



ARTHUR MELLOWS VILLAGE COLLEGE



YEAR 7

SUBJECT SUPPORT GUIDE

2018



'When schools, families and community work together to support learning, children tend to do better, stay in school longer, and like school more'.

- Southwest Educational Development Report (2002)



Introduction

Dear Parents

It is essential that each and every student achieves their potential and feel that they are successfully achieving and progressing during their time at AMVC. To assist a student maximise their potential, it is vital that we develop and encourage a culture of study. With the introduction and implementation of new GCSE specifications from 2016, there is an increasing need for our students to be resilient, robust, independent learners so as to achieve the best possible outcome to decide their future paths. Parents are a very important part of this process in influencing their child's success and achievement rate at school. We are often asked by parents how they can help support their child's learning at home. This guide has been produced to assist parents in supporting their child's education in helping them reach their potential. This booklet looks at the following areas:

- Subject by subject breakdown of the various topics your child will be studying during the academic school year. It will offer strategies and guidance of how to be involved in helping your child learn for their class assessments.
- Study strategies.
- Encouraging a study culture at home.
- The importance of homework, planner checking and homework club.
- The importance of independent reading.
- Dinner time discussions.

We hope you find this guide useful. Should you have any queries relating to subject matters, there are contact names on each subject page. Alternatively, you could contact your child's Form Tutor or Head of Year.

<http://www.bbc.co.uk/schools/parents>

http://www.bbc.co.uk/schools/parents/secondary_support

<http://familylives.org.uk/advice/education/secondary>

<http://www.dad.info/education/exams-and-homework/handling-homework-horrors>





Encouraging a study culture at home

As your child progresses into Key Stage 3, there is the expectation that your child will build on skills already learnt and start to consolidate them in the next year. It is also important to remember that whilst your child will be focusing on new topics, it is vital that they do not forget about topics they learned in previous years. By implementing the strategies below, you are encouraging a healthy study habit in your home, at an early age. As your child matures, this will become a natural process for them as they go into their exam years. It is important that this study habit starts at an early age. Students should study bite sizes of topics during the school year rather than leave it to last minute cramming. A slow and steady build-up of studying different topics and subjects allows students to feel that they are organising their workload in a more manageable way.

Keeping this in mind, it is advisable to do the following:

- Have a designated time of study each day for your child.
- Set them up in a place where they can study quietly and have space to do their work and for their books.
- Choose one subject every week where you will focus on one topic that needs to be re-studied and remembered. So for example, study the heart in Biology for one week.
- What type of learner is your child? Is she/he a visual/auditory/kinaesthetic learner?
 - If your child is visual, then it will help your child to write or draw out their answers.
 - If your child is auditory, then your child learns best by hearing and speaking out their ideas.
 - Most students are often a combination of two types of learning: visual/auditory for example.
- Set your child a mini quiz, so by the end of the week, they have to answer verbal questions by you about the topic you have agreed on. This will check how much they can remember.
- Look and see what dates their teacher assessments are on, and on what topics, so you can keep reminding them what they need to study and when.



The importance of homework

It is important to separate the idea of homework from study. Study is the long term revision of subjects and topics, revising over already studied material with the view to committing it to long term memory. Homework is the day to day practice of your present subjects and topics, and consolidating the knowledge the student has acquired in class to doing it by him/herself at home. Homework is the first step by the student in working independently on a topic that was first introduced by the teacher. To help support your child with homework:

- Set up the expectation that homework will be done at a certain time every day.
- Ask what homework they have and look in their planner to see what they have written down.
- If no homework has been written down, look at their planner and see what subjects they have had that day and ask them to talk to you about what they did in class.
- Check with them when homework is due. Look at their timetable for the following day and see what homework is due in. There is usually a minimum of 48 hours turn around for students to hand in homework.
- Around the dinner table, enquire what your child has learned today or was there anything of interest that they learned, this will also allow your child to recall and relay newly acquired information.

The homework club, called 'The Alley' is also an excellent opportunity for your child to receive one on one help with their homework from staff. They are able to attend for free, every Monday to Thursday from 3.05pm – 4.30pm. It is located in the library where there is access to computers, and printing. Please enquire with your child's Head of Year if you wish your child to attend.

'Education is the most powerful weapon we can use to change the world'

- Nelson Mandela.



Independent reading

The importance of reading cannot be underestimated especially with the introduction of a much more rigorous and challenging exam system. It is important that your child has a strong reading age for the following reasons:

- Most texts at GCSE have an average reading age of 14-15 years of age. By having a strong reading age, it will give students a better chance to access and comprehend the curriculum.
- By having a strong reading age, it will help students to understand exam papers and what the questions are asking of them.
- By reading independently, it gives students creative ideas. It improves their word recognition for spelling and punctuation and increases their vocabulary knowledge.
- By reading a student is exposed to new ideas and concepts, that will allow them to make deductions, inferences, create images in their heads and make connections across subjects.

All of these skills are necessary for a student to do well in exams. To encourage reading:

- Ask your child “have they visited the library at AMVC?” An incredible, well stocked resource. Each Year Group has a designated day to visit the library.
- Students can take out books and return them. The Librarian will order anything that they might have an interest in. Encourage your child to take a book out. Ask them to read to you, a page a night.
- There are lots of literacy competitions that are run throughout the year that encourage independent reading. Enquire as to what they are and encourage your child to be involved.
- Ask your child, what genre of book they like? Why?
- Get your child to read a wide variety of reading material: newspapers, magazines, novels, plays, short stories, etc.
- See the recommended reading lists published in the Summer edition of the newsletter.

