



Year 7

Curriculum Booklet 2020-21

Mr J Houghton, Head of Lower School



GIVE • CREATE • SUCCEED



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Introduction

Welcome to Year 7.

We hope this booklet will answer many of the questions you may have about the year ahead. It contains information you may find useful, including a comprehensive outline of the contents for every subject your child will study this academic year.

As a school we are constantly striving to achieve outstanding progress for every student, by delivering lessons that are always of the highest standard. We aim to build resilient learners who are healthy, happy, and successful.

During the year, you will receive three Interim Reports (IRs) containing information about your child's progress and commitment in each subject. Each IR will be followed by Student Review, an opportunity for your child to review their progress with an adult in school and set new targets for improvement.

If you have any questions, please contact your child's tutor or subject teacher, who will be delighted to help.

Best of luck for the year ahead,

Mr J Houghton

Head of Lower School



Ten ways to help your children succeed

In school, we often talk about the triangle of co-operation between school, student, and home, as we know that for students to be successful, all corners of that triangle have to work effectively together.

As a school, we have a wealth of professional experience in providing an education that will enable your children to leave us, well equipped to deal with the next stages of their lives and ready to move into honourable adulthood. That's not to say we get everything right, of course. We don't, and we welcome constructive challenge from students and parents so that we can continue to improve.

For students, our expectations of them are clear. We help them to act with resilience, and constantly remind them of our County values, expecting them to act with a generosity of spirit, a creativity in all of their endeavours, whilst celebrating success in all of its forms. We are not a school of onerous rules, but our expectations of students are clear, and we are proud of how willing they are to live up to them.

For parents and carers, though, these teenage years can be challenging. As children naturally seek and are given more independence, it can feel as if our influence over their day-to-day lives is waning. This feeling can be especially acute when navigating the world of school, which can seem alien to our own experiences of education.

What follows, then, are ten ways that parents can help their children succeed at school. The list is not exhaustive, but is intended to provide some tips and guidance that we hope is helpful.

1. Talk to your children about school positively and celebrate education

Asking open-ended questions about school and listening is the best approach to ensuring a healthy dialogue remains open about school. If your child is more reluctant to share their world, more specific questions like "What made you laugh at school today?", "What's the best question anyone asked at school today?" or "What was your favourite lesson today?" might work.

What is most crucial, though, is that all of us celebrate school and education. If students hear their parents criticise school, then it becomes harder to work constructively towards solutions where you feel we are falling short. Likewise, if parents dismiss a subject ("I was always rubbish at Maths, too"), it becomes much harder for students to motivate themselves to overcome whatever barriers they may be facing in that subject.

Students attending County are privileged to have the access to education they do, and celebrating this wherever possible will help them maintain a perspective on the more difficult times.



2. Read with them, to them, and let them see you read

We know from research that a student's literacy will have a significant impact on their happiness, health, and success. Promoting reading at home by filling our homes with things to read, and prioritising reading in our busy schedules, is an enjoyable way that families can support their children educationally.

3. Help them with their organisation, not their work

Parents and carers sometimes report to us that they feel unable to help their children with their schoolwork, because approaches and methods they were taught at school have now changed. Attempts to help can therefore lead to conflict at home.

It's worth remembering that students will be set work in line with their stage and ability, and will be given support by teachers to complete it. If your child feels this is not the case, then please ask them to speak to their teacher. If they still feel at a loss, then please contact a subject teacher directly yourself.

In most cases, though, your child will have the tools to do their work, and it is an important part of them developing as resilient and independent learners to work through this on their own.

Where parents and carers can help is with organisation and prioritisation. Children, for the most part, are not highly skilled in these areas, not having had the life experience to develop them fully. Spending time regularly with your child, helping them to schedule their work and plan, is therefore likely the best way you can help them.

4. Communicate with school - teacher, tutor, planner

Maintaining an open and constructive dialogue with school will help ensure that we are working together in the best interests of your child. The easiest way to do this is via the student planner. Please ensure that you check and sign it each week, and write any messages that you would like the tutor to see in there.

