Year 7 Autumn Term 1:

Use the links to skip to a particular subject:

[Art History](#_Art_History:)

[Design](#_Design_and_Technology:)

[Drama](#_Drama:)

[English](#_English:)

[French](#_French)

[Geography](#_Geography:)

[History](#_History:)

[ICT/Computing](#_ICT/Computing:)

[Maths](#_Maths:)

[Music](#_Music:)

[PE](#_PE:)

[RE](#_RE:)

[Science](#_Science:)

[Spanish](#_Spanish)

[SPIRIT](#_SPIRIT:)

|  |  |
| --- | --- |
| **What will your child know, understand or know how to do?** | **Home learning/how parents can help?** |
| Maths: |  |
| Understand the value of digits in decimals, measure and integers.Round numbers to a required number of decimal places.Understand multiples.Understand integer exponents and roots.Understand and use the unique prime factorisation of a number.Understand and use the structures that underpin addition and subtraction strategiesUnderstand and use the structures that underpin multiplication and division strategies.Use the laws and conventions of arithmetic to calculate efficiently | Homework is set on Sparx Maths every Wednesday, due in the following Wednesday.You can help by:Ensuring that they start their homework as early as possible. Don’t leave it until the Tuesday night before it is due in. Encourage your child to watch the videos on Sparx Maths that are available for every question.Students are expected to have 100% on their homework each week s they need to ask for help with a topic if they are struggling.Ask them to tell you what they are learning about, or talk you through a worked example from their book.We teach using the mastery approach – Pearson have put together a useful guide for parents, which can be found here. [Parents’ guide to the mastery approach](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/pearson-maths-mastery-parent-factsheet-final-web.pdf) |
| Science: |
| Names and uses of common laboratory apparatus.Symbols for lab equipmentSafety procedures for the laboratoryLayout of an experimental reportWork and importance of famous scientists.Know that cells are the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope.The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts.the similarities and differences between plant and animal cells.The role of diffusion in the movement of materials in and between cells.The structural adaptations of some unicellular organisms.The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. | Key words & definitions are issued at the start of a new unit and reviewed through a match up activity in class midway through the unit. Pupils to spend 30 minutes on this home learning.Challenge mat – a series of multiple-choice questions on each topic. Pupils to spend 30 minutes on this home learning.You can help by:Practising the definitions and of key terms with your child, for example by reading them together and quizzing each other.Displaying Key words at home.Asking your child to use the words in a sentence. Some additional helpful resources are below:https://www.youtube.com/watch?v=\_TfT9q36754 (results tables)https://www.youtube.com/watch?v=iaewZmc4TYQ&t=66s (variables)https://www.youtube.com/watch?v=0A55QRyJHPM (variables)https://www.bbc.co.uk/bitesize/articles/zfh296f (graphs)BBC Bitesize: Living organisms: <https://www.bbc.co.uk/bitesize/topics/znyycdm>  |
| English: |
| **Myths and Legends:**Know the conventions of a Myth and the conventions of a LegendKnowledge of the plot and characters of the following texts and their contexts:Beowulf Robin HoodMedusa Lady of Shalott Daedalus and Icarus Theseus and the Minotaur Krakus and the Dragon Not my best side Willow pattern storyDaedalus and Icarus Know the definitions of the following poetry key terms:Rhyme Rhythm Alliteration Onomatopoeia AssonanceVerseStanzaEnjambment Metaphor SimilePersonificationAnthropomorphism and personification**Tales of War*** Know the context of WW1, including the role of women and trench warfare.
* Knowledge of key war poems including:

Suicide in the Trenches – Siegfried SassoonWho’s for the Game? – Jessie PopeDrummer Hodge – Thomas HardyDulce Et Decorum Est – Wilfred OwenAnthem for a Doomed Youth – Wilfred OwenThere Will Come Soft Rain – Sara TeasdaleWar Horse poem – Breanda Williams* Know the context of Wilfred Owen and Thomas Hardy
* Knowledge of key war fiction e.g., Michael Morpurgo’s War Horse, The Ghost Road – Opening
* Know the key features of a letter, Tabloid vs Broadsheet, dramatic monologue.
* Know how a selection of non-fiction texts reveal tales of war, e.g. letters, articles, speeches, etc.

Know the following key terms: * Propaganda
* Nationalism
* Imperialism
* Militarism
* Alliances
* Camaraderie
* Humanitarian

Know the following poetic techniques:* Repetition
* Alliteration
* Assonance
* Simile
* Metaphor
* Personification
* Onomatopoeia
* In medias Res
* Enjambment
* Caesura
* Adjectives
* Sensory description
* Synonyms