Art

Art and Design

When	List of Topics	End of term Assessment	What can a parent do to support?
September – December	<ul style="list-style-type: none"> • Drawing skills. • Still Life practical and contextual work. • Paul Cezanne practical and contextual work. 	For each project Students are assessed on both their practical classwork and their contextual homework. The final grade for each project is worked out from both the homework tasks and the practical classwork.	<ul style="list-style-type: none"> • Read through the homework task sheets to ensure understanding. • Encourage good research skills on homework tasks. • Discuss the classwork with students to help them describe their work using subject specific words.
January - April	<ul style="list-style-type: none"> • Portraiture practical and contextual. • Printing. • Gargoyles Practical and contextual work. 		
May - July	<ul style="list-style-type: none"> • Landscape practical and contextual work. • Painting. • Le Fauves practical and contextual work. 		

Useful Websites

National Gallery
Saatchi Gallery
Artcyclopedia

www.nationalgallery.org.uk
www.saatchi-gallery.co.uk
www.artcyclopedia.com

Staff Contacts

Ms Crawford

Head of Art



Design and Technology



Product Design (Technology)

When	List of Topics	Assessment	What can a parent do to support?
<p>Terms 1, 2 and 3 (September – July)</p> <p>All topics are taught to different groups at different times but students will cover all of the topics before May</p>	<p>Drawing Skills.</p> <p>Identify key measurements and how to use them in their design ideas.</p> <p>How to render images, identifying control and accuracy when applying tone.</p> <p>Nightlight.</p> <p>Create and develop a design brief identifying a target market, reviewing specification needs.</p> <p>Develop imagination and creativity through design ideas.</p> <p>Identify key electrical components and how they are used within a circuit board.</p> <p>How to solder components within a focus on the components properties.</p> <p>Create a nightlight shell reviewing different making techniques and materials properties.</p> <p>Use of hand tools in a safe and profession manner.</p> <p>Key Fob</p> <p>Complete a clear product analysis understanding why products are aimed at specific users.</p> <p>Identify key materials and their properties, reviewing different metals and their properties.</p> <p>Review making techniques and how to produce products using metal.</p> <p>Identify the dip coating process.</p> <p>Adding the process to their product.</p> <p>Create a detailed evaluation of all process used throughout the different tasks.</p>	<p>All project work is marked in accordance with GCSE expectations. There is a particular focus on design, make and evaluate.</p> <p>Each project will have 3 assessment points.</p> <p>There is an end of unit test where students will review all the process they learnt and used.</p>	<p>Encourage your child to read any newspaper/ magazine articles on technology.</p> <p>Encourage them to watch any programmes on television about technology.</p> <p>Review making techniques.</p> <p>Practice drawing scale models using drawing techniques.</p> <p>Visit design inspired museums.</p> <p>Encourage use of revision websites.</p> <p>Create products at home, encouraging creativity and imagination.</p>

Staff Contacts

Mr Dewdney

Head of Design and Technology

Drama



Drama			
When	Topic	Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	Introduction to Drama Conventions	Group Practical A scene set in a cinema including mime, thought track and still images.	<ul style="list-style-type: none"> • What is in your Drama tool kit? • What makes a good still image? • Rehearsal of their thought track at home (1 week before assessment) to an audience. • What are the themes in your performance?
Autumn 2 (October - December)	Physical Theatre: Objects to Life	Group Practical A performance using bodies to create the set; objects on a desk come to life. Skills assessed include physical theatre, PPTV, movement, unison and non-verbal communication.	<ul style="list-style-type: none"> • Rehearse reactions in the mirror (ie; reaction during the conflict and reaction when the object breaks). • What is physical theatre? • Rehearse PPTV of the character at home.
Term 2: Spring 1 (January - February)	Darkwood Manor	Group Practical A performance using the horror genre including still image, transitions and characterisation.	<ul style="list-style-type: none"> • Tell me the story of Darkwood Manor? • What techniques are needed to create the Horror Genre? • What's pathetic fallacy? • Analyse what makes you not trust Susan. • How can you build tension in Drama? • Rehearse being in role for 5 minutes one evening as their Darkwood Manor character.
Spring 2 (February – April)	Circus Characters	Group Practical A performance of their own circus including slow motion, PPTV, unison and canon.	<ul style="list-style-type: none"> • What techniques make slow motion effective? (i.e. changes in facial expression, constant movement...). • What does PPTV stand for? • What is the difference between unison and canon? • Recap 'Drama Terminology'.



Term 3: Summer 1 (April - May)	David Calcutt's <i>The Terrible Fate of Humpty Dumpty</i>	Group Practical A scripted performance including status, characterisation, PPPTV, posture and space.	<ul style="list-style-type: none"> Summarise the plot of <i>The Terrible Fate of Humpty Dumpty</i>. What themes are explored in the play? What's the third P in PPPTV? Describe Terry Dumpton. How do you create a sarcastic tone? (Detail of PPPTV)
Summer 2 (May - July)	Evacuees	Group Practical A devised performance of children being evacuated during WWII including cross cutting, characterisation, physical theatre and unison. Also assessed on how historical knowledge is embedded (language and facts).	<ul style="list-style-type: none"> What is an evacuee? What are the key facts about WWII? (i.e. dates, countries involved...). Hot seat character (i.e. ask questions and students respond in role).