If you have any questions or concerns that are general in their nature, then a tutor should nearly always be your first port of call. If the enquiry relates to a subject, then please contact the relevant subject teacher.

Whilst it might be tempting to email a Head of House or Head of Department, please try to avoid this. Our staff are dedicated professionals who work hard to do their best for all children and will be happy to discuss your situation. If you don't feel as if an issue has been resolved to your satisfaction, then of course you should feel free to escalate it.

The email addresses of all tutors and teachers are available on our website.

If your child is unwell, or you need to get an urgent message to them during the school day, please contact the school office on 01483 504089, or at office@guildfordcounty.co.uk. Please refrain from contacting your child on their mobile phones during the school day.



5. Make sure they have a place to work at home

We all find ourselves in different situations at home, and it will not be possible for all children to have their own desk where they can focus in silence on their home learning. However, working out as a family which part of the home can be used for schoolwork, and when, and spending time organising that space to make it conducive to study, will be of great benefit.

The most important factor in making this a success is ensuring that any workspace is free from distractions. Sometimes students report working for “hours” on their homework, when the reality is that much of that time was filled with diversionary activities - using social media, surfing the web, communicating with friends, and choosing what music they want to listen to. Students in the Lower School will rarely find themselves in a situation where they must work for more than an hour a night, provided they are planning their work effectively and working in a focused way.

With recent school closures, where children have been asked to engage with their learning at home, having adequate technology that will allow students access to Microsoft Teams and other online platforms has become more important. Clearly, unfettered access for all children in a household will not be possible for all, but please take the time to consider whether your child is well-placed to work at home in the hopefully unlikely event of them not being able to attend school physically.

6. Get access to EduLink One and Teams

All home learning is recorded on a platform called EduLink One, which parents can access. It can also be used for viewing Interim Reports, among other things. If you are not yet set up on EduLink One, please contact our Office Manager on krobinson@guildfordcounty.co.uk.

During lockdown, much of our work continued on the Microsoft Teams platform. Having experienced the benefits this offers, it is likely that we will use this more, even when school is open. Unfortunately, the system does not allow us to provide parental access; however, there is no reason why you shouldn't sit with your child using their log-in to review any work they have been set.

Aside from EduLink One and Teams, ensuring you are set up on ParentMail will mean you receive school communications and are able to pay for trips and food at school. It is also a good idea to regularly visit the school website, and follow our social media feeds.

7. Have a time every evening when phones are switched off

Students do not need phones in school. A student without a phone will not be disadvantaged, and might enjoy the freedom it offers them. However, if you choose to allow them a phone, please ensure they understand that it is not to be used in the school building, unless they are directed to by a teacher.



Technology offers children many advantages, and we celebrate this in school and work to help them understand how to use it responsibly. It also has some risks, though, with initial research linking too much phone use to decreased sleep, increased distractibility, poorer academic performance, and obesity.

There are also social risks. Understanding how to communicate on social media platforms in a responsible way is nuanced, with many adults often getting this wrong. This is why most social media platforms recommend that they are not used by children of Lower School age. Despite this, nearly all the issues we deal with in school take place either entirely, or in part, on these platforms, with the majority taking place outside school time.

If you choose to give your child technology, we recommend that its use is supervised by you, with limits set on their access, and checks on their use carried out regularly. We would also recommend that technology is switched off within two hours of bedtime.

8. Speak with them about physical and online safety

We are blessed with a glorious school site near the centre of Guildford, but this comes with some challenges. The roads approaching the school and immediately outside are busy, especially during commuter hours. We speak to students in school about ensuring their safety on their journeys to and from school, but this message will be more effective if it is also discussed at home.

We also work extensively with students in helping them to understand how to be safe online. Tragically, every year, some children in this country fall prey to adults who make connections with them online. In some cases, this has led to children meeting up with adults physically, with dire outcomes. Often in these cases, the children involved are outwardly happy, smart, and savvy: the children that their parents and teachers thought would be the last to be tricked.