Know persuasive devices: * Anecdote
* Alliteration
* Repetition
* Emotive language
* Direct address
* Facts
* Opinions
* Rhetorical questions
* Exaggeration
* Statistics
* Triple
 | All students in Y7-9 are given access to Bedrock Vocabulary: <https://app.bedrocklearning.org/> a fantastic app that works with your child to increase their vocabulary knowledge and application. Students have their passwords and usernames recorded in their planners and are expected to complete a minimum of two sessions per week as part of their homework. Should you wish to create a parent account, allowing you to monitor your child’s progress and explore the vocabulary that they are currently learning, you will need your child’s log in information, along with a parent access code (again, found in your child’s planner). Further guidance can be found on the links below:**Parents’ guide to using Bedrock at home**<https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf>? **Parents of Bedrock School Users**<https://bedrocklearning.org/parents-of-bedrock-school-users/?utm_source=Bedrock+Learning+Master+Audience&utm_campaign>Students are set regular reading homework as part of their LRC reading lessons. Please find a list of recommended reads below, that will help to enhance their knowledge surrounding Global Mythology:The Percy Jackson SeriesThe Ickabog, JK RowlingChildren of Blood and Bone, Tomi AdeyemiThe Girl of Ink and Stars, Kiran HargraveNeverwhere, Neil GaimenStudents will also be given a “pick and mix” homework sheet – students will be set homework at specific points in time but are also welcome to complete any extra tasks.  |
| Languages: |
| FrenchKnow how to:* Describe a thing or person (‘etre’)
* Say what people have (‘avoir’)
* Describe what people have (adjectives)
* Distinguish between having and being (‘etre’ and ‘avoir’)
* Talk about a thing or person (‘avoir’, ‘etre’ and plurals)

SpanishKnow how to: * Describe places and location. (‘estar’)
* Say what someone is like at the moment. (‘estar’)
* Say what someone is like in general. (‘ser’)
* Say what people have (‘tener’)
* Say what people do (-ar verbs)

GermanKnow how to: * Talk about where something is (definite articles)
* Ask and state what something is (definite articles)
* Give descriptions of what something is like (indefinite articles, adjectives)
* Give descriptions of what something is not, or is not like (nicht/kein)
* Say what people have (haben)
 | Home learning:* Regular Languagenut homework (<https://www.languagenut.com/en-gb/>) - all students are provided with a log-in for this
* Vocab-learning homework from the knowledge organisers in books
* Self quizzing homework from the knowledge organisers in books
* Feed-forward tasks from the feedback after an in-class assessment

How you can help:* With your child, look through the knowledge organiser sheets stuck in their book at the start of each module of work, and go through the vocab, grammar and phonics section in turn
* Test your child on the vocab section of the knowledge organiser
* Ask you child to explain the grammar points on the grammar section of the knowledge organiser
* Use the phonics section of languagenut and practise saying the sounds with your child
* Use BBC Bitesize to deepen knowledge and understanding:

French - <https://www.bbc.co.uk/bitesize/subjects/zgdqxnb>German - <https://www.bbc.co.uk/bitesize/subjects/zcj2tfr> Spanish - <https://www.bbc.co.uk/bitesize/subjects/zfckjxs> |
| History: |
| Chronology as a historical skill.Know how early migration affected Britain and what impact the Celts, Romans, Anglo-Saxons, Vikings, Normans had.Know some local historical sites such as the Roman amphitheatre in Chester and the Anglo-Saxon crosses in Sandbach. Know how different groups such as Jews, Roma, Huguenots and Palatines have migrated to Britain and their experiences.Know about the crusades and what they demonstrate about the significance of religion in the Medieval period.Know different inventions that were introduced between the period 1066-1500 and what this demonstrates about changes to literacy, warfare, exploration etc. | “Research, review and do” homework tasks when set by teachers.Learn key terms by using key word glossary in exercise book.Use BBC Bitesize to help with understanding, including the following links: Anglo-Saxons <https://www.bbc.co.uk/bitesize/topics/zp6xsbk> Medieval period <https://www.bbc.co.uk/bitesize/topics/zbn7jsg> Crusades <https://www.bbc.co.uk/bitesize/guides/zjbj6sg/revision/1>  |
| Geography: |
| The three types of Geography.How to use map skills.Know the terms “population” and “urbanisation” Know how human and physical processes interact to influence and change landscapes, environments and the climate.Know how human activity relies on effective functioning of natural systems. Know how to use fieldwork to collect, analyse and draw conclusions.  | “Research, review and do” tasks when set by teachers.How you can help?Explore this bitesize lesson with them:<https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/z6hb3j6> |
| RE: |
| How Humanities Changed the World: A focus on worldviewsTo know definitions of key terms such as worldview and organised worldviewStudents will investigate how religion has influenced the world and how it links with Geography and History. To know the effect religion has on their personal lens.To know how to articulate their own worldview. To know what influences their worldview. To know what Humanism is and the rules they follow. Reflect on the value of a worldview. | Create: Complete the humanities project, set by one of their humanities teachers.How you can help:Talk to your child about your own influences and worldview.Explore a non-religious worldview with your child using this Oak academy lesson on Humanism: <https://classroom.thenational.academy/lessons/humanism-cmr62d?from_query=humanism> |
| Art History: |
| History of art via a timeline - including periods, styles and major movements from ancient times up to the present day. Students will be introduced to the formal elements in Art & Design:LineToneTextureShapePattern Colour Composition | Formal Elements revision.How you can help:Support your child with the Art & Design article homework tasks, discussing linked questions and helping with new definitions.Look at work by the named artists, with your child, ask them to explain how the artist has used the key features listed (e.g. line, texture). |
| Drama: |
| To know the definitions of key vocal skills such as:Pitch, Projection, Pause, Articulation, Volume, Tone, Pace, Accent.To know how to adapt your voice to apply the vocal skills successfully.To know how to successfully create Freeze Frames and the skills needed to create a freeze frame.To know how to use the two types of improvisation; planned improvisation and spontaneous improvisation.To know how to create a character using role on the wall. | Home Learning:Practice spellings of skills. Write definitions of the drama techniques. How you can help:Encourage your child to practice the spellings and describing the definitions of the key terms and techniques.Watch drama performances online or visit a local theatre.  |
| Music: |
|  To know the musical elements Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence.To know how to read and write music using graphic scores and standard notation. To know how to perform effectively in an ensemble using vocal skills and keyboard skills. | Home Learning:Learn the topic’s tier 3 vocabulary and develop the ‘speak like a musician’ language when describing music.How can you help?We would encourage students to listen to a wide variety of music from differing cultures. We would also invite students to attend a music enrichment club to further develop their musicianship.  |
| PE: |
| Whilst also learning sport specific knowledge for the activity they are participating in, all students will learn about the key health and safety features of Physical Education.Know the components of a warmup: Pulse Raiser, Stretches, Skill rehearsal.Know how to warm up for different activities.Know how to carry equipment.Know how to move safely in a space.Know bespoke safety instructions for different activities, e.g. whistles in the swimming pool, activity areas, equipment checks etc. | We encourage all students to follow the government guidelines of exercising for 30 minutes every day. Local sports club information can be found in the PE area of the website and on notice boards in the PE faculty.Students should also aim to watch a range of different sports, particularly those that they are currently studying. This will aid their knowledge of the rules and tactics. |
| ICT/Computing: |
| Know how to log on to the school system and to office 365. How to create folders and use ‘the cloud.’ Know how to use the school email correctly, pupils will send an email, attachment, and screen shot as evidence. Searching correctly requires a video explanation and demonstration by the teacher and then pupils complete a OneNote task.Know how to identify potential risks, identify and understand personal information, understand the risks and consequences of using the internet on electronic devices.  Identify ‘Input, storage, output, hardware and software’.  | Home learning:Spellings  Key Term DefinitionsHow you can help:Talk to your child about being safe on the internet. The NSPCC have produced this information from parents which is helpful:<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/> |
| Design and Technology: |
| Either Graphics/RM or Food/Textiles:**Tech RM/Graphics:**Basic health and safety rules in the workshop Designer focus on Jony Ive.Identify and name specific materials used in a range of products. Explain why materials are used in named products.Introduction to Design Briefs and Specifications.**Food:**Health and safety in a kitchen.Weighing and measuring accurately.Hygiene.Following a recipe successfully.Learning how to conduct a variety of cooking methods, for example rubbing in.How to lead a balanced and healthy lifestyle including nutrition and the eat well guide.Food science, food provenance and the importance of seasonality and food miles.**Textiles:**Know how Health and safety applies in the textiles room.Know the terms “design brief” and “specification”.Know how to research existing textiles products.Know the sources of common fibres.Know the characteristics of Ancient Roman’s clothing.Knowing about basic fabric construction.Know the characteristics of religious clothing.Knowing about past and present designers and artists and how we take inspiration. | Home learning:Health and safety knowledge test.Buzz Lightyear Packaging - looking at materials used and why these were chosen.Definitions of key terms.How you can help:Read through the risk assessments on page 5 of the home learning booklet. Talk to your child about how they would work safely in practical situations. Help your child to read and learn the definitions printed on the inside of the cover of their homework booklet and test them. Home Learning:Food article homework tasks and linked questions.Allow and encourage your child to help you with any weighing, measuring, peeling and chopping at home. Encourage your child to watch cookery programmes at home and practice new recipes together. Home learning: Relevant textiles articles and linked homework questionsHow you can help: Have a look around the home and see what textiles products are made from by studying the labels. Look at the fibre content and where the products were made.Have discussions with your child about any of your favourite designers and/or artists (past or present) and what it is you like about them, how do they inspire you and/or what you wear |
| SPIRIT: |  |
| Know the SPIRIT values:Self- regulationParticipationIntegrityResilientInspired ToleranceKnow their own strengths and talents.Know how to be resilient.Know how to improve their own emotional health.Know how to handle criticism | Home Learning:Students will be asked to bring in items to share, about themselves and their talents. How you can help:Talk to your child about strategies to use when they feel sad or worried, you could use this article which includes a lovely example of a carrot, an egg and a coffee bean!<https://www.teacherstoyourhome.co.uk/articles/building-resilience-parent-guide>  |