



enjoylearnsucceed

Parent Guide to Year 7

2022 -23 Academic Year

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## **Key people 7**

My child's tutor is \_\_\_\_\_

Year Team Leader: James Gill

Assistant Year team leader:

SLT link: Chris Heaton

SENDCo: Rebecca Lonsdale

Wellbeing lead: Tim Shearn

Deputy Wellbeing lead: Sue Peyton

# Introduction

This booklet is designed to help you as a family support your child's learning throughout the academic year. It will contain key dates, study tips, some tips on where to get help, and some information about the subjects your child will be studying this year. A copy of the booklet will also be on the website and be made available to you electronically. The school website [www.beckfootoakbank.org](http://www.beckfootoakbank.org) will also have additional information on it.

## The school day

All students need to be **on site** ready to line up by 8.15 am

Breakfast is available in the atrium from 8am.

	Year 7
Arrive	8:15am -8.20am
Tutor Period	8.20am – 8.50am
Period 1	8:50am - 9:50am
Break	9:50am-10:10am
Period 2	10.:10am - 11:10am
Period 3	11:10am - 12:10pm
Lunch	12:10pm-12:40pm
Period 4	12:40pm-1:40pm
Period 5	1:40pm - 2:40pm

The tutor period is an essential part of every day and students are expected to be on time for line up and bring with them a school bag that contains their pencil case, their planner and the necessary equipment for that day.

Students who do not have equipment will be able to purchase a replacement pencil case before tutor time from student reception. Students who lose a planner will need to replace it.

Students without a bag will need to borrow one for the day and students not in the correct uniform will be given the opportunity to sort this at the start of the day. Mobile phones need to be on silent/switched off and in bags – not in pockets.

## **Attendance: Every day, every lesson, every minute, counts!**

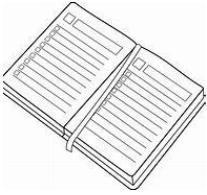

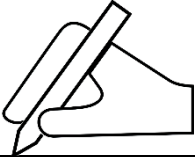
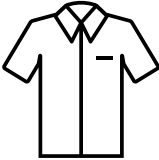
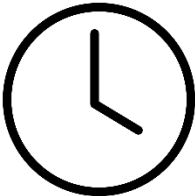
The first step on the road to success in school is attending every available day, lesson and minute of learning. **We want all students to have at least 97% attendance**, and not to drop anywhere near 90% (what the DfE defines as Persistently Absent). 90% might sound okay in some situations but it is a real concern when talking about attendance.

**90% attendance means**  $\frac{1}{2}$  a day missed every week, which is 4 full weeks missed over the school year. If this is repeated it equates to half a YEAR off between Y7 and Y11 and **an average drop of one grade across all GCSE subjects**.

To achieve 97% attendance, **students need to miss no more than 5 days** during the year. On average, that's less than one day off per half-term. If a student arrives at school after 8:20, they are late to school. If a student arrives at school after 9:30, they receive an unauthorised absence for the whole morning session. This affects their attendance.

Students who have good attendance *enjoy* school, *learn* and *succeed* more than those who do not. **Thank you for supporting your child to have excellent attendance and punctuality.**

## Expectations

	Have your planner at all times.
	Have your timetable in your planner.
	Have the correct equipment.
	Wear the correct uniform at all times.
	Attend every day on time for school and every lesson.

### **Important dates for Year 7**

What	When
KS3 Assessment Week	17 <sup>th</sup> October 2022
End of Year exams	22 <sup>nd</sup> May 2023
Parents' evening	Face to face tutor event 14 <sup>th</sup> September 2022 Parents Evening 23 <sup>rd</sup> March 2023

### **Subjects studied this year – 7**

English	4 hours per week	Maths	3 hours per week
Science	3 hours	Tutor	2.5 hours
PE	2 hours	Open Minds	1 hour
Geography	2 hours	History	2 hours
Spanish*	2 hours	Technology	2 hours
Computer Science	1 hour	Music	1 hour
Art	1 hours	Drama	1 hour

*\*A small cohort of students do not do modern foreign languages in Key Stage 3*

## Independent Study



### Microsoft Teams

**We have made the decision to use Microsoft Teams** as our way of setting work for students who are not in school and sharing materials with. We are also developing our use of this for setting and completing homework. It allows us greater flexibility to make lessons available, add revision resources and link to other tools we may use in school. This is an area we will continue to use and develop as a school over the coming weeks and months so it is important that students, and you as parents, become familiar with how this can help them.

**Microsoft Teams is accessed using your child's school email address.** All students should know their login details and how to access Teams. A copy of the information shared with students about how to access Teams is available on the school website. Students also have access to all the Microsoft applications including Word, PowerPoint, Excel and others when they login to Office 365 via the school website. It is not possible to create parent accounts on Teams.

**Teachers will often put their lesson materials for every lesson onto Teams.** This means that students who are absent can access them but in addition all students can continue to refer to them after the lesson has happened. Lesson materials can take several formats depending upon the subject.

### **Where to get help if you need it.**

Encourage your child to speak to their class teachers about how they can use Teams to support their learning.

**If your child cannot access Teams – please email their tutor in the first instance.**

**If you have a question about a specific lesson – email the class teacher in the first instance.**

Technology can be a challenge at times but if you have any queries contact us so that we can try to address.

### Oak National Academy

The Oak National Academy contains lots of free resources for all subjects that can be used beyond the classroom. The link below takes you to a page that provides specific information for families.



[www.thenational.academy/parents-and-carers](http://www.thenational.academy/parents-and-carers)

The lessons often contain video tutorials, quizzes, and resources to develop students' understanding.

Oak National Academy resources are also used in our internal remove rooms to ensure that learning can continue if your child is removed from a lesson for any reason. Students are expected to use school provided headphones and log onto the work set by their teachers that will align with what is being studied in class.

### **Our Learning Resource Centre** (LRC) is open every day after school until 3.30pm

Your child can access the LRC after school and at breaks/lunches to do homework, read or use a computer.

## **Reading at Beckfoot Oakbank**

Recent studies show that there is a connection between reading ability and success in all GCSE subjects. Not only this, but reading is important for text comprehension, pleasure in reading in later life, and general knowledge.

Your child will read with their teacher in their English lessons, but many students will also access reading at other times of the school day.

### **Reciprocal Reading**

Reading comprehension strategies, which focus on your child's understanding of a text, are rated as important for your child's development. Reciprocal reading is a structured approach to teaching strategies (predicting, clarifying, questioning, and summarising) that students can use to improve their reading comprehension. Your child will often be guided through this process whenever they read with a teacher.

### **Right to Read**

For Year 7 and Year 8, Right to Read during tutor time allows them to read modern fiction dealing with current issues. During this time, your child will read and be read to whilst their teacher guides them through the reciprocal reading process (predicting, clarifying, questioning, and summarising). Texts include Ghost Boys by Jewell Parker Rhodes and Kick by Mitch Johnson. Your child will also have the opportunity to discuss and debate their ideas on current topics and be encouraged to formulate their own opinions.

### **Cover to Cover**

Additional reading is implemented for our pupils in KS3 nurture groups or Set 5 in English. Cover to Cover is a new programme which allows students to access more books and practise their reading skills. A specialist teacher will guide these pupils as they practise the reciprocal reading process which is applied in other areas. Texts on this programme are specifically aimed at young adult readers. As pupils move through their year and their key stage, the books they read become more advanced.