The NSPCC and Childnet International websites provide a wealth of useful information about the physical and online safety of children and we would recommend that you review the advice they offer.

9. Help them develop effective habits and routines

A common factor among successful students is that they have habits and routines in place that ensure they are doing the right things. Helping your child establish these routines is one of the most important things a parent or carer can do. You might want to think about the following:

- Insisting on regular bedtimes and wakeups
- Having a time each day when your child checks their timetable and planner, making sure they have everything they need for the next day, including stationery, books, kit, instruments, food and drink, and any home learning that is due in.
- Getting them to lay their uniform out each evening. Our uniform is important at County, and our students wear it smartly, correctly, and with pride. Wearing the wrong uniform can make students feel as if they don't belong.



- Ensuring they have a large, healthy breakfast. It’s hard for a child to learn when they are hungry.

10. Talk to them about our values

We are a school of forward-looking traditions, and we constantly talk about what it means to be a County student. At the heart of this are our values, and looking for opportunities to celebrate these at home will help your child understand and make them a part of their life.

County students:

- Have a generosity of spirit
- Are creative in all their endeavours
- Celebrate success in its many forms

Key Dates

When	What
w/b 12th October	Interim Report 1
w/b 19th October	Meet the Tutor Evening
w/b 18th January	Interim Report 2
w/b 15th March	Parents' Evening
w/b 3rd May	Formal Exams
w/b 28th June	Interim Report 3

Personal, Social, Health and Economic education (PSHE)

In Year 7, students look explore the following PSHE topics:

- Celebrating differences
- Staying safe online and offline
- Friendship, respect and relationships
- Puberty and body development
- Managing change
- Politics and parliament



Subject

Art, Craft & Design

Topics to Study

Autumn Term

Elements in Art - Foundation skills in Art applied to Insects
Line, Shape, Tone, Texture & Form
Developing skills in pencil, pen & ink, watercolour, mono printing
Inspirational artists & research to include Esra Rosie, Cornelia Hesse-Honegger, Abby Diamond and Lucy Arnold

Spring Term

Elements in Art continued – Colour Theory
Developing skills in paint, oil pastel, soft pastels
Inspirational artists & research to include Van Gogh, Michael Craig Martin, Lichtenstein

Summer Term

Landscape Art
Understanding layers and perspective in a landscape
Developing skills in watercolour painting
Inspirational artists & research to include J.M.W Turner, Cezanne, David Hockney

Assessments

Autumn Term

First lesson baseline assessment – an observational, tonal drawing
Continual assessment throughout the term and final Insect piece

Spring Term

Continual assessment throughout the term.
Formal assessment will be practical and take place in lessons
Theme: Colour Theory

Summer Term

Continual assessment throughout the term.
Formal assessment will be practical and take place in lessons
Theme: Landscape Art

Home Learning

Home learning will enable the students to consolidate on their learning in the classroom, and will be set according to the official homework timetable. Examples of activities set include: Research; Practising practical skills; understanding key terms;

Key Resources

BBC Bitesize – KS3 Art & Design
<https://www.bbc.com/bitesize/subjects/z6f3cdm>
The Tate <https://www.tate.org.uk/kids>

Formal Exam

The Formal assessment will be practical and take place over 2 lessons – students will plan and prepare in lessons prior to the session.

How can parents help?

Support & ask your child about their Art class work & home learning. Buy the Art pack from school as well as have some art materials at home. Visit Art Galleries and exhibitions to inspire a love of Art, Craft & Design
Local galleries include: <https://www.wattsgallery.org.uk/> and <https://www.thelightbox.org.uk/>
Great online galleries include <https://www.nationalgallery.org.uk/> and <https://www.metmuseum.org/blogs/now-at-the-met/2020/digital-digest>



Subject

Computer Science

Topics to Study

Autumn Term

Digital Literacy: Office 365 (username and passwords, File Explorer, email skills, keyboard shortcuts, OneDrive, Teams, *Improvement Logs*).

