



ARTHUR MELLOWS VILLAGE COLLEGE



YEAR 7

SUBJECT SUPPORT GUIDE

2025/26



‘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 to maximise their potential, it is vital that we develop and encourage a culture of study. With the introduction and implementation of new GCSE specifications 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/bitesize>



askus@familylives.org.uk



<http://www.dad.info/education/>



Please note this information is correct at time of going to print. Content is subject to change at any time due to curriculum reviews and policy decisions. Please check with your child's Subject Teacher if unsure on any aspect.



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. 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.

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

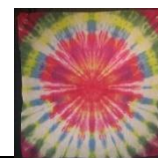
- Ask your child “have they visited the library at AMVC?” An incredible, well stocked resource. Each Year Group has a designated day to visit the library.
- Students can take out books and return them. The Librarian will order anything that they might have an interest in. Encourage your child to take 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 & Textiles



Art & Textiles

When	List of Topics	End of term Assessment	What can a parent do to support?
Sept-Dec	Introduction to Art: Animals <ul style="list-style-type: none"> Develop an understanding of the formal elements of art: line, tone, texture, colour, dimension, form and pattern Learn to draw accurately and use a variety of media Create 3 pieces of practical work: 2 individually and 1 as a group 	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. Encourage drawing at home using real objects or photographs as a starting point.
Jan-April	How to use inspiration: <ul style="list-style-type: none"> Develop an understanding of how Artists, designers and craftspeople use inspiration to inform their work Examine the history of portraiture through contextual studies and learn the practical skills of portrait drawing Create an individual portrait influenced by contextual sources 		
May-July	Introduction to Textiles: How to develop ideas <ul style="list-style-type: none"> Introduction to Textiles as a creative media Develop new ideas using new media Create an Art Textiles practical piece of work 		



Useful Websites:

National Gallery
Saatchi Gallery
Artcyclopedia

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



Staff Contact: Miss Henderson - Head of Art

Computing

[illegible]

Term 2: Spring 1 (January - March)	Unit 3: Networks: <ul style="list-style-type: none"> • Computer networks and protocols • Networking Hardware • Wired and Wireless networks • The Internet • Internet Services • Interim assessment – Test • The World Wide Web • Final assessment – Test • Self-assess and reflect and correct 	Interim Test – Computer networks and protocols, hardware, wired and wireless, The Internet, Internet Services Final Test – as interim plus the world wide web Homework – Topic Quizizz/Seneca	Watch these videos: A packet's Tale https://youtu.be/ewrBaIT_eBM What is the Internet? https://youtu.be/Dxcc6ycZ73M View submarine cables https://www.submarinecablemap.com/
Spring 2 (March – May)	Unit 4: Introduction to Spreadsheets: <ul style="list-style-type: none"> • Basic spreadsheet features and formatting • Formulae and functions/operators/ adding cells/ SUM/AUTOSUM • Accounting terminology and use (revenue, costs, profit/loss) • Interim assessment – Test on concepts learnt • MIN, MAX and AVERAGE • Creating charts • Final assessment – Test on concepts learnt 	Interim test on spreadsheet concepts Final assessment of spreadsheet model Homework – Topic Quizizz/ worksheet	Investigate how spreadsheets are used in businesses Home budgeting Spreadsheet tutorials on https://edu.gcfglobal.org/en/excel/
Term 3: Summer 1 (May-July)	Unit 5: Publications <ul style="list-style-type: none"> • Feature of a Word processor • Appropriate images • Sourcing images • Credibility of sources • Interim assessment • Planning cause promotion • Create your cause promotion 	Homework – Topic Quizizz/ worksheet Interim test on Skills learnt	Use Photopea at home to practice skills and build confidence Identify features used in a range of online and printed magazines
End of year test	End of year test on IT units End of year test on CS units		Students should use Interim and Final assessments along with classwork and Quizizz to revise

Useful Websites:

Scratch	https://scratch.mit.edu/
Programming	Tutorials for block-based programming language
STEM Learning	https://www.stem.org.uk/home-learning/secondary-computing Computing resources for home learning
GCF global	https://edu.gcfglobal.org/en/excel
BBC	www.bbc.co.uk/technology Topical IT news from around the world
BBC Bitesize	https://www.bbc.com/education Learning resources
Photopea	https://www.photopea.com/ Free online software for creating publications
Think you know	https://www.thinkuknow.co.uk/ Learning about staying safe online
Seneca	Seneca – Learn 2x Faster (senecalearning.com) Learning platform for all subjects

Staff Contacts:

Miss M Kirkwood	Head of Computing
Mr I Wooster	Computer Science subject lead



Design and Technology



**Technology
and
Education**



Product Design (Technology)

When	List of Topics	Assessment	What can a parent do to support?
<p>Terms 1, 2 and 3 (Sep – Jul)</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>Projects: Material focus: Metals</p> <p>Health & Safety in the workshop</p> <p>Jewellery</p> <p>Create different designs and unique features.</p> <p>Review different metals and their properties.</p> <p>Review casting techniques and the process behind them.</p> <p>Cast work based on creative ideas taken from research of design movements.</p> <p>Evaluate and highlight key processes involved and each making process.</p> <p>Using CAD and CAM to create unique moulds for casting.</p> <p>Key fob</p> <p>Complete a product analysis understanding why products are aimed at specific users.</p> <p>Identify key materials and their properties, review different metals and their properties.</p> <p>The importance of sustainability issues and environmental issues when designing and making.</p> <p>Review making techniques and how to produce products using metal.</p> <p>Identify the dip coating process. Add the process to their product.</p> <p>Create a detailed evaluation of all processes used throughout the different tasks.</p>	<p>All project work is marked and graded in accordance with GCSE expectations. There is a particular focus on design, make and evaluate.</p> <p>Students will review all the processes they learnt and used, through evaluations, self-assessment, peer assessment and end of unit assessments.</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> <p>Review designers both past and present.</p>

Staff Contacts:

Mrs Warcup

Head of Product Design

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 (i.e. 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 Maher

Head of Drama





Engineering

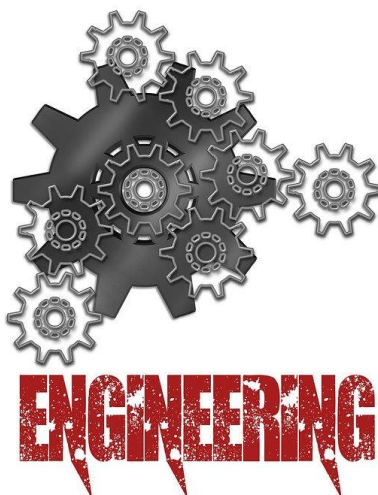
When	List of Topics	Assessment	What can a parent do to support?
<p>Terms 1, 2 and 3</p> <p>(September – July)</p> <p>Design Technology subjects operate on a carousel system, so different groups will have engineering during different terms, however all students will have covered the topics shown by the end of the academic year.</p>	<p>Topic 1: Engineering drawing skills including:</p> <ul style="list-style-type: none"> • Type of engineering drawing • Features of working drawings • 2D and 3D drawing styles <p>Topic 2: Coat Hook:</p> <ul style="list-style-type: none"> • Analyse a Design problem/ context • Identify user needs and performance requirements for a product • Research existing products and identify trends or fashions among them • Create a design specification using research • Develop design ideas for a product using research and problem-solving skills • Research the different properties of materials and identify where and why they are used • Understand the environmental and sustainable impact of engineering materials • Identify and describe different hand tools and equipment • Plan the manufacture of a product, including safety and quality considerations • Take part in practical activities, working with tools and equipment in a workshop • Measuring and marking out of materials using appropriate equipment • Understand and apply safe working practices in a workshop • Evaluate their work to identify improvements and opportunities 	<p>Each element of both projects has 3 assessment points.</p> <p>Students will complete end of topic assessments which allow students to review and apply skills and processes covered in the term.</p>	<p>Encourage your child to take an interest in why products are designed the way they are.</p> <p>Talk about the end of life for a product, how different materials must be disposed of in different ways and how it can impact on the environment.</p> <p>Visit exhibitions or museums with engineering science or technology links.</p> <p>Watch documentaries or YouTube videos such as 'How it's made' or 'How Stuff Works' to help your child understand the resources, energy and work that goes into manufacturing a product.</p> <p>Encourage the practice of drawing techniques at home.</p>

