



**St John Fisher**  
Catholic High School

# **Year 7 Curriculum Booklet**

“I have come that they may have life and have it to the full”

*John 10:10*

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If you have any queries after reading this document, please send an email to [enquiries@stjohnfisherschool.org.uk](mailto:enquiries@stjohnfisherschool.org.uk) and your query will be forwarded to the appropriate member of staff.

## Year 7 – Art

When	Topic	Assessment	What can a parent do to support?
<b>Half Term 1 of Rotation</b>	6 formal elements. In this topic we look at the six formal elements – line, tone, colour, pattern, form and texture. We learn about how these words are used to describe art, and how they are used in a practical way to make art.	Drawing skills - homework and in class.	Parental support with homework and research task at the end of the project. Encourage observational drawing from real life too. Support by ensuring they have equipment
		Drawing skills and artist research/presentation	
<b>Half Term 2 of Rotation</b>	Fantastic creatures. In this topic we explore colour in more detail, and look at the contemporary sculptor A.J.Fosik who makes colourful busts of creatures. We analyse his work and have a go at creating a layered, textured piece inspired by his work.	A J Fosik research and descriptions and paper collage experiments	Parental support with homework and artist study poster. If possible parents can look online at Fosik’s work. Support by ensuring they have equipment
		Paper collage experiments and A J Fosik style mask	

### Additional Information.

Students do one term of Art as part of a rotation with Drama and Music.

Artists looked at; Van Gogh, Henri Matisse. A J Fosik.

### Helpful Books / Useful Websites

<https://hardleyart.wordpress.com/the-formal-elements-in-art/>

<https://www.ajfosik.com>

## Year 7 – Computing

When	Topic	Assessment	What can a parent do to support?
<b>Autumn 1</b>	<u>How Computers Work</u> In this unit, we look at e-safety and how computers work. We look at the different devices and how computers are networked.	All work is assessed from presentations and homework tasks.	Talk as a family about how you use computers and what to do to stay safe. Look as a family at what devices you use and how they communicate.
<b>Autumn 2</b>	<u>Spreadsheets</u> In this unit, we look at how to use a spreadsheet. We learn the basic functions and formula.	There is a final assessment task project to see what they have learnt.	If you have a computer with Excel at home, encourage your child to show you what they can do.
<b>Spring 1 Rotation</b>	<u>MicroBit</u> We start learning to program using MicroBit.	There is a final task to show the skills that have been learnt.	Allow your child to go on the MicroBit website to practise some of the skills.
<b>Spring 2 Rotation</b>	<u>HTML</u> In this topic, we learn how websites are made and the code that is used.	There is a final task to show the skills that have been learnt.	Talk about which websites you like and what makes them good.
<b>Summer 1 Rotation</b>	<u>Business</u> In this rotation, students will be learning about the basic skills required to set up a business.	They will be assessed on their market research skills within small project.	Parents can help with filling in questionnaires.
<b>Summer 2</b>	Review of Year End of year tests Some fun Scratch projects.	The end of year test is the final assessment.	Talk to your child to see what they have been learning. Let students download Scratch or use online.

### Additional Information

During Year 7, students rotate around 3 topics. They will not necessarily do them in this order.

### Helpful Books / Useful Websites

Microbit: <https://www.microbit.org/>

Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

## Year 7 – Drama

Students study Drama for one term on an Expressive Arts Carousel

Topic	Themes/Assessment	What can a parent do to support?
Half Term One - Introduction to Drama	This topic is an introduction to drama with an aim to develop student's confidence, physical skills and voice through a series of teacher lead activities. Students work in mixed ability groups and this unit is non-assessed.	Encourage students to engage in group work and to have the confidence to perform in front of others.
Half Term One - Working with a script	Students will study a script and will take part in an assessment that explores two contrasting scenes that explore their initial development of vocal and physical skills.	Encourage them to read and rehearse their lines. Discussion with students about the script that they are studying.
Half Term Two - Devising Theatre	Students will be given a set of stimuli and they will explore the themes and effects that these stimuli have on them. Assessment will be based on how they work as part of a group to create a story and develop key scenes that has been inspired by a stimulus.	Encourage students to perform with others in mixed ability groups and discuss with them how to work effectively as part of a team.
Half Term Two - Creative Adaptation	Students will be given an existing story, such as a fairy-tale or a fable. They will adapt this story for a performance onstage utilising the skills that they have acquired this term. Assessment will focus on the progress that they have made over the course of the term with developing their practical skills, demonstrated through the performance of their own adaptation.	Discussion with students about the existing story and consider adaptations of books and theatre that already exist.