Gaming Interface: PowerPoint (images and text, hyperlink buttons, consistent themes, adding sound/video, create interactive quiz).

Spring Term

Spreadsheets: Excel (Basic skills based around a topical subject: formatting text, functions and formula, sorting data, modelling data, e.g. climate).

Gaming Design: Kodu (create a one or two player game with landscape, characters, objects, and rules).

Summer Term

Programming: Micro:bits (create programs using block code and upload to micro:bit devices).

Algorithmic Thinking: SmallBasic/Python (create a program to create geometric shapes using Turtle).

Assessments

Autumn Term

Baseline Assessment (Socrative)

Online Assessments (Microsoft Forms/Socrative) for current topics

Gaming Interface – peer reviewed and teacher assessed

Improvement Logs: students to reflect on their progress

Spring Term

Online Assessments (Microsoft Forms/Socrative) for current topics

Gaming Design – peer reviewed and teacher assessed

Improvement Logs: students to reflect on their progress

Summer Term

Online Assessments (Microsoft Forms/Socrative) for current topics

Programming Challenges: teacher assessed

Improvement Logs: students to reflect on their progress

Home Learning

Home learning will be set in blocks for each half of the term, and homework assignments will be accessible online using Microsoft Teams and EduLink One. Students will have to complete **three** home-learning activities and upload to the assignments area for each half term. Grades will be given depending on the quality of the work submitted.

Key Resources

<https://guildfordcounty.sharepoint.com/sitepages/home.aspx>

<https://www.kodugamelab.com/>

<https://microbit.org/>

<https://smallbasic-publicwebsite.azurewebsites.net/>

<https://repl.it/languages/python3>

Formal Exam

50 – 60 questions online annual assessment (Microsoft Forms/Socrative) based on all topics from the year.



How can parents help?

Assisting students with accessing the school O365 platform from home. Uploading assignments to Teams. Installing software at home for students to explore out of class, including Kodu and Small Basic/Python. Talk about technology at home and discuss relevant news stories about the impact of technology on society (good and bad).



Subject

Design Technology + Food

Topics to Study

Rotations across all terms to include

Basic Skills- in all subject areas.

Safe Machinery and equipment usage.

Cradle to Cradle design theory.

Low impact and local resource use.

Accuracy in:

Weighing and Measuring- using scales, rulers, protractors, tri squares

Tape measures.

Cutting- using Knives, Scissors Scroll saws, Tenon saws and Coping saws

Food: Nutrition + Healthy eating, the Eatwell plate.

Textiles: Designing and making for a specific audience.

Graphics: Developing 3D drawing skills, perspective and isometric including tone.

RM: Basic marking up cutting and joinery skills including aesthetic additions.

Assessments

Each rotation

The nature of the rotation system in D&T and Food means that students will spend about 9 weeks in each of the four disciplines listed above and will be assessed in each discipline throughout the year. Assessments are based on Following instruction/demonstration, Progression of practical skills and techniques, Correct use of equipment and machinery and how outcomes have been developed.

Home Learning

Home learning will enable the students to prepare for and consolidate their learning in the classroom, and will be set according to the official homework timetable. Examples of activities set include: Research; Acting on feedback; Revision for an End of Unit Test; Source analysis.

Key Resources

Year 7 work booklets, classroom displays, Exemplar resources, Eat well plate, D.A.T.A H&S regulations, teacher demonstrations.

Formal Exam

40 Minutes (Knowledge and drawing skills, short Answer Based)

How can parents help?

Support and ask questions to your child about their home learning.

Watch together; How it's made, Dick and Doms absolute genius on BBC iPlayer /engineering documentaries, Lego Masters and Cooking programs, Bake off, Ella Ramsey.