Additional information

During assessments, students develop their writing of reviews by completing a self and peer-assessment in their assessment booklets. These are always completed during the lesson, however you are still able to support at home by recapping Drama terminology and definitions. Books and Websites

- Evacuation: Episode 1 (CBBC) available on www.youtube.com
- www.nationaltheatre.org.uk
- www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/
- McGuire, B., *The Student Handbook for Drama: Ideal for Key Stages 3 and 4*
- Calcutta, D., *The Terrible Fate of Humpty Dumpty*

Further Study/Extra-Curricular

- Whole School Production
- Key Youth Theatre www.kindreddrama.com
- Open auditions at 'The Cresset'
- Wildcats Summer School
- Seeing live theatre (we encourage students to go to the theatre when possible)

Useful Websites

Evacuation: Episode 1 (CBBC) available on www.youtube.com
BBC Bitesize Drama www.bbc.co.uk/schools/gcsebitesize/drama
National Theatre www.nationaltheatre.org.uk

Staff Contacts

Miss Clennett
Mrs McKeogh

Head of Drama
Teacher of Drama



English

English			
When	List of Topics	End of term Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	War and Conflict <ul style="list-style-type: none"> • Creative writing • The Midnight Zoo, by Sonya Hartnett. • A range of war and conflict poetry 	Creative writing based on an image or prompt linked to topic of war and conflict.	<ul style="list-style-type: none"> • Test spellings. Review and correct any incorrect spellings in English book. • What techniques can you use to write descriptively? • How do you use sophisticated punctuation (hyphens, colons, semi-colons, ellipsis)? • When should you start a new paragraph?
Autumn 2 (October - December)	War and Conflict continued	Various analytical paragraphs of language and structural choices made in a range of texts.	<ul style="list-style-type: none"> • Recount/summarise the main events of The Midnight Zoo so far. • What are language features? • What are structural features? • Test knowledge of subject terminology (metaphors, personification, onomatopoeia...) • Tell me about some of the poems that you have read in lesson. What are the poets' attitudes to war?
Term 2: Spring 1 (January - February)	The Tempest, William Shakespeare	An extended analytical response based on the character of Caliban throughout the play.	<ul style="list-style-type: none"> • Recount/summarise the main events of The Tempest. • Create a character profile/mind map of the character Caliban. • Find key quotes from Caliban and explain their meaning. • Is Caliban a monster or could some audiences feel sorry for him? Make a list of ideas for both sides of the argument using your knowledge of the play.
Spring 2 (February – April)	Titanic – non-fiction writing	A speaking and listening news report on the sinking of the Titanic.	<ul style="list-style-type: none"> • What are the conventions of a script? Read some example scripts and identify these features. • Plan the structure of the information you would use in your presentation. • What adverbials can be used to begin sentences? • What are the different sentence types you could use in your report?
Term 3: Summer 1 (April - May)	Exam preparation	Final Year 7 exam based on a fictional extract.	<ul style="list-style-type: none"> • What do you have to do for each question of the exam? • Read your own fiction book and make up your own Questions 1-4.

			<ul style="list-style-type: none"> • What language features could you write about in Question 2? • What structural features could you write about in Question 3? • What techniques do you need to include in descriptive writing? • Find a picture online and write a description based on that image. • What is the difference between a description and a narrative?
Summer 2 (May - July)	Comedy unit Modern comedy scripts The Canterbury Tales, Geoffrey Chaucer	Writing and performance of own student's tale.	<ul style="list-style-type: none"> • Test spellings. Review and correct any incorrect spellings in English book. • Plan and prepare ideas for student's own tale. • What is a moral? Explain the moral of your own tale. • What are the features of comedy? • How do you use sophisticated punctuation (hyphens, colons, semi-colons, ellipsis)?

Helpful Books/ Study Materials

Please encourage your child to read as many different types of literature as possible; newspapers, books, graphic novels, poetry and auto biographies all help! You could inspire writing tasks such as short stories about weekends or holidays and poems about the family!

Useful Websites

BBC www.bbc.co.uk/skillswise

Staff Contacts

Primarily, your child's English teacher is the best person to contact. They will be able to provide you with your child's target grade, current level of progress and any specific targets given.

Miss K Lewis
Miss L Betts

Head of English
Key Stage 3 Coordinator for English



FOOD



FOOD

When	List of Topics	End of term Assessment	What can a parent do to support?
Week 1 - 2	<ul style="list-style-type: none"> • Baseline test Hygiene and safety • Fruit salad practical 	Baseline test TA evaluation	<ul style="list-style-type: none"> • Look up fruit salad recipe on sharepoint
Week 3 - 4	<ul style="list-style-type: none"> • Eatwell guide 5 a day • Vegetable kebabs 	Homework 3 TA practical	<ul style="list-style-type: none"> • Look up vegetable kebab recipe on sharepoint
Week 5 - 6	<ul style="list-style-type: none"> • Bread theory and demonstration • Bread practical 	Homework 2 PA practical	<ul style="list-style-type: none"> • Look up bread recipe on sharepoint
Week 7 – 8	<ul style="list-style-type: none"> • Seasonal veg Nutritional analysis program • Vegetable soup 	Homework 1 TA evaluation	<ul style="list-style-type: none"> • Look up vegetable soup recipe on sharepoint
Week 9-10	<ul style="list-style-type: none"> • Raising agent theory experiment 	TA investigation	
Week 11-12	<ul style="list-style-type: none"> • Re visit baseline test • Scones 	Baseline test SA practical	<ul style="list-style-type: none"> • Look up scone recipe on sharepoint