### **How to help your child**

1. For lots of reasons, regular reading is one of the best paths to success in all subjects. Encourage them to read if they are not reading and, if they are, encourage them to read more challenging novels. Some reading is better than no reading!
2. Please share your reading with them; if you really enjoyed the book, you just read, tell them why. It may not be the right thing for them but hearing you talk about books will help them to talk/write about books.
3. Reading and discussing non-fiction regularly is also important for your child. Editorial or opinion articles are good for your child to think critically and develop their own opinions. It is very easy to find good material online – because it is free, The Guardian (<https://www.theguardian.com/uk>) is a good place to start. Asking them to summarise what they have just read for you would be an excellent thing to do, as would asking them to identify any devices that the writer uses and the effect that they have.





## Overview

We believe that the Tutor lesson each day is essential to promote the school ethos whilst developing the personal qualities of the students who attend Beckfoot Oakbank. The objectives of our Tutor lessons is to provide our students each day with a safe and nurturing environment, which develops the necessary values, qualities, and



attitudes for each of them to lead fulfilled, well balanced, happy, and healthy lives. Tutor lesson is also used effectively by tutors to support the pastoral care of pupils. Tutor mentoring and tracking along with attendance/behaviour and uniform checks are activities that are embedded each day in our tutor time activities.

The Tutor lessons for KS3 has a theme for each half term, which underpin and supports our school focus on **Enjoy, Learn, Succeed**.

Theme 1: Our Values

Theme 2: Personal safety and responsibility

Theme 3: Global citizenship and sustainability

Theme 4: Positive futures

Theme 5: Healthy minds and healthy bodies

Theme 6: Making change

The themes are embedded into our Tutor lessons, assemblies, and oracy activities. There are specific tasks which our students are asked to complete, which reflect events in the world today. The tasks include a mixture of retrieval, explanatory and reflective tasks which require consideration of spiritual, moral, social and cultural (SMSC) issues. Students are also asked to explore their own beliefs and values, taking into account current, local, national and global issues. The tutoring programme develops our student's awareness of their own well-being, personal safety and their role as a local and global citizen.

The Tutor lessons aims to:

- Build strong relationships with our students.
- Deliver an excellent programme of learning which benefits all
- Positively engage with families and regularly communicate with home as the adult in the school who best knows their child.
- Drive up standards of behaviour, attendance and aspirations to help break the cycle.



The Weekly structure of Tutor time is:

- Assembly
- Future Ready Learners
- Votes for School
- Right to Read twice per week
- Values and character



### How will we assess progress?

*Daily in lessons using recall, starters, mini whiteboards*

*Teachers/Tutors question and answer sessions*

### Home learning

All students are in a Careers Club group on Teams. This enables us to give students directed access to explore information and resources about potential careers, pathways, and other educational institutions for the future.

### Subject specific websites that may be helpful

To find out more about current affairs:

- The Day (<https://theday.co.uk/?token=o2kcAz70Bprhr47yL1WU>)
- BBC Newsround
- Unifrog
- Votes for School

### What can you do as a parent to help

- Support your child by underlining the important of been at school promptly at 8.15am
- Support your child by being organised and packing their school bag the night before
- Support us in teaching your child by ensuring they always have their planner, pens, pencils, rulers, a bag, and pencil case to be able to focus all conversations on learning.
- Keep an eye out for the Head's blog on the school website to see all the brilliant personal development activities that go on in school.

Subject: English

The curriculum for Year 7

### Term 1 Overview

#### ***When the Sky Falls: Power***

Big picture: to introduce the idea of power as a concept

Learning intent: to understand that power is used as a means of success and winning

#### ***Lord of the Flies: Power and Organisation***

Big Picture: to demonstrate and understand a system of organisation which fails

Learning intent: to identify that rules and laws are sometimes used to have power over others

### Term 2 Overview

#### **Growing Up (Poetry Anthology): Power Struggles**

Big Picture: to explore the presentation of parent/child relationships in a collection of poetry

Learning intent: to create poems which demonstrate students choosing language for effect

#### **Reading Challenge (linking to World Book Day)**

Big Picture: to further develop a love for reading

Learning intent: to choose books for challenge, interest, and enjoyment

#### **Introduction to Shakespeare: Presentations of power**

Big Picture: to explain the differences between Shakespeare's comedies and tragedies

Learning intent: to identify the themes of power in three Shakespearean plays and be able to describe life in Elizabethan England

### Term 3 Overview

#### **Introduction to Shakespeare: Presentations of power (continued)**

Big Picture: to explain the differences between Shakespeare's comedies and tragedies

Learning intent: to identify the themes of power in three Shakespearean plays and be able to describe life in Elizabethan England

#### **Life is so Unfair: Power of humans**

Big Picture: to understand the differences in social class in the Victorian period

Learning intent: to list examples of power in Victorian England

#### **Reading Challenge (in preparation for Year 8)**

Big Picture: to further develop a love for reading

Learning intent: to choose books for challenge, interest, and enjoyment

### **How will we assess progress?**

National reading and comprehension tests at the start, mid-point and end of the year  
2 formal assessment points – mid and end of year  
Whole class feedback within each unit  
Spelling tests – key points within each unit  
Grammar tests – key points within each unit  
Assessment will cover creative, transactional, evaluative and SPAG skills

### **Home learning**

Weekly homework – in the form of spellings or written homework  
Regular reading – students are expected to have a personal reading book (can be their own or borrowed from the library) and should read at least 4 times per week.  
Work will always be available on TEAMS – either in the format of Oak National Learning or individual class PowerPoints and resources. Students should refer to this if they miss lessons or need to recap learning.

### **Knowledge Organisers**

Issued to students at the start of each topic and uploaded to TEAMS at the start of each topic

### **Subject specific websites that may be helpful**

BBC Bitesize KS3 English – for all aspects of reading, writing and SPAG  
<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

Education Quizzes – quick, simple quizzes to practise the technical aspects of English  
<https://www.educationquizzes.com/ks3/english/>

Book Trust – for recommendations of great reads  
<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

### **What can you do as a parent to help**

Talk to your child about their learning – what they have learnt that is new, what they've struggled with, how they think their learning links to what they already know. Our theme is power so asking how their learning links to power will enable them to explain the links between topics.

Model skilled reading habits and support them to read often. We all prefer to read something we enjoy and that interests us so help with this is important.

Support them to complete their homework – ensure they have appropriate time and space available.

Contact their teacher if you have any concerns or queries – they will be happy to work with you to support your child.