## Year 7 – English

Y7	Topic	Assessment	What parents can do to support
Term 1 15 weeks (until Christmas)	The Gothic	<p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Students will analyse a selection of Gothic texts and short stories</li> <li>2. Students will have one lesson a fortnight dedicated to literacy and reading for pleasure.</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>3. Students will also be writing an opening chapter to their own gothic story.</li> </ol>	<ul style="list-style-type: none"> <li>• We want to encourage the students to read for pleasure. Let them see you enjoy reading at home.</li> <li>• They will be planning an entire narrative for homework over the half term – discuss their plans with them and help them shape their ideas.</li> <li>• Encourage them to write at home and focus on accuracy.</li> <li>• Help them to learn the key terms and spellings on the KO.</li> </ul>
Term 2 13 weeks (until Easter)	The Moral Compass	<p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Students will read the Shakespeare text ‘Much Ado about Nothing’ and complete a task based on gender roles and expectations</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>2. Students will be completing a diary entry as one of the characters.</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss the main characters and events in ‘Much Ado about Nothing’. There are many online summaries of the play.</li> <li>• Discuss how a play is different to any other type of text and help your child to become familiar with the key terms linked to Drama.</li> <li>• Help them to learn the key spellings on the KO.</li> </ul>
Term 3 15 weeks (until the end of the year)	War: poetry and protest	<p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. They will be exploring different forms of poetry and exploring how the poets use language, structure and form to show their attitude towards war.</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>2. This will be a piece of descriptive writing based around an image of war.</li> </ol>	<ul style="list-style-type: none"> <li>• Expose students to different types of poetic structures.</li> <li>• Discuss your attitudes to war and fighting. The more viewpoints they uncover, the more understanding they will have.</li> <li>• Use the KO to help them learn their spelling and key word lists.</li> </ul>

### **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. You could inspire writing tasks such as short stories about weekends or holidays and poems about the family or places you have visited. You can also use a random image to inspire them to write. They will also have a CGP Spelling, punctuation and grammar books which they will be working through. Please do help them to explore the rules behind the use of language and keep encouraging accuracy in their writing and spoken language.

### **Useful Websites**

BBC Bitesize, BBC Skillswise, CGP online

## Year 7 – French

When	Topic	Assessment	What can a parent do to support?
<b>Autumn 1</b>	<b>Qui suis-je?</b> : être verb and structures using this verb to introduce oneself, countries, cognates, preferences, character description	Speaking ( <i>short role-play task</i> )	- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.
<b>Autumn 2</b>	<b>J'ai un animal:</b> avoir verb, pets, colour adjectives, describing pets using colour and character adjectives	Listening, Reading ( <i>comprehension questions</i> ) and Writing ( <i>short paragraph from memory</i> )	- Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it.
<b>Spring 1</b>	<b>Ma famille et moi:</b> Recap of être and avoir verbs, family members, physical descriptions (eyes/hair), extended descriptions of people we know	Speaking ( <i>description of a photo and follow-up questions</i> )	- Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.
<b>Spring 2</b>	<b>J'aime le collège:</b> school subjects, opinion phrases, justifications, -ER verbs in the present tense	Listening, Reading ( <i>comprehension questions</i> ) and Writing ( <i>paragraph from memory</i> )	- Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films.
<b>Summer 1</b>	<b>Où habites-tu?</b> : location, places in town, activities we can do around our local area, opinions about where we live	No formal assessment	
<b>Summer 2</b>	<b>Revision for PPE Project work</b> ( <i>after PPE</i> ): Selling a sibling/a celebrity on E-bay (re-using structures seen during the year and applying them to a different context)	Speaking ( <i>general conversation</i> ), Listening and Reading ( <i>comprehension questions</i> ) Writing ( <i>translation and writing from memory</i> )	

### Helpful Books / Useful Websites

Students are issued with a homework booklet at the start of the year which contains all vocabulary lists and grammatical points covered during the course of the year.