	<p>Topic 3: Egg Cup CAD/CAM project:</p> <ul style="list-style-type: none"> • Analyse a Design problem/ context • Identify user needs and performance requirements for a product • Research existing products and identify trends or fashions among them • Create a design specification using research • Develop design ideas for a product using research and problem-solving skills • Model and test design solutions to identify a final design • Use CAD (computer aided design) to develop a final design proposal • Use CAM (computer aided manufacture) to make a final product • Take part in practical activities, working with tools and equipment in a workshop • Understand and apply safe working practices in a workshop • Evaluation of design solutions and reflection on Learning, progress and skills/experience acquired during the project 		<p>Use engineering or STEM project kits at home, LEGO or other construction kits to explore engineering principles such as mechanisms.</p> <p>Use Browser based CAD programs to develop design skills such as Sketchup Web Web, TinkerCAD and Fusion 360 student edition.</p>
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Staff Contacts:

Mr Chegwidan

Head of Design Technology & Engineering



English



English - Adventure

When	List of Topics	End of term Assessment	What can a parent do to support?
<p>Term 1:</p> <p>Autumn 1 (September – October)</p> <p>Autumn 2 (October-December)</p>	<p>Adventure in Victorian England.</p> <p>Alice's Adventures in Wonderland</p> <p>Lewis Carroll</p> <p>Various other Victorian extracts such as David Copperfield</p>	<p>Creative writing piece of work based on an image or prompt, aspiring to link to the Victorian Era</p>	<ul style="list-style-type: none"> • Encourage reading of stories from a child's perspective, adventure, journeys. • Encourage reading of stories from a child's perspective, adventure, journeys. • What techniques can you use to write descriptively? • How do you use sophisticated punctuation (brackets, colons, semi-colons, ellipsis)? • When should you start a new paragraph? • Recount/summarise the main events of Alice's Adventures in Wonderland so far. • What are language techniques? • What are structural techniques? • Test knowledge of subject terminology (metaphors, personification, onomatopoeia...) • Tell me about some of the main themes and ideas featured in the novel. Why did the author choose to write about these?
<p>Term 2</p> <p>Spring 1 (January-February)</p> <p>Spring 2 (February-April)</p>	<p>Adventure in Modern Fiction</p> <p>Rooftoppers by Katherine Rundell</p> <p>Ghost Boys by Jewel Parker Rhodes</p> <p>(Text choices subject to change)</p>	<p>A piece of non-fiction persuasive writing in which students will be asked to express their viewpoint on a given topic.</p>	<ul style="list-style-type: none"> • Book chat: what are you reading? Do you like it? What happened in the chapter you read today? Who's your favourite character and why? • Summarise the main events of the story that you've read so far. • Suggest other novels by the same writers. Encourage students to go to the library and get some recommendations from the librarians. • Discuss any current issues in the news: what are the different sides to the story? What do you think about...?

English - Adventure

When	List of Topics	End of term Assessment	What can a parent do to support?
Term 3 Summer 1 (April- May) Summer 2 (May-July)	Adventure and Magic A Midsummer Night's Dream William Shakespeare	An extended analytical response based on the theme of magic throughout the play.	<ul style="list-style-type: none"> • Recount/summarise the main events of A Midsummer Night's Dream. • Create a character profile/ character tree. • Find key quotes from Oberon and Puck and explain their meaning. • How is magic used in different ways throughout the play? Make a list of ideas using your knowledge of the play. • Research some of Shakespeare's other plays such as the Tempest, and how magic is presented there.