Subject: MATHS

The curriculum for Year 7

### **Term 1 Overview**

#### Algebraic Thinking

- Sequences
- Understand and use algebraic notation
- Equality and equivalence

#### Place Value and Proportion

- Place value and ordering integers and decimals
- Fraction, decimal and percentage equivalence

### **Term 2 Overview**

#### Applications of Number

- Solving problems with addition and subtraction
- Solving problems with multiplication and division
- Fractions and percentages of amounts

#### Directed Numbers

- Operations and equations with directed numbers

#### Fractional Thinking

- Addition and subtraction of fractions

### **Term 3 Overview**

#### Lines and Angles

- Constructing, measuring, and using geometric notation
- Developing geometric reasoning

#### Reasoning with Number

- Developing number sense
- Sets and probability
- Prime numbers and proof

**How will we assess progress?**

Daily in lessons using recall, starters, mini whiteboards  
Common marking points  
Formal assessments each term  
End of year assessments

**Home learning**

Homework will be set weekly (online or paper copy)  
Learning formulae and key words  
Lessons available on Teams  
Supporting work from Oak National Academy available on Teams

**Knowledge Organisers**

Issued at the start of each topic with key vocabulary  
Will be made available on Teams

**Subject specific websites that may be helpful**

mymaths.co.uk      school ID: oakbank      school password: obtuse      log in with your portal details  
corbettmaths.com      5-a-day challenges, video examples of topics

**What can you do as a parent to help**

Encourage times tables practice and mental arithmetic challenges (corbettmaths 5-a-day numeracy)  
Check homework is being completed regularly  
Encourage revision of key topics before formal assessments

Subject: Science

The curriculum for Year 7

### Term 1 Overview

- Cells
- Contact Forces
- Particles
- Movement
- Current

Assessment on all topics taught in this term week beginning 12<sup>th</sup> Dec

### Term 2 Overview

- Separating Mixtures
- Variation
- Energy Transfers
- Acids and Alkalis

### Term 3 Overview

- Gravity
- Scientific Skills
- Earth Structure
- Metals and Non metals
- Human Reproduction

Assessment on all topics taught so far in Yr. 7 on week beginning 22<sup>nd</sup> May. This will not include Metals and Non-Metals and Human Reproduction as the test is before these have been taught.



### How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards  
Weekly mini tests on spelling and definitions  
Common marking points at least once in each topic taught  
Formal assessments  
End of year assessments

### Home learning

*Weekly:*

Online recap of previously taught work.  
learning of spelling / definitions of key science terms for current topic  
Homework will be uploaded to TEAMS

*Termly:*

Knowledge Organisers will be uploaded to TEAMS to help pupils to revise current and previous topics using the READ / COVER / WRITE / CHECK strategy  
OAK Academy lessons uploaded to TEAMS for the topics being taught term to ensure pupils who miss lesson can catch up at home.

### Knowledge Organisers

Issued at the start of each topic  
Used in lessons to help complete the re-cap of previous work  
KS3 revision guides available from the library

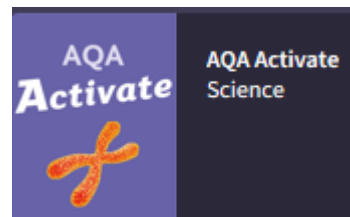
### Subject specific websites that may be helpful

Kerboodle resources are on the website [www.kerboodle.com](http://www.kerboodle.com)

**Username** is your oakbank username which is the same as your email address without the @beckfootoakbank.org

**Institute code** is dy7

If you have forgotten your email or do not have one, then hit the button that says forgotten email and a way to reset it will be sent to your school email



Select this book (see side image) on Kerboodle and then watch the video on how to use it by using this link  
[Kerboodle Student: Using Kerboodle - Bing video.](#)

KS3 bitesize <https://www.bbc.co.uk/bitesize> Selecting Secondary Science KS3 to access relevant information

Oak National Academy <https://www.thenational.academy>

### What can you do as a parent to help

Encourage and help student learn the spelling and meaning of science keywords.  
Help student to access the above useful websites  
Ensure if lessons are missed that student uses TEAMS and engages in the uploaded Oak Academy lessons to catch up  
Ensure homework completed each week.  
Encourage students to spend at least one hour per week on science home learning.

Subject: History

The curriculum for **Year 7**

Students study 6 enquiries throughout the year.

### **Term 1 Overview**

**Enquiry 1:** Who lived in Britain before 1066?

- The arrival of different groups to Britain e.g. Vikings and Romans.
- The effects these groups had on Britain pre-1066.

**Enquiry 2:** How did William I control England?

- The arrival of the Normans and the Battle of Hastings
- The changes in Britain because of the Norman Conquest

**Enquiry 3:** How hard was life in Medieval England?

- Life in Britain during the Medieval period.
- Social, political and economic changes in Britain during this period.

### **Term 2 Overview**

**Enquiry 3 (cont.):** How hard was life in Medieval England?

- Life in Britain during the Medieval period.
- Social, political and economic changes in Britain during this period.

**Enquiry 4:** What made the Mali Empire so wealthy?

- Comparing life in England during the Medieval period with life in West Africa during the same period.
- The reasons why the Mali Empire was so wealthy

**Enquiry 5:** How successful were the Tudor monarchs in bringing stability to England?

- The successes and failures of the five Tudor monarchs and the political, social, economic and religious effects of their reigns on the people of England.

### **Term 3 Overview**

**Enquiry 5 (cont.):** How successful were the Tudor monarchs in bringing stability to England?

- The successes and failures of the five Tudor monarchs and the political, social, economic and religious effects of their reigns on the people of England.

**Enquiry 6:** How significant were the changes in Stuart England?

- The events of the Civil War
- The changes that occurred after the Civil War and the effects that these changes had on the people living in England.

**How will we assess progress?**

- Daily in lessons using recall, starters, mini whiteboards
- Microsoft Forms tests weekly
- Common marking points
- Two formal assessment points in the year
- End of year assessments

**Home learning**

- Online weekly Microsoft Forms test
- Oak Academy lessons will be available for the current topic

**Knowledge Organisers**

- Issued at the start of each topic
- You can find them on Teams ...

**Subject specific websites that may be helpful**

[KS3 History - BBC Bitesize](#)

[History lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#)

**What can you do as a parent to help**

- Keep up to date with current affairs and discuss with your child news events all around the world
- Encourage them to go back over content they are unsure of
- Ensure they complete their weekly quizzes

Subject: Geography

The curriculum for **Year 7**

### **Term 1 Overview**

Topic 1: Where are the worlds Fantastic Places?

- An overview of geography
- A series of fantastic and fascinating places around the world are studied with links to key geographical skills such as map skills and sketch maps

Topic 2: What is my local area like?

- An overview of the Keighley and Bradford area
- Focussing on; the UK, why Keighley is here, migration and tourism

### **Term 2 Overview**

Topic 3: What shaped the coasts?

- An overview of coastal landscapes in the UK
- Focussing on; processes, landforms and eroding coastlines

Topic 4: What is an economy?

- An overview of how countries make money and become developed
- Focussing on; types of job and industry, past and current UK industries, development of countries and how it can change over time and inequalities around the world

### **Term 3 Overview**

Topic 5: What is weather?

- An overview of the causes and impacts of weather
- Focussing on; formation of weather, climate of the UK and Keighley and extreme weather events

Topic 6: Can we live forever?

- An overview of population dynamics
- Focussing on; population change and how they change over time

Topic 7: What is Nigeria like?

- A holistic unit that pulls together everything we have studied this year and focussing on one of the quickest emerging countries in the world

**How will we assess progress?**

- Daily in lessons using recall, starters, mini whiteboards
- Microsoft Forms tests weekly
- Common marking points
- Two formal assessment points in the year
- End of year assessments

**Home learning**

- Online weekly Microsoft Forms test
- Oak Academy lessons will be available for the current topic

**Knowledge Organisers**

- Issued at the start of each topic
- You can find them on Teams ...