Help around the kitchen: cooking basic recipes, such as pasta sauce, muffins preparation of vegetables and washing up as they go.

If possible, provide a space for your child to make things at home such as junk modelling using recycled materials

Visit museums such as Design museum, Science museum and working museums such as Weald and Downland to inspire a love of Design and making.



Subject

Drama

Topics to Study

Autumn Term

Intro to Drama
Creation of character, using a stimulus.
A Midsummer Night's Dream
Portrayal of magic, Shakespearean language.

Spring Term

Silent Movies
Performance techniques, historical context.
Chicken!
Road safety, interpreting a script.

Summer Term

Harry Potter
Improvisation, Thought tracking
Alice In Wonderland
Physical Theatre, Surrealism

Assessments

Autumn Term

Creation of scene from stimulus
Performance of scene from AMSND
Home Learning Booklets- Theory

Spring Term

Creation of a Silent Movie scene
Script based performance.
Home Learning Booklets- Theory

Summer Term

Formal Exam
Scene inspired by Alice in Wonderland

Home Learning

Home learning will enable the students to consolidate on their learning in the classroom, and will be set according to the official homework timetable. Home learning booklets are designed to be resource for formal exam revision. Examples of activities set include: Research, Vocabulary, Design, Performance analysis.

Formal Exam

Vocabulary, Silent Movies, Harry Potter
45 Minutes (Knowledge & Short Answer Based)



Subject

English: Year 7: Conflict

Topics to Study

Autumn Term

Novel: *Boy In The Striped Pyjamas* or *Private Peaceful*

Spring Term

Introduction to Shakespeare

Summer Term

Poetry Anthology

Poetry Performance

Note:

To work within government guidelines this year, it is likely this schedule will change, with the poetry anthology taught first.

Assessments

Autumn Term

Reading Comprehension & Writing Test 1

Literature Extract Question

Writing to Argue Assessment

Spring Term

Reading Comprehension & Writing Test 2

Writing to Argue Assessment

Shakespeare Performance Assessment

Summer Term

Performance Poetry Assessment

Speaking & Listening Assessment

Poetry Assessment

End-of-year exam: reading comprehension, writing and knowledge

Home Learning

Home learning will be set fortnightly and will include:

- 90 minutes of Lexia
- Three reads to a parent/guardian
- A task from a home learning booklet, which builds towards the formal Speaking & Listening Assessment
- Other ad hoc tasks to support classwork

Key Resources

Our library, where the wonderful librarians can guide and support book choices

Formal Exam

Reading comprehension, writing and knowledge

How can parents help?

Reading is everything. Listening to your child read, read to them, and let them see you reading. Fill your home with books, and fill your family schedules with opportunities to read.



Subject

French

Topics to Study

Autumn Term

- Studio 1 unit 1
Describing people
- Studio 1 unit 2
School, subjects, time, food
- Studio 1 unit 3
- Sports and weather

Spring Term

- Studio 1 unit 4 –where you live
- Studio 1 unit 5- holidays

Summer Term

- Studio 1 unit 5- holidays
- daily routine
- Studio 2 unit 1- TV, cinema

Assessments

Autumn Term

2 end of unit assessments

Spring Term

2 end of unit assessments

Summer Term

Formal Exam – reading and writing assessment including translation

Home Learning

Home learning will enable the students to consolidate on their learning in the classroom, and will be set according to the official homework timetable. Examples of activities set include: vocabulary learning, grammar consolidation, writing on different topics.

Key Resources

- www.quizlet.com
- www.languagesonline.org
- www.memrise.com
- www.wordreference.com – dictionary

Key Grammar

- Present tense and irregular verbs ‘avoir’, ‘faire’, ‘aller’ and ‘être’
- Near future tense
- Perfect tense with ‘avoir’ and ‘être’
- Modal verbs
- Reflexive verbs

Formal Exam

Reading and writing assessment including translation.

How can parents help?

