ICT and will assemble a portfolio of written work to accompany their practical outcomes in order to achieve their target grades and beyond. They will work either as an individual or in teams.

## **RESISTANT MATERIALS**

**Theme: Introduction to materials** During Year 7 four groups of pupils in total will each spend half the academic year in Resistant Materials working to one of the above themes. The aim of the work in Year 7 is to give the pupils an understanding of the Design process which is fundamental to all work in Design Technology and to familiarise them with the safe and effective use of a range of hand tools and computer aided design and manufacture.

The Design process underpins the whole of the work in Design Technology, as pupils develop they will be expected to take increasing responsibility for researching and developing their own ideas within the set themes. Initially pupils will be given an introduction to workshop safety rules and will have a short test to ensure that they understand them. When the test has been successfully completed they will be given a 'Safety Certificate' to sign.

The safety induction will be followed by a session to familiarise pupils with the basic hand tools that they will be using, this will involve using various tools and making short notes on their correct use.

During the course the pupils will carry out a range of projects where they will be expected to design and make products using manufactured boards as the main material. The initial project will be a simple door plaque which will have limited design content but will enable teachers to assess their current practical ability. This will be followed by projects with a higher design content which will give pupils the opportunity to use their imagination and develop their own products.

## **GRAPHICS**

Students will begin their studies in Graphic Design with introductory lessons on health and safety as designers, producers and consumers. They will be made aware of the need for the safe use of tools and equipment in the studio. They will be taught skills exercises to learn how to use layout grids, presentation techniques and thumbnail sketches.

When they have gained an understanding of the designing and making process in Graphics they will be given a design brief based on the theme 'Fast Food'. They will start to produce their ideas for the graphic and publicity materials for a fast food outlet including items such as logos, letterheads, posters, packaging, advertising and promotional products.

They will begin by researching existing products, carrying out disassembly tasks and investigating how to use different styles, sizes and colours of lettering. The project will progress into the Summer Term when they will continue the design process and make their final graphic products.

## **Summer**

### **FOOD**

#### **Theme: Craft Fair/Fast Food**

This course starts with an introduction to health and safety and hygiene and pupils learning how to carry out a risk assessment. Nutrition is taught together with the guidelines for healthy eating.

Through a number of focussed practical tasks (including fruit salad, chocolate chip cookies, couscous salad/Greek salad, pasta with a vegetable sauce, fruit smoothie or lemonade), pupils will learn specific skills:

- the preparation of food materials with care and precision;
- an understanding of some of the functions of these food materials;
- the safe use of a range of both small and large pieces of equipment;
- presentation and finishing techniques;
- how to work hygienically and how to wash-up, and
- how to evaluate their own performance, including by sensory means, and to make suggestions for improvement.

The first design brief is introduced – “Design and make a pizza or calzone that contains two portions of fruit or vegetables per serving.”

During this project, pupils will:

- gain an understanding of the design process;
- carry out independent research, from a variety of sources, on pizzas, including product disassembly of existing commercial products, with surveys of consumer’s needs;
- produce a range of possible design solutions with annotated sketches;
- develop a design specification and a final design proposal with justifications;
- learn how to make a traditional bread dough for a pizza base;
- plan out the manufacture of a pizza, including quality control points;
- make, with precision, their own pizza in line with their own design details and present it to a high standard;
- review and test out their product against the design specification, explaining any changes that were made or any that would be made in the future, and
- learn how a pizza is produced commercially.

Using the skills of designing and making they have acquired, pupils will then either manufacture a food item suitable to sell at a Craft Fair or design and make a healthy fast food item of their choice.

Throughout the course, pupils are encouraged to use ICT and will assemble a portfolio of written work to accompany their practical outcomes in order to achieve their target grades and beyond. They will work either as individuals or in teams.

## All Terms

### TEXTILES

**Main Aim:** to develop an understanding of the properties of fabrics and how to apply this understanding when designing and manufacturing. Pupils will carry out a Design and Make assignment in which they will design a ‘learning toy’ suitable for a young child.