**Subject specific websites that may be helpful**

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/geography>

**What can you do as a parent to help**

- Keep up to date with current affairs and discuss with your child news events all around the world
- Encourage them to go back over content they are unsure of
- Ensure they complete their weekly quizzes

Subject: Open Minds

The curriculum for Year 7

### Term 1 Overview

Open Minds is a blended subject designed to meet the needs of our students; it includes religious and worldviews studies, Citizenship, British Values, Personal Social and Economic education as well as relationships and health education. Open Minds aims to challenge students' thinking and get them ready for life in the modern world, able to identify and manage risks and keep themselves safe.

#### 7.1 What does a world of belief look like?

- The purpose of this unit is to provide a consolidating base for pupils who have come into KS3 with different experiences of RE during KS1 and 2. Pupils will explore what it means to have faith and separate ideas between belief, fact and opinion. Pupils will consider arguments for and against the existence of good, strengthening their own ability to express their beliefs and opinions. The unit is also designed to give students a deeper insight into the lives of other religious believers, that may live in 21<sup>st</sup> Century multicultural Britain.

### Term 2 Overview

#### 7.2 How can we address the inequalities in our world?

- The purpose of this unit is to allow students to explore the concept of justice. It challenges pupils to think about the responsibility of acting to promote social justice, and why this is important. They will look at cases over the course of recent history and examine how and why people acted to promote justice in the world. Pupils will investigate Christian and Muslim beliefs by looking at teachings from the Bible and Qur'an and will try to apply them to modern day scenarios.

#### 7.3 Why should we follow rules?

- The intent of this unit is to encourage students to think about the aims and methods of punishment. They will look closely at the death penalty and examine whether it is a justifiable punishment in modern day society. They will then look at case studies of modern crime, and apply their learning on theories of punishment, to decide which crime should receive which punishment. This will link in to looking at how we can govern and protect society.
- Key Skills: Students should be able to fully justify their own opinions, whilst taking in to account the need to respect others.

### Term 3 Overview

#### 7.4 How do we keep ourselves healthy and happy?

- The aim of this unit is to encourage students to think about the different types of families and relationships in the 21<sup>st</sup> Century. It will give the students time to reflect on the importance of marriage, and religious attitudes to marriage, divorce, and sex. The unit will also look at the different celebrations and traditions that different religions use when getting married and starting a family.
- Key Skills: Students should be able to fully justify their own opinions, whilst taking in to account the need to respect others.

#### 7.5 How much money?!

- The aim of this unit to introduce students to the wealth, poverty, and the world of money, change and coin-handling. A key life lesson in learning to check change, understand the complex and changing world of online and ePayments. Key to this is ensuring students stay safe and keep their money safe.

#### 7.6 World Religion Project

- The aim of this unit is to further explore a major World Religion of choice and build on the work done in 7.1, and in preparation for more detailed studies in 8.4 and 8.5. Students will be able to develop their research skills to form a deeper understanding of their chosen religions looking at festivals, holy people, founders, places of worship and holy texts.

### **How will we assess progress?**

Daily in lessons using recall, starters, mini whiteboards  
Mini tests half termly  
Termly assessments.

### **Home learning**

Extra-curricular attendance encouraged at all events across school. Homework set half-termly in line with Schemes of Work.

### **Knowledge Organisers**

You can find them on Teams and in students' books.

### **Subject specific websites that may be helpful**

- Oak National - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/citizenship> and also: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe>
- BBC Bitesize RE - <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- BBC Bitesize Citizenship - <https://www.bbc.co.uk/bitesize/subjects/zkhgvwx> and also <https://www.bbc.co.uk/bitesize/subjects/zhrd8hv>
- BBC News Religions stories - <https://www.bbc.co.uk/news/topics/cjnw18q4ny3t>

### **What can you do as a parent to help**

Encouraging young people to read / watch the news helps them to understand current affairs and the world around them – discussing and asking questions as they arise is a brilliant way of learning Open Minds outside the classroom and being ready for life in the 21<sup>st</sup> C.

Reminding students about being equipped and ready to learn each day helps students to be motivated and hard working.

Subject: Spanish

The curriculum for Year 7

### Term 1 Overview

#### Autumn Term: Myself, Family and Friends

- Asking and answering your name, how you are and where you live
- Asking and answering how many siblings you have
- Asking and answering when your birthday is
- Asking and answering how to spell words
- Asking and answering how many people there are in your family
- Describing personality
- Describing hair and eye colour
- Describing what people look like
- Discussing pets
- Learning about Christmas in Spain

### Term 2 Overview

#### Free Time

- Describing what activities you like to do
- Describing what activities you do
- Describing the weather
- Describing what sports you do
- Describing what you use your phone for
- Describing what music you do and don't like
- Discussing and giving opinions on different types of TV shows

### Term 3 Overview

#### School Life

- Describing what subjects you study
- Giving positive and negative opinions about subjects and extending sentences with reasons
- Describing your school
- Describing what you do at break time
- Reviewing Y7 learning



**How will we assess progress?**

Daily in lessons using recall, starters, mini whiteboards  
Homework checkers  
Common marking points  
Formal assessments in listening, speaking, reading, translation and writing  
End of year assessments

**Home learning**

Homework will be based on the Knowledge organisers issued for every topic.  
Homework checkers every fortnight  
Online using ActiveLearn – see note below regarding Login  
All lessons and knowledge organisers are on Teams

**Knowledge Organisers**

There is a Knowledge Organiser for every topic  
These are broken down into Sentence Builders which are issued with every topic  
All these resources will be available on Teams and paper copies sent home

**Subject specific websites that may be helpful**

ActiveLearn – individual Logins will be issued in the first half term  
Quizlet – a letter will come home as parents/ guardians will need to set the account up.  
Blooket  
Seneca  
BBC Bitesize

**What can you do as a parent to help**

Encourage students to review the Knowledge Organisers regularly  
Little and often – 10 minutes 3 times a week is better than one 30-minute session to learn new language  
Look, cover, say, write, check is effective. Encourage students to use this method to embed knowledge.

**Key Stage 3****Subject: Year 7 Design Technology**

The curriculum for Year 7 2022.23

In year 7 students are taught in 3 separate subject rotations, Food Technology, Materials and Visual Technology and Textiles Technology, each lasting 13 weeks with 26 learning hours. The guiding principle behind our curriculum to explore 'Cultural Capital' and 'Sustainability'.