Additional information

Recipes can be found on the school website

Useful websites:

<https://www.nutrition.org.uk/>

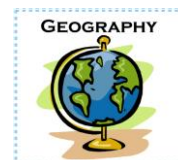
<http://www.foodafactoflife.org.uk/>

Staff Contacts

Mrs R Bowman – Head of Food
 Mrs M Turtle - Teacher of Food
 Mrs D Curran – Food Technician



Geography



Geography			
When	List of Topics	End of term Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	Mapping UK Geography	UK map test (human and physical features). Geographical skills base line test.	<ul style="list-style-type: none"> • Test their son/daughter on their UK geography. For example, location of major cities, names and locations of mountain ranges, etc. • No revision necessary for this test as it is to gauge geographical skills taught in primary school.
Autumn 2 (October - December)	Map skills OS maps and other types of maps, eg, GIS	OS map test.	<ul style="list-style-type: none"> • Test their son/daughter on their OS map skills eg, 4 and 6 figure grid references, scale, distance, contour lines, compass directions, etc.
Term 2: Spring 1 (January - February)	Weather and Climate	Microclimate project.	<ul style="list-style-type: none"> • Encourage their son/daughter to regularly watch the weather or extreme weather related documentaries,
Spring 2 (February – April)	Global warming and climate change	Weather and climate test.	<ul style="list-style-type: none"> • Encourage their son/daughter to regularly read or watch the news about global warming related topics. • Have a discussion with their son/daughter about the different viewpoints about global warming and climate change.
Term 3: Summer 1 (April - May)	Glaciation	End of Year exam.	<ul style="list-style-type: none"> • Test their son/daughter using the revision materials available from the school intranet. • Encourage use of a KS3 revision guide. For example, CGP Geography Revision Guide (ISBN 9781841463926). • Encourage the use of the BBC Bitesize website.
Summer 2 (May - July)	Rivers	Presentation to class	<ul style="list-style-type: none"> • Take their son/daughter out to see a variety of rivers in the local or national area, for example, River Nene. Visit different parts of the same river, for example, the source and mouth of a river and discuss the differences.

Helpful Books/ Study Materials Useful Websites
BBC Bitesize KS3 website

Staff Contacts
Ms Veale Head of Geography



History



History

When	List of Topics	End of term Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	Skills unit: Doing History	Sources assessment	<ul style="list-style-type: none"> • What are the key differences between primary and secondary sources? • Chronology • Dating
Autumn 2 (October - December)	Reign of William I	William assessment	<ul style="list-style-type: none"> • Discuss why William won the Battle of Hastings - was it more to do with luck or skill? • Explain the following words: Conquest, Feudal system, Domesday book and rebellion.
Term 2: Spring 1 (January - February)	The murder of Becket. King John and the Magna Carta.	Beckett and Magna Carta assessment	<ul style="list-style-type: none"> • Why is the Magna Carta such an important document? • Why was Beckett murdered?
Spring 2 (February – April)	The importance of religion in the medieval period	Religion assessment	<ul style="list-style-type: none"> • Why did people believe in heaven and hell? • What role did the church play in everyday life?
Term 3: Summer 1 (April - May)	The Black Death and the Peasants Revolt.	Black Death and Peasants Revolt assessment	<ul style="list-style-type: none"> • Explain three things that people in the Medieval period thought caused the Black Death. • Explain why the peasants were unhappy with King Richard II.
Summer 2 (May - July)	Early Tudors	End of Year Assessment.	<ul style="list-style-type: none"> • Henry VII - battle for the throne. • Henry VIII – break from Rome. • What types of questions will be on the exam? • How do you answer an evaluation question well?

Useful Websites

BBC www.bbc.co.uk/history/forkids

Staff Contacts

Primarily, your child's History teacher is the best person to contact.

Mrs K Price Head of History



Information and Communication Technology

ICT

When	List of Topics	End of term Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – November)	<ul style="list-style-type: none"> • Unit: Intro to system/ E-safety: • Passwords, Logging in and ICT rules • Folder structure/substructure, office 365/one drive. • E-safety and dangers • Cyber bullying • Communicating on the web, features, pros and cons • Mobile phone use • Sharing and posting 	<p>Interim workbook assessment</p> <p>Final end of unit test</p>	<ul style="list-style-type: none"> • Investigation on 'Think you know website' age 11-13. • Download a copy of the Workbook and review what is being learnt. • Demonstrate Social media privacy settings
Autumn 2 (November - December)	<p>Unit: LOGO:</p> <ul style="list-style-type: none"> • Sequencing and flow charts. • Introduction to LOGO • Sequencing instructions and repeat commands • Procedures 	<p>Interim test</p> <p>Final Shape using repeat and procedures</p>	<ul style="list-style-type: none"> • Download Logo and practice techniques at home. • Download Logo instructions and follow
Term 2: Spring 1 (January - March)	<p>Unit: Introduction to Scratch:</p> <ul style="list-style-type: none"> • Scratch layout and moving a sprite • Flowchart symbols and creating simple flowcharts • Using repeat and forever loops • Use pen tool and repeat command to create shapes • Decisions in a flowchart and using an if statement • Define and use variables in flowcharts and scratch 	<p>Interim assessment of movement Scratch</p> <p>Final assessment of game including loops and if statements</p>	<ul style="list-style-type: none"> • Download scratch and practice using different scripts • Work through Scratch projects from Scratch website