Support and ask questions to your child about their home learning. Make sure they aren’t distracted by phones. Encourage use of online dictionaries. Practise new vocabulary.



Subject

Geography

Topics to Study

Autumn Term

How Much Do We Know About Where We Live?
Where Is The Most Fantastic Place On Earth?

Spring Term

Why Is Africa Amazing?
7 Billion And Rising: Do We Need To Worry?

Summer Term

7 Billion And Rising: Do We Need To Worry? (continued)
Why Is The Weather Important?

Assessments

Autumn Term

End of topic extended piece of work (lessons and homework): How Much Do We Know About Where We Live?
Homework schedules include some exam style questions as part of ongoing assessments

Spring Term

Population assessment (in-class)
Homework schedules include some exam style questions as part of ongoing assessments

Summer Term

Formal Exam covering topics taught in Autumn and Spring terms

Home Learning

Home learning will enable the students to consolidate on their learning in the classroom, and will be set according to the official homework timetable. Students will be given a homework schedule at the start of each topic. Examples of activities set include: research; exam style questions; creative tasks; extended writing; revision notes to help consolidate learning in preparation for the end of year formal exam; end of unit self-review.

Key Resources

Geography Department Twitter feed (@GCS_Geography)
News websites (BBC, Guardian etc)

Formal Exam

How Much Do We Know About Where We Live? Where Is The Most Fantastic Place On Earth? Why Is Africa Amazing? 7 Billion And Rising: Do We Need To Worry?
45 Minutes (knowledge, skills and extended writing)

How can parents help?

Talk to your child about their home learning.
Discuss news and current affairs stories with your child and encourage them to make connections between their Geography work and the real world.
Watch geographical/natural history documentaries together.
Encourage students to think about sustainability and their impact on the planet. Get out and see places!



Subject

History

Topics to Study

Autumn Term

History Skills
1066 - Why did William win the Battle of Hastings?
Norman England – Control and Conquest
The Murder of Thomas Becket

Spring Term

The Murder of Thomas Becket
Medieval Life – Yalding Village
The Black Death
Tudors – Henry VII
Tudors – Henry VIII

Summer Term

Tudors – Bloody Mary
Tudors – Spanish Armada
Gunpowder Plot
Great Fire of London
Stuarts – English Civil War
Stuarts – Cromwell

Assessments

Autumn Term

History Skills – Baseline Assessment
1066 – Why did William win the Battle of Hastings?

Spring Term

The Murder of Thomas Becket
Medieval World – Presentations

Summer Term

Formal Exam
Tudors – Spanish Armada

Home Learning

Home learning will enable the students to consolidate on their learning in the classroom, and will be set according to the official homework timetable. Examples of activities set include: Research; Acting on assessment feedback; Revision for an End of Unit Test; Source analysis.

Key Resources

BBC Bitesize – KS3 History
<https://www.bbc.com/bitesize/subjects/zk26n39>

Formal Exam

Normans to Medieval 1066-1485
45 Minutes (Knowledge & short answer based)

How can parents help?

Support and ask questions to your child about their home learning. Watching historical documentaries together. Visit historical sites to inspire a love of History



Subject

Mathematics

Topics to Study

Varies depending on which group a student is in as per the table below. Students will know their groups and which of these they will be studying when they are set in September.

	Pi	Theta	Delta
Autumn	Analysing and displaying data	Analysing and displaying data	Analysing and displaying data
	Calculating	Number skills	Number skills
	Expressions, functions and formulae	Expressions, functions and formulae	Equations, functions and formulae
	Graphs	Decimals and measures	Fractions
Spring	Factors and multiples	Fractions	Angles and shapes
	Decimals and measures	Probability	Decimals
	Angles and lines	Ratio and proportion	Equations
Summer	Measuring and shapes	Lines and angles	Multiplicative reasoning
	Fractions, decimals and percentages	Sequences and graphs	Perimeter, area and volume
	Transformations	Transformations	Sequences and graphs

Assessments

Each unit studied, as per the table above, is followed by a unit test. The unit test will occur weeks after the end of learning to assess each student's change in long term memory. "Learning is at least in part defined as a change in long-term memory. As Sweller et al (2011) have pointed out, 'if nothing in the long-term memory has been altered, nothing has been learned,' although there are, of course, other aspects to learning." – EIF Overview of Research, Ofsted.