Helpful Books/ Study Materials:

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

Useful Websites:

BBC Bitesize
Oak National Academy
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 N Jeffs
Mrs Baker-McConnachie

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 Homework TA evaluation	<ul style="list-style-type: none"> Look up fruit salad recipe on SharePoint or TEAMS
Week 3 - 4	<ul style="list-style-type: none"> Eatwell guide 5 a day Vegetable kebabs 	Homework 1 Eatwell Guide TA practical	<ul style="list-style-type: none"> Look up vegetable kebab recipe on SharePoint or TEAMS
Week 5 - 6	<ul style="list-style-type: none"> Bread theory and demonstration Bread practical 	Homework 2 Definitions PA practical	<ul style="list-style-type: none"> Look up bread recipe on SharePoint or TEAMS
Week 7 – 8	<ul style="list-style-type: none"> Seasonal veg Nutritional analysis program Vegetable soup or roasted vegetable cous cous 	Homework 3 Reading H/W on seasonality TA evaluation Homework	<ul style="list-style-type: none"> Look up vegetable soup or cous cous recipe on SharePoint or TEAMS
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 or TEAMS

Additional information: Recipes can be found on the school website

Useful websites:

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

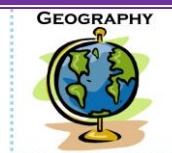
<http://www.foodfactoflife.org.uk/>

Staff Contacts:

Mrs R Bowman – Head of Food



Geography



Geography			
When	List of Topics	End of term Assessment	What can a parent do to support?
Autumn 1	Mapping UK Geography Map skills OS maps and other types of maps, eg, GIS	UK map test (human and physical features). Geographical skills base line test. OS map 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. • Test their son/daughter on their OS map skills eg, 4 and 6 figure grid references, scale, distance, contour lines, compass directions, etc.
Autumn 2	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 1	Glaciation	Glaciation end of topic test – GCSE style questions	<ul style="list-style-type: none"> • Take their son/daughter out to visit glaciated landscapes in the UK eg; Wales. Discuss the differences to the landscape we live in around Peterborough.
Spring 2	Rivers	Rivers end of topic test – GCSE style questions	<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.
Summer 1	Energy and sustainability	End of Year exam	<ul style="list-style-type: none"> • Test their son/daughter using the revision materials available from the school SharePoint. • 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	Fieldwork around the school	Fieldwork presentations	<ul style="list-style-type: none"> • Encourage son/daughter to practice presentation skills with them before lessons.

Helpful Books/ Study Materials Useful Websites:

BBC Bitesize KS3 website and Seneca

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)	Which invades had the biggest impact on Britain?	Invaders significance assessment	<ul style="list-style-type: none"> Which settlers can you name? What impact did they have on Britain?
Autumn 2 (October - December)	Why did William win the Battle of Hastings and did it bring a 'truckload of trouble'?	Impact of William I 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)	Where did true power lie in the Medieval period?	Religion / Monarchy / People assessment	<ul style="list-style-type: none"> What role did the Church play in everyday life? Discuss why the Peasants Revolt happened. How powerful was the Monarchy and how was this power challenged?
Spring 2 (February – April)	What was the biggest challenge faced by Medieval people?	Evaluation of medicine/ disease/dis-crimination in the Medieval period assessment	<ul style="list-style-type: none"> Explain three things that people in the Medieval period thought caused the Black Death. Identify long and short-term effects of the Black Death.
Term 3: Summer 1 (April - May)	Who was the most successful Tudor monarch?	Evaluation of the Tudor monarchs and their impact assessment	<ul style="list-style-type: none"> Can you name all the Tudor monarchs? What makes a Tudor monarch successful? What was the Reformation and why is it important?
Summer 2 (May - July)	How much of an impact did the Spanish conquest have on the Aztec empire?	End of Year Assessment.	<ul style="list-style-type: none"> What is an empire and how are empires built? How did the 'Age of discovery' lead to empires? How were the Spanish and Aztec empires similar and different?