Spring 2 (March – May)	Unit: Adventure Story: <ul style="list-style-type: none"> • Research powerpoint quizzes and stories • Planning the adventure story • Create script • Create interactive adventure story • Evaluate and modify 	Interim planning assessment Final story assessment	<ul style="list-style-type: none"> • Practice Powerpoint skills • Research and show effective design
Term 3: Summer 1 (May-July)	Unit: Databases: <ul style="list-style-type: none"> • Learn about Data and Information • Use filters on spreadsheets • Collecting evidence using a questionnaire • Identify suitable database field names and datatypes • Filtering and searching a database • Create a report 	Interim questionnaire Final query and report assessment	<ul style="list-style-type: none"> • Use an Excel spreadsheet at home to enter data and filter • Investigate how companies use databases to store data on customers • Start revision for end of year exams

Useful Websites

Teach ICT

www.teach-ict.com

Offers tutorials, quizzes and resources

BBC

www.bbc.co.uk/technology

Topical IT news from around the world.

Staff Contacts

Mrs M Richards

Head of ICT

Mrs S Scott

Second in ICT



Maths



In mathematics your son/daughter will study a wide range of topics each half term. The precise topics your son/daughter will cover is dependent on their set, general topics are detailed below, and the order and depth these are completed in will be group appropriate. All the topics detailed will be covered throughout the year but timing of teaching may vary if it is deemed necessary.

Half term 1	<ul style="list-style-type: none"> • Using written methods to add, subtract, multiply and divide. • Calculate remainders when dividing. • Using BIDMAS to decide on order of calculations. • Finding the perimeter of shapes made from rectangles. • Finding the area of rectangles and shapes made from rectangles. • Finding the area of triangles. • Using the area of a shape to find missing sides. • Substituting values into a formula. • Solving one step and two step equations.
Half term 2	<ul style="list-style-type: none"> • Adding, subtracting, multiplying and dividing negative numbers. • Be able to identify different types of numbers eg. Square, cube and prime numbers. • Find the factors and multiples of a number. • Be able to find the highest common factor and lowest common multiple of pairs of numbers. • Identifying equivalent fractions and be able to simplify a fraction. • Find fractions of amounts. • Add, subtract, multiply and divide fractions. • Find the next terms in a sequence of numbers and write the rules of the sequence. • Be able to use coordinates.
Half term 3	<ul style="list-style-type: none"> • Be able to use a scientific calculator. • Calculating mean, mode median and range. • Compare sets of data using averages and range. • Be able to use correct vocabulary relating to angles. • Estimate, draw and measure angles. • Using angle facts to find missing angles at a point, on a straight line and in shapes. • Be able to multiply and divide decimals.
Half term 4	<ul style="list-style-type: none"> • Use the vocabulary associated with probability when talking about real life events. • Calculate the probability of outcomes. • Find equivalent fractions, decimals and percentages and use these in context. • Calculate percentages of amounts. • Use ratio notation and be able to divide amounts into a ratio. • Solve problems involving ratio and proportion. • Convert between different units of length, mass and volume. • Simplify algebraic expressions by collecting like terms.
Half term 5	<ul style="list-style-type: none"> • Drawing and interpreting graphs and charts to represent data. • Plot and interpret the graphs that show real-life situations eg. conversion graphs. • Properties of 2D and 3D shapes. • Recognise lines of symmetry and use these in problem solving.
Half term 6	<ul style="list-style-type: none"> • Be able to use Venn Diagrams. • Be able to reflect, rotate and translate 2D shapes, enlarge 2D shapes. • Be able to identify the scale factor of enlargement. • Be able to use an equation to generate a set of coordinates for a straight line graph. • Be able to draw nets of simple 3D shapes. • Use ruler, compass and protractor to construct triangles when given different information.

In the week before October half term, the week before Christmas, and the week before February Half term your son/daughter will complete a written assessment to test their understanding of the topics that have been covered in that half term. These assessments take place during their normal Mathematics lessons, with the exact date of these being identified to your son/daughter by their class teacher.

Your son/daughter will also complete their Year 7 examinations for Mathematics later in the year. There will be two one hour papers, a calculator paper and a non-calculator paper. Your son/daughter will be provided with some revision material before the examination to help them prepare for this.

What can parents do to support?

- On a weekly basis, if possible, discuss with your son/daughter the mathematics they have covered in lessons and ask them to explain the methods to you.
- Check the presentation of your son/daughter's written work, is their working legible and easy to follow?
- Monitor the completion of homework, for Mathematics this is set weekly.
- Encourage your son/daughter to complete any better if statements that their class teacher has written in their exercise books.
- Test your son/daughter on their times tables/ mental maths.
- Encourage your son/daughter to check their homework before they hand it in. Do they feel that this piece of work is the absolute best they can do? Have they shown all of their workings? Have they checked their answers? Have they fully answered the question? Some questions require students to make a final statement or conclusion.
- Explain real world maths concepts to your son/daughter when possible, eg Use of 12 hour and 24 hour clock.
- Understanding what units should be used to measure different lengths/distances.
- Understanding that the same offers at shops can have the same names: buy one get one free is the same as two for one.
- Where they would see negative numbers in real life and what they can mean, eg. Temperature, goal/points difference, golf scores.
- Encourage your son/daughter to use real world maths concepts.
- Make estimates of length, mass and volume so they start to learn what would be a realistic answer for them to get when completing questions.
- Consider why companies have to make a profit on the products they sell. Where do these profits go? How do they decide what they need to charge? Is this different for different types of companies?