[www.memrise.com](http://www.memrise.com)    [www.quizlet.com](http://www.quizlet.com)



## Year 7 – Geography

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Place Geography	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on classwork and homework is ongoing.</p> <p>There is an end of Year examination testing geographical, skills, knowledge and understanding covered through the year.</p>	<p>Watch news programmes and talk about the location and characteristics of the countries that are mentioned.</p> <p>Discuss major physical features of the world such as continents, rivers, mountain ranges, oceans, deserts, and islands.</p>
Autumn 2	Basic Skills in Geography		<p>Make sure students have basic equipment and pencil crayons. Encourage students to give directions using points of the compass.</p> <p>Consider why things are drawn at different scales. Practise using 4 figure grid references and keys on any maps you might come across.</p>
Spring 1	Map Skills		
Spring 2	Industry		<p>Talking to students about employment and what it is like to work.</p> <p>Discussing different types of employment that are available and what are the advantages and disadvantages of each.</p>
Summer 1	Industry		
Summer 2	Weather		<p>Talking about the weather.</p> <p>Watching and discussing weather forecasts.</p> <p>Taking students outside to experience the weather.</p>



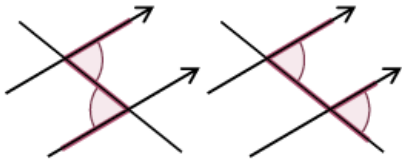


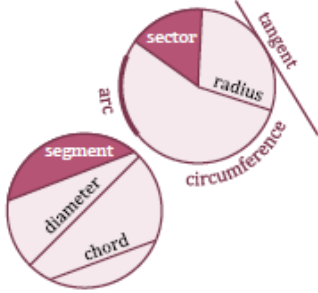
## Year 7 – History

When	Topic	Assessment	What can a parent do to support?
Autumn 1	History skills	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on knowledge tests, classwork and homework is ongoing.</p> <p>There is an end of Year examination testing historical skills, knowledge and understanding covered throughout the year.</p>	<p>Watch any documentaries about the Romans and the Roman empire and or the Anglo Saxons</p> <p>Discuss notions of time and time periods e.g. BC, AD, medieval, Tudor, Victorian. Visit Peterborough museum or Flag Fen.</p>
Autumn 2	Why did William win the battle of Hastings?		<p>Watch any documentary about William the Conqueror and the Normans. Visit Longthorpe Tower in Peterborough to see the medieval paintings. Visit any local churches.</p>
Spring 1	What mattered to Medieval minds?		
Spring 2	Why was it so hard to be a medieval king?		<p>Watch documentary programmes about the discovery of Richard III in Leicester. Visit Leicester Cathedral and the visitors centre.</p>
Summer 1	Medieval Realms at war		
Summer 2	The Tudors and the Church		<p>Visit Peterborough Cathedral to see the tomb of Catherine of Aragon. Visit any historic houses linked to the Tudors.</p>

# Year 7 – Maths

Assessment is by two 45 minute papers each term.