Useful Websites:

BBC www.bbc.co.uk/history/forkids
Oak National Academy

Staff Contacts:

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

Mrs K Price Head of History



Maths

Maths

In mathematics your child will study a wide range of topics each half term. The precise topics your child 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"> Ordering integers and decimals. Using written methods to add, subtract, multiply and divide for both integers and decimals. Calculate remainders when dividing. Using BIDMAS to decide on order of calculations. Change between units of mm, cm and m. Finding the perimeter of shapes made from rectangles. Finding the area of rectangles and shapes made from rectangles. Finding the area of triangles. Finding the area of shapes made from rectangles and triangle. Using the area of a shape to find missing sides. Substituting values into a formula. Simplify algebraic expressions by collecting like terms. Expand single brackets. Expanding and simplify single brackets.
Half term 2	<ul style="list-style-type: none"> Adding, subtracting, multiplying and dividing negative number. Be able to identify different types of numbers e.g. 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 progressing to working with mixed numbers. Find the next terms in a sequence of numbers and write the rules of the sequence. Generate sequences when given the rules of the sequence. Be able to use coordinates in all four quadrants.
Half term 3	<ul style="list-style-type: none"> Be able to round to the nearest whole number, 10, 100, 1000 etc. Progressing to rounding decimal places. Be able to use a scientific calculator. Be able to multiple and divide decimals. 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.
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 progressing to percentage increase and decrease. 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. Solving one step and two step equations.

Maths

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 e.g. 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.

Each half term your child will be provided with a list of key vocabulary that links to the topics covered during that period. It is essential use in their understanding of the subject and as such both words and definitions should be learnt.

In the week before October half term, the week before Christmas, and the week before February Half term your child 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 child by their class teacher.

Your child will also complete their Year 7 examinations for Mathematics later in the year. There will be two papers, a calculator paper and a non-calculator paper. Your child 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 child the mathematics they have covered in lessons and ask them to explain the methods to you.
- Check the presentation of your child's written work, is their working legible and easy to follow?
- Monitor the completion of homework, for Mathematics, this is set weekly.
- Encourage your child to improve work, if their class teacher has written in their exercise books.
- Test your child on their times tables/mental maths.
- Encourage your child 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 child, when possible, e.g. 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, e.g. Temperature, goal/points difference, golf scores.
- Encourage your child 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?

Maths

Preparing for Assessments

Help your child 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:

Useful Websites:

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

(login and password will be given to your child by their class teacher)

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

Staff Contacts:

Miss Marshall
Mrs Jagger

Head of Mathematics
Year 7 Coordinator

- 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 progressing to percentage increase and decrease.
 - 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.
- Solving one step and two step equations.



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, your name, the alphabet Talking about brothers, sisters and age Describing a classroom Likes and dislikes Describing yourself to others Saying what you do	Two skills out of listening, speaking, reading or writing	<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 • Help revise for assessments using handouts given to the student • Test vocabulary • Help to log into websites • Help students revise with sentence builders
Autumn 2 (October - December)	Colours and the time School subjects School uniform The school day Typical French schools Christmas in France	Two skills out of listening, speaking, reading or writing	<ul style="list-style-type: none"> • Test vocabulary • Help with doing research into how Christmas is celebrated in France • Help revise for assessments using handouts given to the student • Help students revise with sentence builders
Term 2: Spring 1 (January - February)	Weather and seasons Sports Activities Sport in French speaking countries What you like doing	Two skills out of listening, speaking, reading or writing	<ul style="list-style-type: none"> • Help with doing research into sports in French speaking countries • Help revise for assessments using handouts given to the student • Help students revise with sentence builders
Spring 2 (February – April)	Animals and higher numbers Family Describing where you live Breakfast Bastille Day	Two skills out of listening, speaking, reading or writing	<ul style="list-style-type: none"> • Test vocabulary • Help with doing research into Bastille day • Help revise for assessments using handouts given to the student • Help students revise with sentence builders