In this unit (which includes a short introduction for skills and health and safety), Pupils will gain knowledge of the origin of fibres and the different construction methods of fabrics. They will learn about the different uses of textiles both from a domestic and industrial point of view.

Practically, pupils will be taught to use the sewing machine, using both functional and decorative stitching. They will learn different manufacturing techniques to enable them to join and combine fabrics together. Pupils will investigate methods of applying colour onto fabric, through experimenting with various printing techniques and different types of appliqué.

Pupils will gain the knowledge, skills and understanding they need to carry out their set DMA task successfully.

They:

- Learn how to use a variety of fabrics and how to apply colour
- How to develop a basic design specification and work to it’s criteria
- Learn about health and safety issues connected to toys
- Use various tools and equipment accurately

There are also opportunities for pupils to:

- Use ICT to help design and make items as appropriate
- Make design decisions and be able to justify them
- Be creative

# RELIGIOUS EDUCATION

## Autumn

Pupils will explore first of all what is meant by belief and religion. We will then look at prayer, why people pray and different kinds of prayer, including a study of the Lord's Prayer. They will be introduced to the prayer board in A27 and given every opportunity to use it. They will also become familiar with the Apostles' Creed. We will then learn how to look up Bible references and study the creation story in Genesis 1. This will be accompanied by an exploration of man's role in the environment and how we can be good stewards of God's world.

After half term we begin to look at the lives of the Patriarchs – Abraham, Isaac and Jacob. We finish the term by studying the Christian seasons of Advent and Christmas. Throughout the term the girls will be assessed, in a variety of different ways, on what they have learnt about and from the topics we cover.

## Spring

This term we will be continuing to find out about characters from the Old Testament such as Abraham, Isaac, Jacob and Esau. Their stories should help us to explore topics like faith, jealousy and families.

We will also study the Christian festivals of Epiphany and Easter as well as looking at Lent and Holy Week.

## Summer

In the summer term we continue our study of Jacob and Esau and we also look at the story of Joseph. We then look at the Christian Church, including how it began and why we have lots of different denominations. We also look at the life of a Christian Church today using a computer software package.

Finally, we do projects on our own Churches.

Year 7 students will have an examination in this subject which will cover the Church's year and Old Testament characters.

# GEOGRAPHY

## Autumn

During the first part of this term the emphasis will be on **maps**, mostly Ordnance Survey maps. This will include:

- Direction (compass points)
- Differences between pictures and maps
- Scales and measuring distances on maps
- Map symbols
- Grid references - co-ordinates, 4 figure grid references and 6 figure grid references
- Height - contour lines, layer shading and spot heights
- Following routes on maps

Pupils will have an end of unit test to assess their progress towards the end of the term. They will also be given an Ordnance survey map (1:25 000) of the local area to use in lessons and then to take home and keep

Following this we will begin a unit on **Adventure Landscapes** in the UK. This will cover:

- Caves
- Mountains in the Isle of Skye

It will focus not only on the physical geography of the above, but also how humans use such landscapes

## Spring

Once we have finished the previous topic, we will be beginning a topic on **Settlement**. This covers:

- Types of settlements – shapes and functions
- Where and why were settlements set up
- How settlements change over time
- Land use patterns in cities
- Settlement hierarchies
- Designing a settlement – Initially the pupils will be participating in a decision making exercise to select the best site for a housing development in a small town in Norfolk. Then the pupils will be designing and making a model of the housing estate. Finally they will produce an assessed piece of work on the outcome

Following this, we will be looking at the different parts of the British Isles and learning the major cities, rivers, seas and highland areas as well as some key counties.

## Summer

During the summer term Year 7 will be studying the topic of "**Weather patterns over Europe**". This topic will also include aspects of European Geography.

The topic will cover the following areas:

- The physical features of Europe.
- How do we observe and record the weather?
- Accessing weather reports and information using the internet.
- Microclimate's around our school.
- What are clouds and how does it rain?
- What type of climate does Europe have?
- The differences between weather and climate.
- How does climate affect human activity?
- How can the climate affect our choice of holiday?