Preparing for Assessments

Help your son/daughter to prepare for these assessments by encouraging them to revise on a regular basis, revisiting topics regularly helps develop recall, confidence and understanding: Revising the topics covered during the half term using any of the following:

www.vle.mathswatch.co.uk/vle/

(login and password will be given to your son/daughter by their class teacher)

<http://www.bbc.co.uk/education/subjects/zqhs34j>

Staff Contacts

Miss Marshall

Head of Mathematics



Modern Foreign Languages - French



French

When	List of Topics	End of term Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	Greetings Alphabet Classroom instructions School bag and classroom objects Colours Numbers Age, dates and birthdays		<ul style="list-style-type: none"> • Help with doing research into France or other French speaking countries. • Practise alphabet – spelling words using the French alphabet. • Practise numbers both from French to English and vice versa.
Autumn 2 (October - December)	Talking about yourself Appearance and personality Talking about others Likes and dislikes Christmas in France		<ul style="list-style-type: none"> • Test vocabulary relating to hair / eyes / character. • Help with doing research into how Christmas is celebrated in France.
Term 2: Spring 1 (January - February)	School subjects School day Time Food	Speaking and Writing Assessments	<ul style="list-style-type: none"> • Help with doing research into the school day in France. • Help revise for speaking and writing assessments using handouts given to the student.
Spring 2 (February – April)	Hobbies and free time activities Likes and dislikes Sports Use of technology	Listening and Reading Assessments	<ul style="list-style-type: none"> • Help revise for listening and reading assessments by testing vocabulary on handouts given to the student (give the French and ask for the English).
Term 3: Summer 1 (April - May)	Town and Local Area Places Invitations		<ul style="list-style-type: none"> • Help with doing research into cities in France. • Help revise vocabulary.
Summer 2 (May - July)	Holidays Destinations Food and drink Dream holidays	End of year exam	<ul style="list-style-type: none"> • Help prepare for the exam - give the English and ask for the French to be produced, start with single words and build up to sentences. Use the handout given to the student.

Useful Websites

Linguascope www.linguascope.com
(request username/password from teacher)

Staff Contacts

Mrs Yates Head of Modern Foreign Languages
Miss Richardt Second in Modern Foreign Languages



Modern Foreign Languages - German



German

When	List of Topics	End of term Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	Greetings Alphabet Classroom instructions Colours Numbers Age		<ul style="list-style-type: none"> • Help with doing research into German or other German speaking countries. • Practise alphabet – spelling words using the German alphabet. • Practise numbers both from German to English and vice versa.
Autumn 2 (October - December)	Talking about yourself Appearance and personality Talking about others Likes and dislikes Numbers Dates Christmas in Germany		<ul style="list-style-type: none"> • Test vocabulary relating to hair / eyes / character. • Help with doing research into how Christmas is celebrated in Germany.
Term 2: Spring 1 (January - February)	Hobbies and free time activities Likes and dislikes Sports Use of technology	Speaking and Writing Assessments	<ul style="list-style-type: none"> • Help revise for speaking and writing assessments using handouts given to the student.
Spring 2 (February – April)	School subjects School day Time Food School facilities School rules	Listening and Reading Assessments	<ul style="list-style-type: none"> • Help with doing research into the school day in Germany. • Help revise for listening and reading assessments by testing vocabulary on handouts given to the student (give the German and ask for the English).
Term 3: Summer 1 (April - May)	Town and Local Area Places Invitations		<ul style="list-style-type: none"> • Help with doing research into cities in Germany. • Help revise vocabulary.
Summer 2 (May - July)	Holidays	End of year exam	<ul style="list-style-type: none"> • Help prepare for the exam - give the English and ask for the German to be produced, start with single words and build up to sentences. Use the handout given to the student.

Useful Websites

Linguascope www.linguascope.com (request username/password from teacher)

Staff Contacts

Mrs Yates Head of Modern Foreign Languages
Miss Richardt Second in Modern Foreign Languages



Modern Foreign Languages - Spanish



Spanish

When	List of Topics	End of term Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	Introducing yourself Talking about your personality Age Brothers and Sisters Birthdays Pets		<ul style="list-style-type: none"> • Help with doing research into Spain or other Spanish speaking countries. • Practise numbers both from Spanish to English and vice versa.
Autumn 2 (October - December)	Likes and dislikes Weather Sports		<ul style="list-style-type: none"> • Help revise vocabulary.
Term 2: Spring 1 (January - February)	School Subjects Activities at break	Speaking and Writing Assessments	<ul style="list-style-type: none"> • Help with doing research into the school day in Spain. • Help revise for speaking and writing assessments using handouts given to the student.
Spring 2 (February – April)	Family Hair and eye colour Where you live	Listening and Reading Assessments	<ul style="list-style-type: none"> • Help revise for listening and reading assessments by testing vocabulary on handouts given to the student (give the Spanish and ask for the English).
Term 3: Summer 1 (April - May)	Describing your town Time		<ul style="list-style-type: none"> • Help with doing research into cities in Spain. • Help revise vocabulary.
Summer 2 (May - July)	Food and drink Talking about next weekend	End of year exam	<ul style="list-style-type: none"> • Help with doing research into food and drink in Spain. • Help prepare for the exam - give the English and ask for the Spanish to be produced, start with single words and build up to sentences. Use the handout given to the student.