Modern Foreign Languages - French



French

Term 3: Summer 1 (April - May)	<p>Places in town</p> <p>Where you go at the weekend</p> <p>Inviting someone out</p> <p>Ordering drinks and snacks</p> <p>Saying what you are going to do</p>	Two skills out of listening, speaking, reading or writing	<ul style="list-style-type: none"> • Test vocabulary • Help with doing research into how Christmas is celebrated in France • Help revise for assessments using handouts given to the student • Help students revise with sentence builders
Summer 2 (May - July)	Revision for end of year exam	End of year exam – listening, reading and writing skills	<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 • Help students revise with sentence builders

All the vocabulary and sentence builders can be found here:

[AMVC French KS3](#)

Useful Websites:

<https://activehub.pearson.com/#/login>

[KS3 French – BBC Bitesize](#)

[Free KS3 French teaching resources | Y7, 8 & 9 | Oak National Academy](#)

<https://www.duolingo.com/learn>

Staff Contacts:

Mr Ros

Head of 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	Two skills out of listening, speaking, reading or writing	<ul style="list-style-type: none"> • Help with doing research into Spain or other Spanish speaking countries • Help to log in to websites • Practise numbers both from Spanish to English and vice versa
Autumn 2 (October - December)	Talking about yourself Appearance and personality Talking about others Likes and Dislikes	Two skills out of listening, speaking, reading or writing	<ul style="list-style-type: none"> • Help revise vocabulary • Sentence builders
Term 2: Spring 1 (January - February)	Hobbies and free time activities Likes and dislikes Sports Use of technology	Two skills out of listening, speaking, reading or writing	<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)
Spring 2 (February – April)	School Subjects School facilities School day Opinions and reasons Easter in Spain	Two skills out of listening, speaking, reading or writing	<ul style="list-style-type: none"> • Help with doing research into the school day in Spain • Help revise for speaking and writing assessments
Term 3: Summer 1 (April - May)	My family and friends Talking about what other people look like Describing where you live	Two skills out of listening, speaking, reading or writing	<ul style="list-style-type: none"> • Help revise vocabulary • Sentence builders
Summer 2 (May - July)	Town and local area Places Invitations	End of year exam (Listening, Reading and writing)	<ul style="list-style-type: none"> • Revision techniques • Assessments techniques

Modern Foreign Languages – Spanish

Useful Websites:

All the vocabulary and sentence builders:

<https://senecalearning.com/en-GB/seneca-certified-resources/spanish-1-ks3-national-curriculum/>

<https://conjuguemos.com>

<https://activehub.pearson.com/#/login>

<https://padlet.com/amvclanguages/ks3-spanish-5b5v9fl1up7kior>

Staff Contacts: Mr Ros Head of Modern Foreign Languages



Music



Music		
List of Topics	Assessment	What can a parent do to support?
African music	Group assessment of performance Evaluation and appraisal	<ul style="list-style-type: none"> Encourage a sense of pulse through listening to music of any kind.
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. The music is on SharePoint.
Drum kit performance	Individual performance assessment	<ul style="list-style-type: none"> Encourage students to practice “air drumming” to develop their coordination.
Technology Skills	Paired assessment of composition	<ul style="list-style-type: none"> Students can use ‘Bandlab’ at home to develop similar skills.
Year 7 “X-Factor” – an inter-form competition	Performance to other students, with a competitive option	<ul style="list-style-type: none"> Encourage students to participate in the competition.

THE ORDER OF THESE SCHEMES MAY VARY TO ACCOMMODATE ROOMING

Staff Contacts:

Mrs T Hammond - Head of Music
Mr L Roberts – Teacher off 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 Assessment	Each activity has an electronic 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"> • Encourage participation in ANY area of physical activity • NGB website for each sport will have the basic rules • GCSE Bitesize PE website • TeachPE website
Autumn 2 (October - December)	Fitness Induction Invasion Games		
Term 2: Spring 1 (January - February)	Gymnastic Activities		
Spring 2 (February – April)	(on rotation across various activities)		
Term 3: Summer 1 (April - May)	Athletics		
Summer 2 (May - July)	Swimming Cricket Rounders Tennis Softball		