This final aspect of weather links us into our final topic for Year 7, which is "**Tourism: Good or Bad?**"

The tourism topic will cover the following areas:

- What is tourism?
- How and why the tourism industry is changing?
- Where do British holidaymakers visit in Britain?
- A study of the impacts of tourism on a rich (MEDC) and poor (LEDC) country, using Blackpool and St Lucia as examples.
- How can we make tourism more sustainable?

## **HISTORY**

### **Autumn**

In the first four weeks pupils in Year 7 are given an introduction to History, which helps them to develop the skills needed to study this subject.

After that the rest of the first term is spent looking at the problems facing various Kings of England. The subjects vary and include William I and how he conquered England, Henry II and the murder of Thomas Becket and John and the rebellion of his Barons.

Throughout these topics an emphasis on the skills of historical interpretation and empathy are developed.

The Department uses a wide variety of teaching styles to engage pupils with different learning styles.

Assessment opportunities include a test on History skills, a document interpretation exercise on William and an extended writing opportunity on the importance of the Church.

### **Spring**

In the spring term the theme that is taught is 'What was it like to live in England in the middle ages?' This is done through a drama simulation of an imaginary village – Greenleigh – and each student is given a character to play. Issues such as health, crime and punishment and the Peasants Revolt are looked at. It is hoped to develop the skill of empathy, which is important in the study of history.

Assessment opportunities this term include speeches as well as the more traditional written pieces of work.

### **Summer**

After studying English history for two terms, the focus now changes to look at the wider world. Students study the Islamic Empire and its culture focussing on science and technology, medicine and health, living conditions and why the Empire spread so successfully.

There is also an opportunity to study the Crusades in depth to understand why these events happened and how they affected the development of European culture.

As always the key skills of literacy and communication are emphasised. This term there is also an emphasis on the development of research skills and useful techniques to aid revision.

# ICT

## Autumn

- Health and safety issues
- Introduction to the school network
- Creation and management of folder systems

### Presentation software

- Use of presentation software to create a slide show for a particular target audience
- Use of appropriate text; images and sounds
- Use of background colour and design templates
- Image editing
- Slide animation and transition

### Spreadsheets 1

- Consolidation of work started in primary schools
- Basic spreadsheet formatting
- Use of formulae and functions

## Spring

### Spreadsheets 2

- Use of a spreadsheet to create a games shop information system
- Creating charts
- Use of hyperlinks to create a menu system

### Use of the Internet for research

- Safe surfing
- Web literacy skills
- Use of search techniques
- School Bookmarking system and use of 'Favorites'
- Issues related to copyright

### Desktop Publishing

- Students work in a small team to produce a newsletter about caring for our environment.
- Logo design
- Page design and layout
- Adding text and images to the newsletter
- Adapting the newsletter to make it appropriate for young children

## Summer

### Databases

- Introduction to databases and related terminology
- Adding and deleting records
- Simple search techniques
- Database use in the world around us

### Control

- Introduction to computer control systems
- Basic Logo commands to control a screen turtle
- Development and testing of Logo procedures

# MODERN FOREIGN LANGUAGES

## Autumn

### FRENCH

#### Module 1

Pupils will study the topic of introductions where they will be taught how to greet someone, how to say what their name is, how old they are and when their birthday is, as well as asking the corresponding questions to someone else. They will study the French alphabet, classroom items, classroom instructions, colours, days of the week, months and numbers to 31.

In terms of grammar they will be introduced to the negative, the gender of words, and the agreement and position of adjectives.

#### Module 2

Pupils will study how to say where they live and what their nationality is, how many brothers and sisters they have and whether they have a pet or not and which pet they have or prefer. They will also be taught how to talk about their physical appearance and personality.

In terms of grammar they will be introduced to the prepositions that precede countries and towns. They will be taught the possessive adjectives for "my" (mon, ma, mes), the definite and indefinite articles, the present tense of *avoir* and *être* (to have and to be) in the singular forms and the plural of nouns.