In lessons after a given unit, time will be allocated in both homework and classwork to complete tasks that help secure the previously studied concepts in the long-term memory.



Home Learning An increasing number of cognitive science research projects confirm that “newly acquired skills should be practiced well beyond the point of initial mastery, leading to automaticity” (Rosenshine, 2012). This is because fluent recall and automaticity frees working memory capacity; only then are learners open to tackling problems and therefore open to developing their problem solving skills. This is a core aim of the GCS Mathematics department.

All students will therefore be set regular practice questions which allows them time to recollect and use that which has been learnt. Additionally, all home learning will include at least one question which requires the student to think outside of the most immediately learnt material and solve a problem with what they have learnt previously.

Key Resources **Mathswatch** <https://vie.mathswatch.co.uk/vie/> Login: school email Password: nachos

Mathswatch is a paid for resource that the Mathematics department subscribes to. Video guides, interactive questions (which the software marks immediately) and additional Worksheet questions.

Corbettmaths <https://corbettmaths.com/contents/> Free, no login required

Video guides, Textbook Exercises and Practice Questions booklets with answers.

DrFrostMaths <https://www.dr frostmaths.com/> Free, create an account

Lesson slides, video guides with skills practice and tests, over 34000 questions in the practice questions bank which can be filtered by topic and difficulty.

Students will be shown in lesson how to use all three of these resources.

Formal Exam **1 hour Non-Calculator exam & 1 hour Calculator exam**

Both exams will assess content as per the table in the **Topics to Study** section.

How can parents help? Research, both within our own department and across the globe, confirms the impact that parental attitude and involvement has towards mathematics education (Berger, 1991) (Çaj, 2003) (Jeynes, 2005) (Epstein et al., 2009).

Parents can help their child (a lot!) by being maths positive and inspiring a love of: inquiry; why/how do things work; problem solving; exploring applications of mathematics.

Motivated learners are effective learners.

This can be achieved by:

- Watching Youtube together: 3blue1brown, Veritasium, Mathologer, Numberphile, VSauce, Fermilab.
- Films & Documentaries: MARS Inside SpaceX, The Theory of Everything, Hidden Figures, The Imitation Game, The Man Who Knew Infinity, Good Will Hunting.
- Reading books together. There is a large collection in the library and maths office that students can rent from.
- Playing games together: Monopoly, Connect 4, cards, chess, backgammon, Sudoku, rubik's cubes and many more have underlying mathematical structures.



Subject

Music

**Topics to Study /
Assessments /
Home Learning**

Autumn Term 1 Rhythm and Metre: “The Underground”
to understand the importance of rhythm and metre to all music.
Home Learning: Revise duration / note lengths and musical vocabulary

Autumn Term 2 Pitch and Melody: ‘Fanfares’ To understand how notes
can be organised to create a melody.

Home Learning: Pitch notation and musical vocabulary

Spring Term 1 Texture and Timbre: “The Orchestra” To understand and
demonstrate how different textures and timbres can be used to produce
contrasts in music.

Home Learning: Complete research homework

Spring Term 2 Texture and Timbre continued: Extended composition and
performance work

Home Learning: Listening homework

Summer Term 1 Structured Preparation Formal Exam: Listening 45
minutes and Performance Assessments Demonstrate that we can
structure our preparation via a practice diary. Prepare and perform a piece
of music on our chosen instrument/voice.

Home Learning: Revise for music exam using revision sheet. Students may
use the “Harry Potter” theme (learnt in Spring Term) for this assessment if
they wish.