Useful Websites:

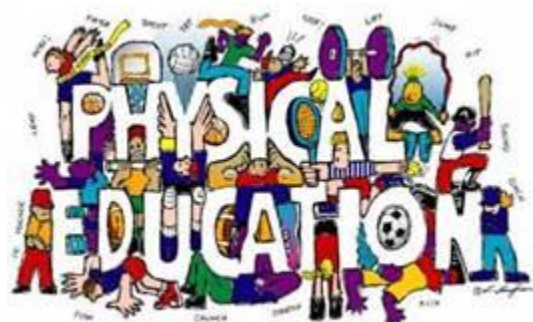
Peterborough School Sport Partnership

www.yourschoolgames.com

Staff Contacts:

Mr T Neaverson
Mrs L McPartlin

Head of PE
Assistant Head of PE




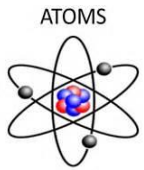
Religious Education

Staff Contacts:Joint Head of RE
Joint Head of RE

Science



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 – Gravity and Speed: Forces, equilibrium, gravitational fields, mass and weight. Speed, graphs and motion.</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 Transfer and Energy Costs: Energy stores and transfers. Rates of energy transfer, efficiency and the cost of energy in the home. Gravitational potential, kinetic and elastic potential energy. Ways of generating electricity.</p> <p>Chemistry 1 – Particle Model and Mixtures, Elements and Compounds: Solids, liquids and gases. Changes of state. Diffusion, distillation and chromatography. Combining elements. Comparing elements and compounds.</p> <p>Chemistry 2 – Acids and Alkalis and Metals and Non-Metals: Acids, and alkalis. Using indicators and the pH scale. Neutralisation. Properties and uses of metals and non-metals. Reaction of metals with acids. Displacement and oxidation reactions.</p> <p>Chemistry 3 – Earth Structure and Universe: The structure of the Earth. Igneous, sedimentary and metamorphic rocks. The rock cycle. Stars, galaxies and the Solar System. The motion of the Earth. Eclipses.</p>	<p>A short test after each topic.</p> <p>Some formative assessments, in class and as homework.</p> <p>One formal assessment in the Summer term.</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 (Collins KS3 science All-in-One Revision and Practice (ISBN number 978-0-00-756283-1)) and encourage your child to use it to reinforce subject knowledge as topics are taught and for revision, practising the questions</p>

Science



Science

When	List of Topics	Assessment	What can a parent do to support?
	<p>Biology 1 – Cells and Movement: Life Processes. Cells, tissues and organs. Plant and animal cells and their adaptations. Microscopy. Unicellular organisms. The skeleton, joints and muscles. Problems with the skeletal system.</p> <p>Biology 2 – Interdependence and Plant Reproduction: Food chains and webs. Bioaccumulation. Interdependence, competition and predator/prey relationships. Flowering plants structure and reproduction. Seed dispersal.</p> <p>Biology 3 – Variation and Human Reproduction: Continuous and discontinuous variation, heredity and survival. Male and female reproductive systems. Menstruation and infertility. Fertilisation. Foetal development and factors affecting this, including the effects of smoking</p> <p>In addition, at various points during the year students will have practical weeks when they develop their general practical skills.</p>		<p>Collins AQA KS3 Science student books 1 and 2 ISBN numbers: 978-0-00-821528-6 978-0-00-821529-3</p> <p>Useful websites to support learning and revision:</p> <p>https://www.bbc.com/education/subject/zng4d2p</p> <p>https://senecalearni.ng.corn/en-GB/</p> <p>http://www.docbrown.info/ks3science.htm</p> <p>http://www.ntscience.co.uk/powerpoint/index/html</p> <p>https://kahoot.com/</p> <p>Students can sign in to make and access quizzes</p>

Staff Contacts:

Mrs D Debbage
Dr V Cambridge

Head of Science
Key Stage 3 Coordinator

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.