## Spring

### FRENCH

This term your daughter will study the topic of school, taking in school subjects and opinions about them, telling the time, the school timetable and cultural differences between French and English schools and uniform.

She will learn the verb 'faire' in the singular forms and become familiar with 'er' verb endings. She will also learn the possessive adjectives for 'your' and 'his'/'her'

This will be followed by a topic on leisure time activities, which will incorporate weather expressions. She will learn the verbs 'lire', (to read), 'sortir' (to go out) and 'aller' (to go). Negative forms of verbs will be further reinforced.

## Summer

### FRENCH

This term the girls will be revising talking and asking about places in a town and giving opinions about these. They will learn how to order a simple snack and pay for it and understand prices in Euros.

They will then learn how to talk about their daily routine and will learn how to use reflexive verbs. This will cover before and after school as well as talking about their school day and the subjects that they study.

The final topic of this school year will be leisure time.

# ART

## Autumn

All Year 7 students are expected to have a portfolio and to use a sketch book to record their ideas and to collect appropriate source material. They will be introduced to the use of a variety of materials and throughout the year they will learn to develop their skills in drawing, painting, collage and some construction and printmaking activities.

In the Autumn term they will be taught the application of tonal values and the use of line and pattern in their work. They will learn how to identify the light source on a group of objects which have been set up and they will gain an understanding of the contrasts between dark and light tones. They will use a variety of drawing materials to record their direct observations and they will look at and discuss the sources of light and tonal values in the work of other artists. Their second project will involve drawing techniques and processes based on line and pattern. They will look at natural forms, decorative elements and the environment. They will explore the linear structure and patterns in a variety of design areas and cultures.

## Spring

### Colour and Pattern

Students will learn how to use a variety of mark making techniques. They will gain an understanding of colour theory and they will experiment with paint to learn how to mix colour to create the tone they wish to use in their practical work.

They will explore mark making in colour using a variety of pens, markers, oil pastels, paint and textiles. They will look at the use of colour in a variety of artists work such as the Fauves and Pointillists. They will start to investigate the possibilities of using colour, shape and form to create pattern. They will look at the ways in which traditional techniques and patterns have been used in a variety of cultures.

There will be ongoing self-assessment, review and evaluation of work as the project progresses. Students will collect examples of tones of particular colours in a variety of materials and collect examples of pattern from a variety of sources. Students will work individually on areas of pattern which may be presented separately or put together to create a collaborative class project.

## Summer

Year 7 are taught in five groups according to their ability in RE, Classics and Latin. During the summer term pupils will learn how to use techniques of perspective drawing in their work, and be encouraged to record observations using primary and secondary material to extend their knowledge of materials and techniques. Pupils will also be given the opportunity to experience different approaches to art through exploration of print making techniques, this will reinforce pupils use of line, pattern, colour and shape. Pupils will be encouraged to use ICT as an integral part of their work in art and will be introduced to work from different eras within the field of art and design. They will be expected to respond practically and theoretically to a range of artist stimulus.

They will look at the work of artists such as Henry Moore, Stanley Spencer, Eric Ravilious, William Morris and Georgia O'Keeffe.

There may be occasions during the term when students participate in other activities and projects as and when such opportunities occur.

# MUSIC

## Autumn

In Year 7 the pupils study an introductory course in music which aims to give a solid grounding in a variety of musical skills and concepts.

They are given keyboard lessons which introduce and develop keyboard skills to all levels of ability. The pieces use lead sheet notation which consists of the tune in treble clef and chord symbols that can be arranged to accompany the tunes as bass lines, full chords or broken chord figures. Through doing this, the students learn the skills needed to begin composing their own music which can be developed further using the music notation software.

The music course for year 7 also includes written work on basic theory, listening activities which focus on instrumental timbre and singing of group and solo songs. They will also complete a project on the topic of timbre (Musical instruments).

## Spring

In year 7 pupils continue to learn about the elements of music such as sounds (Timbre), beat, rhythm, metre, melody and chords.