**Materials and Visual Technology**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Research and Evaluate</b> Research cultural Body adornment	<b>Technical Knowledge</b> Mood board Primary research of pendants Product analysis	<b>Technical Knowledge</b> Life Cycle process Pewter	<b>Technical Knowledge/Design</b> Pendant design Orthographic and Isometric drawings	<b>Design/Make</b> Creating mould for pendant	<b>Technical Knowledge/Make</b> Melting and pouring pewter
					<b>Mid project assessment</b>
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Technical Knowledge/Make</b> Sanding and finishing	<b>Research and Evaluate</b> Research existing jewellery companies Typography	<b>Technical Knowledge/Design</b> 2D designs and rendering techniques	<b>Technical Knowledge/Design</b> 2D Design CAD/CAM	<b>Technical Knowledge/Make</b> Assemble box	<b>Evaluate</b> End of Project Test Feedback and completion.
					<b>End of project assessment</b>

**Food Technology**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Theory</b> Introduction to project Kitchen rules and expectations. Hygiene and safety. 4Cs in hygiene	<b>Theory</b> Personal hygiene Washing up and equipment audit	<b>Theory</b> Food as fuel and The Five- a- Day <b>Practical</b> Knife skills Fruit salad	<b>Theory</b> Weighing and measuring <b>Practical</b> Flap jacks	<b>Theory</b> Flap jack evaluation Food awareness – seasonality and Air miles	<b>Theory</b> <b>Mid Term Assessment—DIRT</b> Specialist equipment uses of the oven
					<b>Mid project assessment</b>
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Theory</b> Introduction to nutrition <b>Practical</b> Practical Pizza Toast	<b>Theory</b> Eat Well Guide Planning a nutritional meal <b>Practical</b> Fajitas / planning	<b>Theory</b> Fajita Evaluation Pasta research and planning a nutritional pasta dish	<b>Theory</b> Introduction to sensory analysis <b>Practical</b> Pasta in a jar	<b>Theory</b> Raspberry buns planning <b>Practical</b> Raspberry buns practical assessment	<b>Evaluate</b> Completion of booklet/ revision <b>End of Project Test</b> Feedback and completion
					<b>End of project assessment</b>

**Textiles Technology**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Research/ Technical Knowledge</b> Explore the theme— Group Task Research and present - Endangered animals.	<b>Analysis/ Evaluate/ Technical Knowledge</b> Artist analysis—Dieter Braun. Fabric crayon sample.	<b>Technical Knowledge</b> Basic embroidery stitches. Embroidery self-Assessment sheets	<b>Design</b> Mood board of simple animal shapes. Design Ideas	<b>Make/ Final Design</b> Sewing Machine Driving Test	<b>Evaluate/Technical Knowledge</b> Feedback and Improvement Time Fibres and Fabrics Sewing Machine Driving Test
					<b>Mid project assessment</b>
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Technical Knowledge/skill</b> Carrier bag weaving. Polyfusion worksheet. / DIRT Time.	<b>Technical Knowledge/skill</b> Create template for applique. Cut out felt pieces and pin to outer fabric.	<b>Technical knowledge/skill/Make</b> Embroidery Stitches to complete felt pieces.	<b>Technical knowledge/skill/Make</b> Pin and Tack Zip. Machine re-cap – Attach zip.	<b>Make</b> Practical completion of pencil case. Evaluation.	<b>Evaluate</b> End of Project Test Feedback and completion.
					<b>End of project assessment</b>

## Key Stage 3 – Design Technology – Year 7

### How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards  
Mini tests weekly  
Common marking points  
Written and verbal teacher feedback  
Directed teacher questioning  
Formal assessments  
Coursework  
End of year assessments

### Home learning

Each rotation has a clearly defined learning journey that students can follow as they move through their learning.  
Home learning points are communicated and set 4 times during each rotation and students will be able to use their knowledge organisers to help them complete all home learning tasks

### Knowledge Organisers

Issued at the start of each rotation  
You can find them on website / on Teams

### Subject specific websites that may be helpful

[www.bbc.com/education](http://www.bbc.com/education)  
[www.bbcgoodfoodguide.com](http://www.bbcgoodfoodguide.com)  
[www.bbc.com/education](http://www.bbc.com/education)  
[www.nutrition.org.uk](http://www.nutrition.org.uk)  
[www.fineartamerica.com](http://www.fineartamerica.com)  
[www.digitalcameraworld.com](http://www.digitalcameraworld.com)  
[www.1854.photography](http://www.1854.photography)  
[www.iphonephotographyschool.com](http://www.iphonephotographyschool.com)  
[www.npg.org.uk](http://www.npg.org.uk)

### What can you do as a parent to help

Encourage your child to read and follow the project learning journey  
Encourage your child to complete all home learning tasks set and use their knowledge organisers to help them  
Encourage them to complete practical tasks at home, e.g. cooking  
Visit local art and design attractions e.g. Salts Mill  
Discuss their Design Technology learning with them

<b>Nurture Pathway</b>	<b>Subject: Year 7 Design Technology</b>
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The curriculum for Year 7 2022.23

In year 7 students are taught in 4 separate subject rotations, Food Technology, Materials and Visual Technology and Textiles Technology, each lasting between 8 weeks, with 16 learning hours. The guiding principle behind our curriculum to explore 'Cultural Capital' and 'Sustainability'.

### Materials and Visual Technology

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Technical Knowledge</b> Mood board Primary research of pendants Product analysis	<b>Technical knowledge/Evaluation</b> Design brief and specification	<b>Technical Knowledge</b> Life Cycle process Pewter	<b>Technical Knowledge/Design</b> Pendant design	<b>Technical Knowledge</b> Health and safety in a workshop	<b>Design/Make</b> Creating mould for pendant	<b>Technical Knowledge/Make</b> Melting and pouring pewter	<b>Technical Knowledge/Make</b> Sanding and finishing
			<b>Mid project assessment</b>				<b>End of project assessment</b>

### Food Technology

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Theory</b> Introduction to project Kitchen rules and expectations.	<b>Theory</b> Fruit and vegetables <b>Practical:</b> Knife skills – fruit salad	<b>Theory</b> Weighing and measuring <b>Practical:</b> Flapjack practical.	<b>Theory</b> Specialist equipment uses of the oven <b>Practical</b> Pizza toast	<b>Theory</b> Nutrition and the Eat Well Plate Introduction <b>Practical</b> Fajitas	<b>Theory</b> Planning a balanced pasta salad <b>Practical</b> Pasta salad	<b>Theory</b> Introduction to sensory analysis <b>Practical</b> Raspberry buns	<b>Theory</b> End of project Assessment— DIRT <b>Practical</b> Practical assessment – flapjacks
			<b>Mid project assessment</b>				<b>End of project assessment</b>

### Textiles Technology

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Analysis/Evaluate/Technical Knowledge</b> Artist analysis— Dieter Braun. Fabric crayon sample.	<b>Technical Knowledge</b> Basic embroidery stitches. Embroidery self-Assessment sheets	<b>Design</b> Mood board of simple animal shapes. Design Ideas	<b>Make/ Final Design</b> Sewing Machine Driving Test	<b>Technical Knowledge/skill</b> Create template for applique. Cut out felt pieces and pin to outer fabric.	<b>Technical knowledge/skill/Make</b> Embroidery Stitches to complete felt pieces.	<b>Technical knowledge/skill/Make</b> Pin and Tack Zip. Machine re-cap – Attach zip.	<b>Make</b> Practical completion of pencil case. Evaluation.
			<b>Mid project assessment</b>				<b>End of project assessment</b>

### Computing (Digital Technology)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>The Network and Teams</b> Introduction to the school network and how to navigate Microsoft teams.	<b>E-safety</b> How to stay safe online and sensitive information.	<b>E-safety</b> Cyberbullying and Phishing scams.	<b>The Internet and E-mail</b> Introduction to outlook and how to effectively use the internet.	<b>Microsoft Word</b> Introduction to Microsoft Word	<b>Microsoft PowerPoint</b> Introduction to Microsoft PowerPoint	<b>Microsoft Publisher</b> Introduction to Microsoft Publisher	<b>Microsoft Excel</b> Basic formulas in Excel.
			<b>Mid-term assessment</b>				<b>End of Unit assessment</b>