When	Topic	Areas that parents can help with										
Autumn 1	Place value and rounding, adding and subtracting, multiply and divide, indices, expand and factorise, algebraic fractions.	<p><b>Expanding brackets</b> A4</p> $p(q + r) = pq + pr$ $\rightarrow 5(x - 2y) = 5x - 10y$ $(x + a)(x + b) = x^2 + ax + bx + ab$ $\rightarrow (2x - 3)(x + 5)$ $= 2x^2 - 3x + 10x - 15$ $= 2x^2 + 7x - 15$ <p>Reverse of expanding is factorising - putting an expression into brackets.</p> <p><b>Laws of indices</b> A4</p> <p>For any value <math>a</math>:</p> $a^x \times a^y = a^{x+y}$ $\frac{a^x}{a^y} = a^{x-y}$ $(a^x)^y = a^{xy}$ $\rightarrow \left(\frac{2pq^4}{p^3q}\right)^3 = \frac{8p^3q^{12}}{p^9q^3} = \frac{8q^9}{p^6} \text{ or } 8q^9p^{-6}$										
Autumn 2	Angles in lines and shapes. Triangles and quadrilaterals. Congruence and similarity. Handling data, averages and frequency diagrams.	<p><b>Averages</b> S4</p> <p><b>Mode:</b> most frequently occurring  <b>Median:</b> put the data in numerical order, then choose the middle one  <b>Mean</b> = <math>\frac{\text{total of items of data}}{\text{number of items of data}}</math></p> <p><b>Angle facts</b></p> <p>Equal angles in parallel lines:  always use correct terminology...</p>  <p>Alternate angles      Corresponding angles</p>										
Spring 1	Fractions, decimals and percentages. Formulae and functions, expanding and factorising.	<p><b>Calculating with fractions</b> N8</p> <p>Adding or subtracting fractions; use a common denominator...</p> $\rightarrow \frac{4}{5} - \frac{1}{3} = \frac{12}{15} - \frac{5}{15} = \frac{7}{15}$ <p>Multiplying fractions; multiply numerators and denominators...</p> $\rightarrow \frac{4}{7} \times \frac{2}{3} = \frac{8}{21}$ <p>Dividing fractions; "flip" the second fraction, then multiply...</p> $\rightarrow \frac{2}{7} \div \frac{5}{6} = \frac{2}{7} \times \frac{6}{5} = \frac{12}{35}$ <p><b>Fractions, decimals</b> N10</p> <p>Fraction is numerator <math>\div</math> denominator</p> $\rightarrow \frac{5}{8} = 5 \div 8 = 0.625$ <p>Use place values to change decimals to fractions. Simplify where possible.</p> $\rightarrow 0.45 = \frac{45}{100} = \frac{9}{20}$ <p>Learn the most frequently used ones:</p> <table border="1" data-bbox="667 1883 995 1957"> <tbody> <tr> <td><math>\frac{1}{2}</math></td> <td><math>\frac{1}{4}</math></td> <td><math>\frac{1}{10}</math></td> <td><math>\frac{1}{5}</math></td> <td><math>\frac{3}{4}</math></td> </tr> <tr> <td>0.5</td> <td>0.25</td> <td>0.1</td> <td>0.2</td> <td>0.75</td> </tr> </tbody> </table>	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{3}{4}$	0.5	0.25	0.1	0.2	0.75
$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{3}{4}$								
0.5	0.25	0.1	0.2	0.75								

Spring 2	Working in 2D, measuring lengths and angles, area and transformations.	<b>Transformations</b> <span style="float: right;">G7, G8</span> Reflection • Line of reflection Translation • Vector Rotation • Centre of rotation • Angle of rotation • Clockwise or anticlockwise Enlargement • Centre of enlargement • Scale factor (if SF < 1 the shape will get smaller).
Summer 1	Probability experiments and theory. Mutually exclusive events. Measures and accuracy. Estimation and calculator methods.	<b>Standard units</b> <span style="float: right;">N13</span> 1 tonne = 1 000 kilograms 1 kilogram = 1 000 grams <hr/> 1 kilometre = 1 000 metres 1 metre = 100 centimetres = 1 000 millimetres 1 centimetre = 10 millimetres <hr/> 1 day = 24 hours 1 hour = 60 minutes = 3 600 seconds 1 minute = 60 seconds
Summer 2	Solving linear equations, quadratic equations, simultaneous equations, inequalities, circles, circle theorms, construction and loci.	<b>Parts of a circle</b> <span style="float: right;">G9</span> 
		<b>Probability</b> <span style="float: right;">P8, F</span> $p = \frac{n(\text{equally likely favourable outcomes})}{n(\text{equally likely possible outcomes})}$ $p = 0$ impossible $0 < p < 0.5$ unlikely $p = 0.5$ evens $0.5 < p < 1$ likely $p = 1$ certain
		<b>Simultaneous equations</b> <span style="float: right;">A19</span> → Solve $\begin{cases} 2x + 3y = 11 \\ 3x - 5y = 7 \end{cases}$ Multiply to match a term in $x$ or $y$ $\begin{cases} 10x + 15y = 55 \\ 9x - 15y = 21 \end{cases}$ Add or subtract to cancel... $19x = 76$ , so $x = 4$ Finally, substitute and solve... $2 \times 4 + 3y = 11$ , so $y = 1$

### Additional Information

Not all students will cover all topics each term as this depends on their ability and progress within the subject.

### Useful websites to support topics

Please go here: <https://www.mathedup.co.uk/gcse-maths-takeaway/>



HOME KEY STAGE 3/4 KEY STAGE 5 GCSE TAKEAWAY A-LEVEL TAKEAWAYS T

Click on the name for questions, for example **Ordering Numbers**.

Click on the **Video** for how to do the skill.