They learn to perform music individually, in pairs and in groups. They learn about the sharps and flats (chromatic notes).

They learn to improvise and compose simple music using keyboards and a variety of percussion instruments as well as using computer software as an aid to notating their music.

Aural (listening) skills are developed through a variety of activities including a series of tests called "Listen In".

They will learn about aspects of Chinese music through a classroom project which involves performance, listening and improvising using the 'Pentatonic' scale of notes.

## Summer

Pupils will tackle progressively more challenging skills in the areas covered in the first two terms. They will complete a composition project over a number of weeks. They will be guided in their revision and will take an end-of-year examination.

In the final weeks of the year pupils will learn about the musical 'The Sound of Music'. This involves seeing the film version and learning about the musical content of the songs etc.

# PHYSICAL EDUCATION

A new national curriculum has been introduced this year with an emphasis on Physical Education being essential for a healthy lifestyle.

The curriculum aims are;

- To develop successful learners
- To develop confident individuals
- To develop responsible citizens

There will be an emphasis on developing young people who will become independent enquirers, creative thinkers, reflective learners, team workers, self managers and effective participators.

Throughout the year the pupils will be given the opportunity to develop skills in a variety of physical activities whilst making decisions and developing physically and mentally. They will evaluate and improve their own performance and that of their peers and make informed choices about healthy, active lifestyles.

Year 7 will have 2 hours of high quality PE per week taught in their forms. A target will be set which the pupils should try and achieve by the end of the year. At the end of each unit the P.E staff will assess your daughter progress and performance.

All pupils have the opportunity, and indeed are encouraged to participate in extra curricular activities, which include hockey, netball, tennis, athletics, cross-country, rounders, badminton gym club, fitness club and dance club. Practices and matches are at lunchtime or after school as well as on Saturday mornings.

## Autumn

Learn to outwit an opponent - Hockey and Netball.

Learn to replicate accurately - Educational Gymnastics.

## Spring

Learn to explore and communicate ideas, concepts and emotions - Educational Dance.

Learn through adventure, identifying and solving problems - Orienteering.

## Summer

Learn to outwit an opponent - Tennis and Rounders.

Learn to excel and perform at maximum levels - Athletics (Track and Field events).

In all the activities pupils will learn how to exercise safely and effectively for the particular activity.

## LATIN

All year 7 now have the opportunity to learn some Latin. The Cambridge Latin Course is followed and full use is made of the DVD and IT resources which accompany the course. Pupils follow the adventures of a family living in Pompeii in the year of the eruption of Vesuvius. They learn about Latin word order, the forms of nouns in the singular and plural and the forms of verbs in the present tense. They will also learn two past tenses, the imperfect and the perfect, in the third person singular and plural.

All these new grammar points are reinforced by reading stories in Latin and by doing exercises which practise the language. Regular learning of vocabulary is also a feature of the course. Pupils sit an assessment test at the end of stage 4 and also have an examination in the summer term. In both cases they are asked to translate a short Latin story into English to test their knowledge of Latin vocabulary and their understanding of Latin grammar. The examination will be the basis of their grades for reports and will help in making the decision as to whether they continue with Latin in Year 8 or change to studying Classical Civilisation

Pupils also learn about houses in Pompeii, daily life and food, town life and business, and about the theatre in Pompeii; about the buildings, the actors and performances. They learn about slavery and about Roman beliefs about life after death. At all times comparison and contrast is made with the modern day, and pupils develop skills of analysis and evaluation as well as gaining knowledge of the subject. There are opportunities for reading and acting in Latin. Skills in literacy are developed and themes of citizenship are explored.

## LEARNING TO LEARN

This is a programme of lessons undertaken in year 7 designed to help your daughter become a more SUCCESSFUL LEARNER. The lessons will help your daughter find out what kind of learner she is, develop her intrapersonal and interpersonal skills. They will also help develop her revision, thinking, listening and memory skills in preparation for exam success. Through these lessons your daughter will become more **Responsible, Resilient, Resourceful, Reasoning and Reflective.**