### Key Stage 3 – Design Technology – Year 7 – Nurture Pathway

#### How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards  
Mini tests weekly  
Common marking points  
Written and verbal teacher feedback  
Directed teacher questioning  
Formal assessments  
Coursework  
End of year assessments

#### Home learning

Each rotation has a clearly defined learning journey that students can follow as they move through their learning.  
Home learning points are communicated and set 4 times during each rotation and students will be able to use their knowledge organisers to help them complete all home learning tasks

#### Knowledge Organisers

Issued at the start of each rotation  
You can find them on website / on Teams

#### Subject specific websites that may be helpful

[www.bbc.com/education](http://www.bbc.com/education)  
[www.bbcgoodfoodguide.com](http://www.bbcgoodfoodguide.com)  
[www.bbc.com/education](http://www.bbc.com/education)  
[www.nutrition.org.uk](http://www.nutrition.org.uk)  
[www.fineartamerica.com](http://www.fineartamerica.com)  
[www.digitalcameraworld.com](http://www.digitalcameraworld.com)  
[www.1854.photography](http://www.1854.photography)  
[www.iphonephotographyschool.com](http://www.iphonephotographyschool.com)  
[www.npg.org.uk](http://www.npg.org.uk)

#### What can you do as a parent to help

Encourage your child to read and follow the project learning journey  
Encourage your child to complete all home learning tasks set and use their knowledge organisers to help them  
Encourage them to complete practical tasks at home, e.g. cooking  
Visit local art and design attractions e.g. Salts Mill  
Discuss their Design Technology learning with them

Subject: **Computer Science**

The curriculum for Year: **7**

**Term 1 Overview: Intro to ICT and Computer Science and E-safety**

<b><u>HT1- Intro to ICT and Computer Science</u></b>	<b><u>HT2- E-Safety</u></b>
Week 1- Navigating the school Network	Week 1- Staying safe online
Week 2- Baseline Assessment	Week 2- Sensitive information
Week 3- Typing Skills	Week 3- Cyber bullying
Week 4- Word Processing Skills	Week 4- Strong passwords
Week 5- Presentation Skills	Week 5- Phishing scams
Week 6- Input and Output Devices	Week 6- Malware
Week 7- Intro to Binary	Week 7- Assessment

**Term 2 Overview: Control Technology and Graphics**

<b><u>HT3- Control Technology</u></b>	<b><u>HT4- Graphics</u></b>
Week 1 -Intro to flowol	Week 1- Introduction to Bitmaps
Week 2- Bridge lights	Week 2-Binary and Bitmaps
Week 3- Pelican Crossing	Week 3- Vector Graphics
Week 4- Sensors and lighthouse	Week 4- Graphics skills
Week 5- Pseudocode	Week 5- Layering
Week 6- Problem solving with flowcharts	Week 6- Hue, Saturation and Lightness

**Term 3 Overview: Spreadsheets and Scratch**

<b><u>HT5- Spreadsheets</u></b>	<b><u>HT6- Scratch</u></b>
Week 1- Intro to Spreadsheets	Week 1- Scratch Basics
Week 2- Formulas	Week 2- Movement
Week 3- Functions	Week 3- Scene change
Week 4- Models	Week 4- Paint app
Week 5- Graphs	Week 5- Trailer part 1
Week 6- Assessment	Week 6- Trailer part 2

**How will we assess progress?**

Students will be assessed half termly at the end of each topic (Computer Science lessons are 1 hour a week).

In class formative and diagnostic assessment will be ongoing during lesson times.

**Home learning**

Home learning activities will be given throughout the year at key points of the topics.

**Knowledge Organisers**

Issued at the start of each topic

You can find them on the school website and via Teams

**Subject specific websites that may be helpful**

[www.teachict.com](http://www.teachict.com)

[www.csunplugged](http://www.csunplugged)

[www.bbcbitessize.com](http://www.bbcbitessize.com)

**What can you do as a parent to help**

Encourage your child to engage in any additional tasks given by their CS teacher. Coding is a key part of the CS curriculum therefore your child would benefit from any independent study in their own time. The CS team will always direct students to website/resources to encourage learning outside of the classroom.

Subject: Art

The curriculum for Year 7

### Term 1 Overview

#### Formal Elements

1. Yinka Shonibare and Identity (*Class and Homework*)
2. Formal Elements
  - a. Line and Texture
  - b. Tone
  - c. Colour Theory
  - d. Colour Wheel section**
  - e. Pattern and Shape
- 3. Yinka Shonibare Composition**
4. Yinka Shonibare Sculpture
5. L. S. Lowry Sketchbook presentation (*Class and homework*)
6. Tonal Perspective Landscape
7. *Collage of landscape photographs showing tonal and linear perspective (Homework)*
8. Tints and Shades Samples

Note: Bold type denotes formally assessed work and common marking point.

### Term 2 Overview

#### Landscape and Perspective

- 1. Tints and Shades Landscape**
2. Perspective Examples
3. *Examples of streets using 1 and 2 point perspectives x 2 homeworks*
- 4. Perspective Test**
5. *Drawing of a house using one or two point perspective (Homework)*
6. Collaborative/individual painting of a building/street
7. *History of landscape painting research project (homework)*
8. Impressionist mark making samples
9. Collaborative/individual background sky in Van Gogh style /Starry Night work.

Note: Bold type denotes formally assessed work and common marking point.

### Term 3 Overview

#### Landscape and Portraiture

1. Hockney mark making samples
- 2. Impressionist/Hockney presentation/collage/research project (Class and homework)**
- 3. Landscape background using Hockney and Impressionism**
4. Proportions of the face
5. Tonal features
6. *Collage of famous portraits and analysis(homework)*
- 7. Tonal Portrait**
8. Colour portrait of a celebrity

Note: Bold type denotes formally assessed work and common marking point.



### How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards.
- Common marking points **Bold type denotes formally assessed work and common marking points.**
- Formal assessments **Bold type denotes formally assessed work and common marking points.**
- Formal testing points (See the overview).
- Coursework across the year.
- End of year assessments.

### Home learning

- Approximately three per term (please see the termly overviews - *indicated in italics*). Please also note that additional home learning may be set in response to student curiosity arising from a lesson or where lessons have been affected by unavoidable disruptions.
- Class work is uploaded to Teams weekly.
- Oak National Academy work is uploaded to Teams termly.
- Home learning is uploaded to Teams at the appropriate point.