Click on **Answers** for how you should have written your answers.

## Foundation 1 revision

1	Place Value	Video	Answers	Quiz
2	Ordering Numbers	Video	Answers	Quiz
3	Reading Scales	Video	Answers	Quiz
4	Negative Numbers	Video	Answers	Quiz
5	Fractions of an Amount	Video	Answers	Quiz

### Additional information

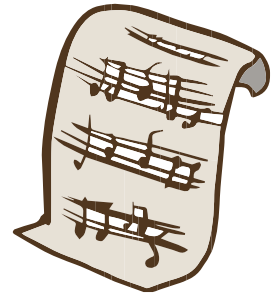
Not all students will cover all topics each term as this depends on their ability and progress within the subject.

# Overview of topics

1

## Elements of Music

Learning the different categories that are used to describe music and how to use them in a practical setting



2

## Pachelbel's Canon

Studying a famous piece of classical music on the piano/keyboard and producing a group performance using baseline piano playing techniques



3

## Playing Ukuleles

Learning to read ukulele notation and play a variety of chord based songs individually and as a class

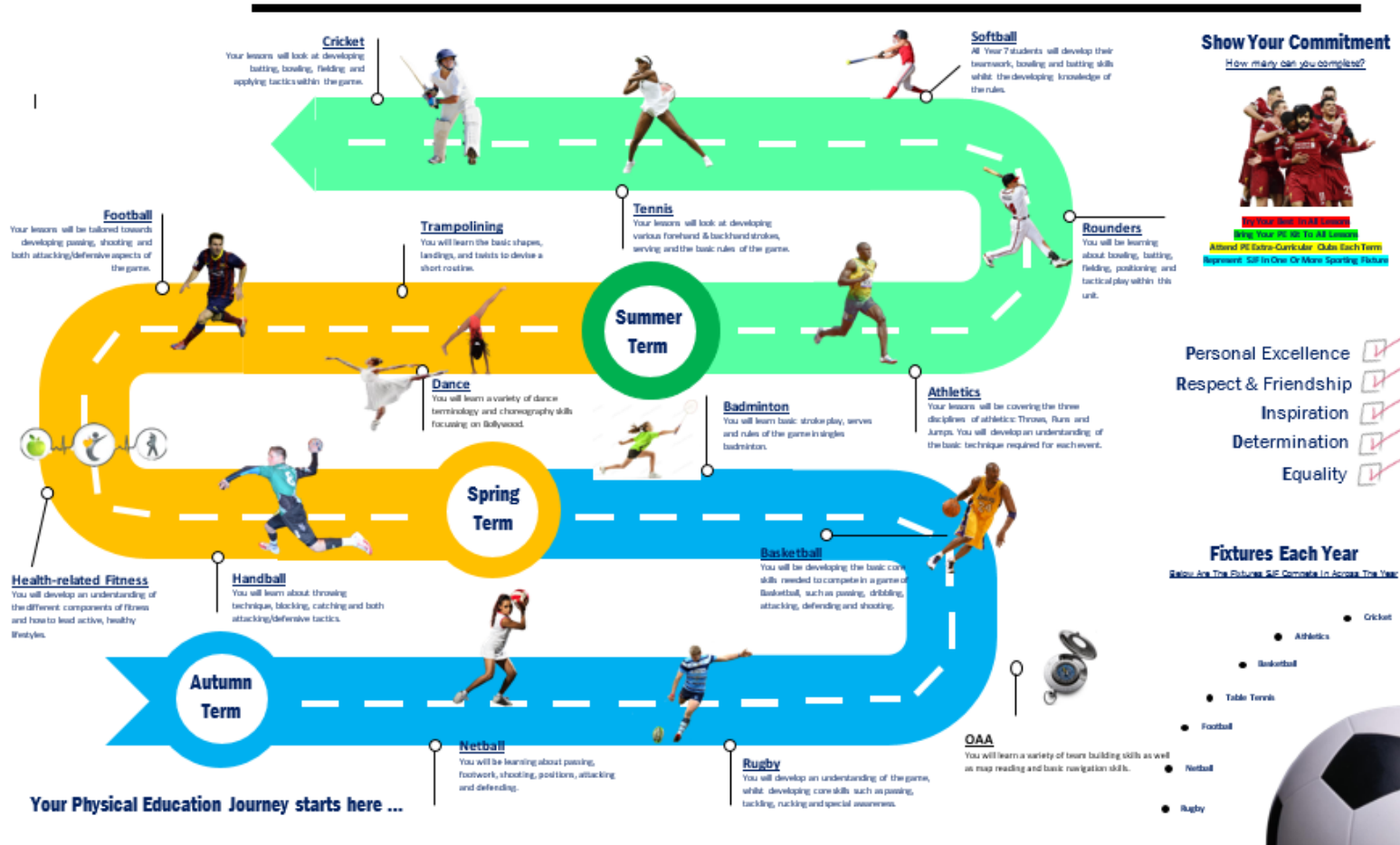


## Useful Websites:

<https://www.musictheoryacademy.com/piano-sheet-music/easy-classical-piano/pachelbel-canon/>

# St John Fisher Physical Education Journey

## Year 7 – Creating a Love for Physical Education



### Additional Information

Extra Curricular Clubs include: Athletics – Track/Field, Badminton, Basketball, Benchball, Boxercise, Cricket, Dodgeball, Dance, Football, Futsal, Fitness, Rugby, Rounders, Table Tennis, Tennis, Trampolining. The school also run the Duke of Edinburgh Award at KS4.

### Helpful Books / Useful Websites

<https://www.doddlelearn.co.uk/app/login>

<https://twitter.com/sjfexpressive>



## Year 7 – RE

When	Topic	Assessment/HW	What can a parent do to support?
Term 1 Autumn 1 (September-October)	<p><b>The first area is the foundation of the Catholic church</b> because we are trying to induct all students from Catholic and non-Catholic schools into the basic beliefs and teachings of the Catholic church.</p> <p><b>Key topics:</b> Belonging to a community . Why is catholic church a community? and St John Fisher. The Catholic church Local church and diocese Apostolic Catholic church</p>	<p>CCQ: why is the local church important. Outline three ways the local church helps keeping community together. Explain two things Catholics believe about Trinity.