Useful Websites

Linguascope www.linguascope.com
(request username/password from teacher)

Staff Contacts

Mrs Yates Head of Modern Foreign Languages
Miss Richardt Second in Modern Foreign Languages



Music



Music

When	List of Topics	End of term Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	African Drumming	Group assessment of performance	<ul style="list-style-type: none"> Encourage a sense of pulse through listening to music of any kind.
Autumn 2 (October - December)	Keyboard Skills, including note reading	Individual assessment of keyboard skills	<ul style="list-style-type: none"> If you have a keyboard at home, ask your child to play you what they have learnt in class.
Term 2: Spring 1 (January – April)	Drum kit performance	Individual performance assessment	<ul style="list-style-type: none"> Encourage students to practice “air drumming” to develop their coordination.
Term 3: Spring 2 (April - May)	The orchestra – a practical exploration	Class performance	<ul style="list-style-type: none"> Take your child to see an orchestra perform.
Summer (May - July)	Choir of the year – an inter-form competition	Written and listening exam covering all areas learnt during the year	<ul style="list-style-type: none"> Encourage revision of all topics and key words covered.

Staff Contacts

Mrs T Hammond Head of Music



Physical Education



Physical Education

When	List of Topics	End of term Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	Baseline Testing Gymnastics Fitness Football Rugby Netball Hockey	Each activity has a written assessment based on the rules and techniques learnt in the practical lessons of each topic. Each student is assessed on their practical ability in each topic.	<ul style="list-style-type: none"> • NGB website for each sport will have the basic rules. • GCSE Bitesize PE website. • TeachPE website.
Autumn 2 (October - December)	Continued from Autumn on a rotation system with cross country.		
Term 2: Spring 1 (January - February)	Continued from Autumn on a rotation system.		
Spring 2 (February – April)	Continued from Autumn on a rotation system.		
Term 3: Summer 1 (April - May)	Athletics		
Summer 2 (May - July)	Swimming Cricket Rounders Tennis Softball		

Useful Websites

Peterborough School Sport Partnership

www.yourschoolgames.com

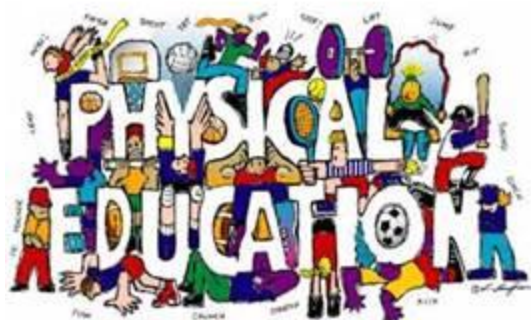
Staff Contacts

Ms L McPartlin

Acting Head of PE

Mr T Neaverson

Assistant Head of PE



Religious Education

Religious Education

When	List of Topics	End of term Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	Judaism: <ul style="list-style-type: none"> • Covenant • Tenakh • Torah • Synagogue 	Torah / Tenakh assessment	<ul style="list-style-type: none"> • Ensure students revise using revision sheet. • Ask questions about key information on sheet eg explain the Covenant between God and Abraham.
Autumn 2 (October - December)	<ul style="list-style-type: none"> • Story of the Exodus • Sedar Meal • Kosher food • Anne Frank 	Prince of Egypt DVD cover / blurb Key words Test	<ul style="list-style-type: none"> • Ask for a verbal summary of the story of the Exodus. • Practice spelling of key words with students and ensure they understand their meanings.
Term 2: Spring 1 (January - February)	Christianity: <ul style="list-style-type: none"> • Messiah • Jesus' birth • Jesus' teachings 	Explain the meaning of the parable of the Good Samaritan	<ul style="list-style-type: none"> • Ask for a verbal summary of the parable. • What was Jesus trying to teach through this parable?
Spring 2 (February – April)	The Easter Story Christianity and Justice	Jesus' birth and resurrection assessment	<ul style="list-style-type: none"> • Ensure students revise using revision sheet. • Ask questions about key information on sheet eg why do Christians believe Jesus had to die?
Term 3: Summer 1 (April - May)	Islam: <ul style="list-style-type: none"> • Life of Muhammad • The Qur'an • Belief in Allah 	Key words Test	<ul style="list-style-type: none"> • Practice spelling of key words with students and ensure they understand their meanings.
Summer 2 (May - July)	<ul style="list-style-type: none"> • The mosque • 5 Pillars • Ramadan / Fasting • Pilgrimage to Mecca 	End of Year assessment	<ul style="list-style-type: none"> • Ensure students revise using revision sheet. • Ask questions about key information on sheet eg why do Muslims fast during Ramadan? • Encourage students to consider / evaluate opinions contrary to their own.