### Knowledge Organisers

- Issued at the start of each topic - these are kept in student sketchbooks
- You can find them on website / on Teams

### Subject specific websites that may be helpful

<https://yinkashonibare.com/>  
[https://en.wikipedia.org/wiki/Yinka\\_Shonibare](https://en.wikipedia.org/wiki/Yinka_Shonibare)  
<https://thelowry.com/about-us/ls-lowry/>  
[https://en.wikipedia.org/wiki/L.\\_S.\\_Lowry](https://en.wikipedia.org/wiki/L._S._Lowry)  
[https://en.wikipedia.org/wiki/Claude\\_Monet](https://en.wikipedia.org/wiki/Claude_Monet)  
<https://www.tate.org.uk/art/art-terms/i/impressionism>  
<https://www.theartstory.org/artist/seurat-georges/>  
[https://en.wikipedia.org/wiki/Georges\\_Seurat](https://en.wikipedia.org/wiki/Georges_Seurat)  
<https://www.vangoghmuseum.nl/en/art-and-stories/art/vincent-van-gogh>  
[https://en.wikipedia.org/wiki/Vincent\\_van\\_Gogh](https://en.wikipedia.org/wiki/Vincent_van_Gogh)  
<https://www.hockney.com/home>  
[https://en.wikipedia.org/wiki/David\\_Hockney](https://en.wikipedia.org/wiki/David_Hockney)  
<https://www.artst.org/famous-portrait-artists/>  
<https://artincontext.org/famous-portrait-artists/>  
[https://en.wikipedia.org/wiki/Amedeo\\_Modigliani](https://en.wikipedia.org/wiki/Amedeo_Modigliani)  
[https://en.wikipedia.org/wiki/Leonardo\\_da\\_Vinci](https://en.wikipedia.org/wiki/Leonardo_da_Vinci)

### What can you do as a parent to help

- A small basic pack of pencil crayons, rubber, pencil etc for homework.
- Support your child by encouraging them to view the websites above to help with homework.
- Check class/home learning tasks on Teams and check that your child has completed the homework.
- Encourage your child to use the many ICT facilities around school to research and print pieces where required at breaks, lunch and after school if they do not have facilities at home.
- Please note: Art homework should not be uploaded to Teams unless specifically asked for. It should be a hard copy/print to be put into the sketchbook.

Subject: Music

The curriculum for Year 7

### Term 1 Overview

#### Year 7

##### Unit 1 – Performance 1 ‘I’m a Believer’.

Students will be able to:

Play C, F, G Chords in root position on the keyboard

Perform on drums basic rock beat either  $\frac{1}{4}$  or  $\frac{1}{8}$ <sup>th</sup>, keyboard, voice as a smaller group

Sing in unison

Have the confidence to perform on their own

Develop ‘performance confidence’.

##### Unit 2 – Ode to Joy

Students will be able to:

Play melody of ‘Ode to Joy’

Compose fanfare using harmonic notes.

Read notes on the stave in key of C

Read whole, half, quarter and eighth note rhythms

Developing ‘performance confidence’.

Follow the geography of the sheet music following the ‘2<sup>nd</sup> time Al Fine’.

### Term 2 Overview

##### Unit 3 – Music Technology EDM

Students will be able to:

Arrange a new piece of music from the given Building blocks.

Open, save, Loop, copy, paste, truncate

Create own dance track using the given loops on separate tracks

Navigate the program appropriately and creatively realising that there are more than one way to complete a function

Develop technical and working knowledge and understanding of the sequencing program

##### Unit 4 – Performance 2

Students will be able to:

Perform block chords in time

Understand the formation of chords, root, 3<sup>rd</sup>, 5<sup>th</sup>

Follow a simple lead sheet

Play half time rock beat with bass drum

Sing along with the original

Develop ‘performance confidence’.

### Term 3 Overview

## Unit 5 World Music

Students will be able to:

Identify Gamelan, India, Chinese music

Compose Peking, Saron, Raga, Drone, Tala, Pentatonic Improvisation

Rehearse and perform their final pieces.

The pupils should choose appropriate instrumentation, have a suitable structure, select which notes to use for their melody and drone.

Develop 'performance confidence'.

## Unit 6 – Music technology

(2 part Sequencing)

Melody and Chords. (Twinkle Twinkle)

Students will be able to:

Play, record, edit melody

Play, record, edit chords

Record in time

Use tempo to slow recording down

Edit errors and wrong notes

Use Copy and Paste functions for various sections

Add drum loop for accompaniment.

### How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards.
- Listening tests
- Assessed performances / compositions

### Home learning

*Instrument practice and listening*

### Knowledge Organisers

*Issued at the start of each topic*

### Subject specific websites that may be helpful

<https://www.musicalfuturesonline.org/my-account/>

### What can you do as a parent to help

- Encourage your child to follow up any musical interests they already have
- Encourage your child to listen to a wide variety of musical styles
- Provide guidance / encouragement as needed for research based homework tasks into famous composers or musicians

Subject: **Drama**

The curriculum for Year 7

### Term 1 Overview

Students will develop an understanding of the key features and will devise, rehearse, and perform the following styles:

- A Greek Chorus.
- A Greek Myth
- Slapstick comedy
- **Melodrama**
- **Pantomime**

**Note: Bold type denotes formally assessed work and common marking point.**

### Term 2 Overview

Students will practically explore and develop a performance of a '**Romeo and Juliet**'.

Students will develop an understanding of 'Theatre in Education' and will apply this to devising Drama performances based on historical injustices and historical figures, including:

- Slavery
- **Rosa Parks**
- Martin Luther King
- The Hillsborough Disaster

**Note: Bold type denotes formally assessed work and common marking point.**

### Term 3 Overview

Students will develop an understanding of 'Musical Theatre' and will practically explore the style through exploration of:

- **Matilda**
- Charlie and The Chocolate Factory
- Harry Potter

Students will develop an understanding of physical and aural setting and will be able to identify, explain and analyse this in a range of performance pieces, including:

- Matilda
- Shrek

**Note: Bold type denotes formally assessed work and common marking point.**

### How will we assess progress?

- Daily in lessons using recall, starters, questioning and performances
- Common marking points **Bold type denotes formally assessed work and common marking points**
- Formal assessed performances **Bold type denotes formally assessed work and common marking points**

### Home learning

- Approximately 2/3 per term. This will often be homework that will allow students to develop their performance pieces e.g., memorisation of lines, developing scripts, researching a Practitioner, sourcing props/costumes.
- Oak Academy resources are uploaded to Teams termly.
- Home learning is uploaded to Teams at the appropriate point

### Knowledge Organisers

Available in students Drama work booklet.  
You can find them on website / on Teams

### Subject specific websites that may be helpful

<https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt>

<https://www.bbc.co.uk/teach/class-clips-video/english-literature--drama-gcse-shakespeare-unlocked-romeo-and-juliet/zbm2rj6>

<https://www.yourstagepartners.com/collections/resources>

<https://www.bbc.co.uk/bitesize/topics/z9bwjsg/articles/zd4np4j>

<https://uk.matildathemusical.com/about/the-story/>

[Stage shows, musicals and opera you can watch online now for free | WhatsOnStage](#)

[17 Broadway Plays and Musicals You Can Watch On Stage From Home | Playbill](#)

### What can you do as a parent to help

Support your child by encouraging them to view the websites above to help with homework.  
Check class/home learning tasks on Teams and check that your child has completed the homework.  
Encourage your child to get involved in extra curricula activities.