Summer Term 2 Melody and Structure : Music and Stories Understand the
concept of a leitmotif and demonstrate our understanding by creating
original motif woven into a spoken story.

Key Resources

BBC Bitesize for basic pitch notation and musical terms.

Parental Support

Help with learning musical vocabulary. Help with reading through and
completing the performance practice diary. The music rooms are available
to students during this time for practising.



Subject

Physical Education

Topics to Study	Autumn	Spring	Summer
Activities	Fitness Handball Dance Badminton Netball Rugby	Basketball Football Netball Basketball Gymnastics Hockey	Tennis Athletics cricket Rounders
Themes	<i>Transfer of weight, creating space, being on the move, restricting space, decision making</i>		

Assessment Assessment in the Lower School is ongoing in Physical Education. Teachers will assess students in each activity that is taught and give a final grade that reflects their overall capability in the subject. This grade is based on both practical ability and knowledge and understanding. As well as this, there will be a written exam during their Year 7 formal exams focusing on the content that they would have learnt throughout the year, particularly concentrating on how the body adapts to exercise.

Home Learning There is no formal home learning in Physical education. The grade on their reports addresses their preparedness for lesson in regards to PE kit.

Parental Support Encourage students to participate in any sports or exercise inside or outside of school. Students are influenced by their families in regards to sports participation, modelling a healthy lifestyle will help inspire them to do the same. Discuss and watch with them sporting events and encourage positive role models.



Subject

Philosophy, Religion and Ethics

Topics to Study

Autumn Term

What is real?

Students engage with the study of Epistemology asking questions of how can we trust what we think we know? How can we discover truth? Is the world as we perceive it?

Christmas

Students spend 3 lessons understanding why Christians celebrate Christmas and the traditions that exist that have Christian meanings.

Spring Term

What is morality?

Students engage with different ethical theories, evaluating their use in modern society.

Islam in the modern world

Students explore the basic foundations of the Islamic faith, alongside the issues of Islamophobia and Extremism. Throughout the unit, there will be an emphasis on how certain issues might impact Muslims in the UK today.

Summer Term

What happens when we die?

Students explore what their beliefs are after we die, what beliefs have existed, and evaluate whether transcendence is a viable belief

Assessments

Autumn Term

End of unit assessment

Spring Term

End of unit assessment

Summer Term

Formal Exam

End of unit assessment

Home Learning

Home learning will enable the students to consolidate on their learning in the classroom, and will be set according to the official homework timetable. Examples of activities set include: Research; Acting on assessment feedback; Revision for an End of Unit Test; Source analysis.

Formal Exam

Combined Assessment Piece

Students will be assessed in an evaluative way and asked to respond to a variety of topics studied throughout the year. The emphasis will be on understanding on the impact of views on individuals, communities and societies as well as evaluating and reflecting on one's own opinions.

How can parents help?

Support and ask questions to your child about their home learning. Dinner time conversations – engage in debate at home, students should be able to back up their points with evidence and examples.



Subject

Science

Topics to Study

In Year 7, students study topics that are each a combination of all three sciences. The objective is to show that pupils that all sciences are linked, and not independent of each other.

Autumn Term

Introduction to Science
Who am I?

Spring Term

Our Universe
Felix Baumgartner

Summer Term

Green Living
Rock Star

Assessments

Topics are assessed by either a Level Assessed Task, or end of topic test.

Home Learning

Home learning will enable the students to consolidate on their learning in the classroom, and will be set according to the official homework timetable. Examples of activities set include: Research; Questioning; Acting on assessment feedback; Revision for an End of Unit Test;

Key Resources

BBC Bitesize – KS3 Science
<https://www.bbc.com/bitesize/subjects/zng4d2p>

Formal Exam

Introduction to Science up to Felix Baumgartner
One hour (Knowledge & Short Answer Based)

How can parents help?

Support and ask questions to your child about their home learning. Watching scientific documentaries together (Youtube, BBC Learning and iplayer).
Visit scientific sites to inspire a love of Science.