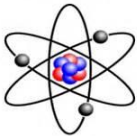
Staff Contacts

Mrs G Ellis Head of RE
Mr S Ahmed Head of RE





Science

When	List of Topics	Assessment	What can a parent do to support?
<p>Different groups will do these topics in a different order, but they will all be covered by the end of the year.</p> 	<p>Physics 1 – Speed and Gravity: Speed, graphs and motion. Forces, gravitational fields, mass and weight.</p> <p>Physics 2 – Voltage, Resistance and Current: Electric circuits, energy and resistance. Series and parallel circuits. Static charge and electrostatic fields.</p> <p>Physics 3 – Energy Costs and Energy Transfer: Fuels and food as stores of energy. Rates and energy transfer and the cost of energy in the home. Ways of generating electricity and using it responsibly. Energy stores and transfers. Potential and kinetic energy.</p> <p>Physics 4 – Sound and Light: Exploring and describing sound. Echoes, reflection and absorption of sound. Reflection, refraction and absorption of light. The pinhole camera and the human eye. Colour and the different frequencies of light.</p> <p>Chemistry 1 – Particle Model and Separating Mixtures: Solids, liquids and gases, Diffusion. Solutions, distillation and chromatography.</p> <p>Chemistry 2 – Metals, Non-Metals, Acids and Alkalis: The chemical reactions of metals and non-metals. Displacement and oxidation reactions. Acids, alkalis and neutralisation. Using indicators and the pH scale.</p>	<p>A short test after each topic.</p> <p>Some formative assessments, in class and as homework.</p> <p>One exam in the Summer term.</p> <p>ATOMS</p> 	<p>Encourage your child to read any newspaper/ magazine articles on science.</p> <p>Encourage them to watch any programmes on television about science.</p> <p>Practice physics formulae with them and make sure they understand how to use them.</p> <p>Practice writing out chemical equations.</p> <p>Purchase a revision guide (one will be available to purchase through school in the Autumn term (Collins KS3 Science All-in-One Revision and Practice-ISBN 9780007562831) and encourage your child to use it to reinforce subject knowledge as topics are taught and for revision, practising the questions.</p>

	<p>Chemistry 3 – Earth Structure and Universe: The structure of the Earth and the different types of rock. The rock cycle. Stars, galaxies and our neighbours in the Universe. The motion of the Earth.</p> <p>Biology 1 – Movement and Cells: The skeleton, joints and muscles. Multicellular and unicellular organisms. Plant and animal cells and their adaptations.</p> <p>Biology 2 – Interdependence and Plant Reproduction: Food webs, ecological balance and the importance of insects. The effect of toxins on the environment. Reproductive structures in plants and fertilisation. Seed dispersal.</p> <p>Biology 3 – Variation and Human Reproduction: Continuous and discontinuous variation, heredity and competition. Male and female reproductive systems. Fertilisation, foetal development and birth. Factors affecting foetal development including the effects of smoking.</p>	<p>Collins AQA KS3 Science student book 1 ISBN 9780008215286</p> <p>Useful websites to support learning and revision: http://www.docbrown.info/ks3science.htm http://www.ntsscience.co.uk/powerpoint/index.html http://kahoot.com/</p> <p>Students can sign in to make and access quizzes.</p>
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Useful Websites to support learning/revision

<http://www.bbc.com/education/subjects/zng4d2p>

<https://www.educake.co.uk/> - Students will receive a login at the start of term.

<http://www.docbrown.info/ks3science.htm>

<http://www.ntsscience.co.uk/powerpoint/index.html>

<http://kahoot.com/>

Staff Contacts

Mrs D Debbage

Head of Science

Dr L Edwards

Key Stage 3 Coordinator

Textiles



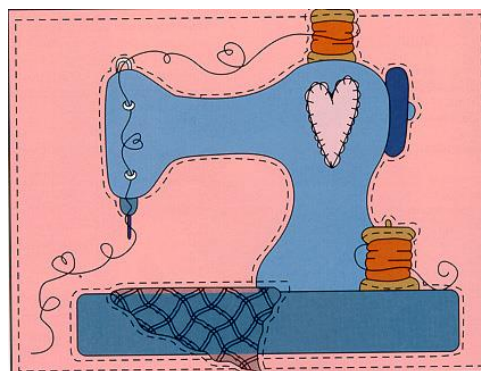
Textiles

When	List of Topics	End of term Assessment	What can a parent do to support?
<p>Students will spend 12 weeks in Textiles. They will work on a rotational basis over the course of the year experiencing a range of different design based subjects.</p>	<p>Art Movement: Pop Art.</p> <p>All will create a cover for their school planner inspired by Pop Art. The key skills will include applique, tie dye and hand embroidery.</p> <p>Students will have the opportunity to experiment with a range of fabrics, components and techniques.</p> <p>Students will be taught how to use a sewing machine safely and skilfully.</p>	<p>Assessment focuses on design sheets and design development.</p> <p>Assessment also focuses on the final outcome of the product.</p> <p>For all KS3 Textiles projects there will be continuous formative assessment and then a final summative assessment on the outcome of each practical project and homework task.</p>	<ul style="list-style-type: none"> • Read through the homework sheet with students to make sure they have fully understood and completed all tasks outlined by the end of the rotation. • Support students in researching the art movement. If this element is explored fully, their outcome will be of a high quality. • Ask them about each technique and get them to explain the method. This will reinforce learning. • Ask them about what they have learnt during the project.

Staff Contacts

Miss A Lynch

Head of Textiles



Make the Ordinary come alive

*Do not ask your children
to strive for extraordinary lives.*

*Such striving may seem admirable,
but it is a way of foolishness.*

*Help them instead to find the wonder
and the marvel of an ordinary life.*

*Show them the joy of tasting
tomatoes, apples and pears.*

*Show them how to cry
when pets and people die.*

Show them the infinite pleasure

In the touch of a hand,

And make the ordinary come alive for them

The extraordinary will take care of itself.