Subject: Core PE

The curriculum for Year 7

### Term 1 Overview

- Identify the 3 parts to a **warm up** and name some specific muscles
  - Demonstrate some **core skills** in isolation with some success across a range of activities
  - Identify some **components of fitness**
  - Understand the **rules** within a game and identify when they have been broken
  - Identify **strengths** and **weaknesses** within yours and your peers' performance
  - Locate major muscles
  - Identify muscles used in specific stretches
  - Demonstrate correct stretching technique
  - Link components of fitness to specific sports and state why they are required.
- Demonstrate the confidence to pause the game and apply the rules correctly

Boys curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Rugby	Fitness Suite	Hockey	Badminton

Girls curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Healthy Active Me	Netball	Football	Gymnastics

### Term 2 Overview

- Identify the 3 parts to a **warm up** and name some specific muscles
  - Demonstrate some **core skills** in isolation with some success across a range of activities
  - Identify some **components of fitness**
  - Understand the **rules** within a game and identify when they have been broken
  - Identify **strengths** and **weaknesses** within yours and your peers' performance
  - Locate major muscles
  - Identify muscles used in specific stretches
  - Demonstrate correct stretching technique
  - Link components of fitness to specific sports and state why they are required.
- Demonstrate the confidence to pause the game and apply the rules correctly.

Boys curriculum

Cycle 3: January – February half term		Cycle 4: February half term - Easter	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Healthy Active Lifestyles	Table Tennis	Football	Gymnastics

Girls curriculum

Cycle 3: January – February half term		Cycle 4: February half term - Easter	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Hockey	Badminton	Alternative Sports	Fitness Suite

### Term 3 Overview

- Identify the 3 parts to a **warm up** and name some specific muscles

- Demonstrate some **core skills** in isolation with some success across a range of activities
- Identify some **components of fitness**
- Understand the **rules** within a game and identify when they have been broken
- Identify **strengths** and **weaknesses** within yours and your peers' performance
- Locate major muscles
- Identify muscles used in specific stretches
- Demonstrate correct stretching technique
- Link components of fitness to specific sports and state why they are required.  
Demonstrate the confidence to pause the game and apply the rules correctly.

#### Boys curriculum

Cycle 5: Easter – May Half Term		Cycle 6: May half term - Summer	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Athletics	Alt Sports	Rounders	Basketball

#### Girls curriculum

Cycle 5: Easter – May Half Term		Cycle 6: May half term - Summer	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Rounders	Basketball	Rugby	Athletics

#### How will we assess progress?

Daily in lessons using recall and starters  
Formal assessments  
End of year assessments

#### Home learning

Extra-curricular attendance encouraged and homework set in line with Schemes of Work

#### Knowledge Organisers

Shared in Core PE lessons in the changing room

#### What can you do as a parent to help

Remind students to bring kit for their lesson  
Encourage participation in all activities  
Support students wanting to be active beyond the curriculum

## How to support learning

By doing home learning, your child will learn how to read and follow directions independently, manage and budget their time, complete their work neatly and to the best of their ability. It also helps them develop a sense of responsibility, pride in their work, and a work ethic that will benefit them well beyond their school years.

1. **Decide on the workspace:** Somewhere comfortable, quiet and accessible to you so you can provide encouragement and help. Some like the kitchen or dining room table while others prefer their room – but check in periodically and review their work when it's completed if this is the case.
2. **Setting up for success:** Make sure it is well lit, comfortable, stocked-up with school supplies, quiet and free from distractions.
3. **Supporting them:** Help them interpret instructions, and review completed work. Resist the urge to provide the right answers just to get it done! They'll grow in confidence if you help them develop the problem-solving skills they'll need to get through the task.
4. **Make it routine:** Be clear that schoolwork is a priority with ground rules like using the workspace and agreeing a regular time to get it done. Make it clear that there's no TV, phone calls, video game- playing, etc., until it's done and checked.
5. **Empower them:** Some might want to tackle the harder tasks first, while others prefer to get the easier tasks over with. By helping them create a strategy when they're young, they'll do it independently later. Allow short breaks if needed, then guide them back to it with fresh focus and energy.
6. **Instil organisation skills:** Encourage your child to use their Learning Planner, Microsoft Teams, a calendar or reminders on their phone to help get organised.
7. **Make links to the "real world":** Talk about how meeting deadlines is important in the world of work, or how their learning history relates to today's news.
8. **Seek help if required:** Encourage them to ask an adult for help or email their teacher together. Contact their Head of Year if you have ongoing concerns or would like them to attend Homework Hub sessions after school. The LRC is another excellent facility to support your child's learning beyond the school day. It is open Monday to Friday from 8:00am – 3:30pm. We are always open to your suggestions for workshops which support your child's progress.
9. **Praise them:** Recognise and reward their concentration, resilience and effort.
10. **Be a role model:** Whilst they work, do some reading, write letters, lists or emails. By showing that learning remains important and fun once school is over, you'll help them understand that building knowledge is something to enjoy throughout life.

## How I revise for my exams



1. Create a revision plan/timetable
2. Work in 30-45 minute slots
3. Use a variety of techniques
4. Use past exam papers



# Yr7: Careers information at Beckfoot Oakbank

[Beckfoot Oakbank School - Future Ready](#)

Students in Year 7 have plenty of opportunities to engage with career and future ready activities during tutor time, and through a variety of carefully planned assemblies.

Students can also attend Careers Club every Monday where the focus is on ensuring students can explore a variety of career pathways, in particular Step into the NHS.

As well as signposting around school, students have access to an independent Careers Advisor, as well as a bespoke Year 7 Teams page which is regularly updated with career related opportunities



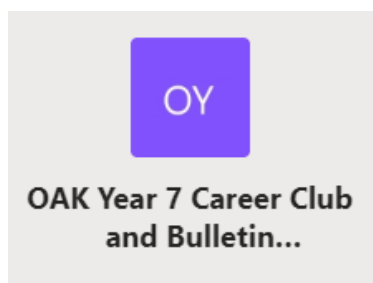
Unifrog is a one-stop-shop for students across KS3, KS4 and KS5 where they can easily explore their interests, then find and successfully apply for their next best step after school.

Unifrog brings into one place every undergraduate university course, apprenticeship, and college course in the UK as well as other opportunities such as School Leaver programmes and MOOCs. Students can also write their personal statements and create CVs with Unifrog guiding them along the way.

## Unifrog- How to log on:

1. All students have received a welcome email from Unifrog
2. If they haven't already, they need to follow the link on the email to register for a Unifrog account
3. For further visits type in [www.unifrog.org](http://www.unifrog.org)
4. Enter username and password
5. EXPLORE!

## [home - icould](#)



## *What is Oak Year 7 Career Club and Bulletin page?*

This is a bespoke way we are using to communicate with Year 7 the types of career opportunities there are. We try to ensure we share a range of different career routes and online opportunities for students to engage with – take a look and see what we are sharing.

Useful websites: [www.healthcareers.nhs.uk](http://www.healthcareers.nhs.uk) , [www.gohigherwestyorks.ac.uk](http://www.gohigherwestyorks.ac.uk) , [https://icould.com/explore](http://https://icould.com/explore)  
<http://amazingapprenticeships.com/> , <http://ccskills.org.uk/careers> , <http://jobs.carnival.com/>

## The 2022-23 School Year

Aug 2022							Sep 2022							Oct 2022							Nov 2022						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14								3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21								10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28								17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													
Dec 2022							Jan 2023							Feb 2023							Mar 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
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5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28						27	28	29	30	31		
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Apr 2023							May 2023							Jun 2023							Jul 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
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24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
																					31						

Key			
<span style="background-color: #e6f2ff;"> </span>	Bank Holiday	<span style="background-color: #e6ffe6;"> </span>	Occasional Day
<span style="background-color: #fff2cc;"> </span>	Training Day	<span style="background-color: #ccffcc;"> </span>	Statutory