</p>	<p>Help revise the key words: <b>Monotheism:</b> Christians in ONE God who is able to do anything. They would describe God as Trinity(God the Father, God the Son, God the Holy Spirit) <b>OMNIPOTENT:</b> This means that God is seen as <b>ALL-POWERFUL</b> <b>OMNISCIENT:</b> This means that God is all knowing <b>OMNIBENEVOLENT:</b> This means that God is all-Loving <b>IMMANENT:</b> This means that God is active in the world- in the form of Jesus <b>TRANSCEDENT</b> This means that God is separate from time and space <b>INCARNATION</b> This means “in flesh” – God coming to earth in the form of Jesus <b>The Creed:</b> Statement of Christian beliefs. <b>Magisterium:</b> The Pope and Bishops who are guided by the Holy Spirit. Their main role is guide the church and interpret the Bible and the teachings of the church.</p>
Autumn 2 October-December)	<p><b>Continue with the foundation of the Catholic church</b></p> <p><b>Topics:</b> The Creed: Faith in action Religious leaders Bible and Bible skills. Prayer</p>	<p>Outline three religious readers in the Catholic church. What is their role? Outline three books from the Bible(OT) Explain why Bible is important for Catholics. Explain two reasons why the Bible is important for Catholics Explain two reasons why Catholics regard the Bible as a source of guidance and teaching. Outline three different interpretations of the authority of the Bible Outline three different levels of magisterium Explain two reasons why magisterium is important for Catholics Prepare for end of unit test</p>	<p>Help revise key words: The creed, Monotheism, incarnation Help revise for homework task. <b>Check in the planner</b> for any communication from <b>RE department</b></p>
Term2 Spring 1 January-February)	<p><b>LIFE OF THE CATHOLIC CHURCH</b></p> <p><b>Topics:</b> What are the sacraments? Baptism Confirmation Eucharist Reconciliation</p>	<p>Outline three sacraments of initiation Explain two reasons why baptism is important. Eucharist is the most important sacrament’. Do you agree? Give two reasons for your opinion. Why do you think people would disagree with you?</p>	<p>Help revise key words: Sacraments, Transubstantiation, memorial, Liturgy, Doxology, soteriology</p>
Spring 2 February – April)	<p>Sacraments continued. Anointing of the sick Marriage</p>	<p>What is annulment? What are vows, why is catholic marriage permanent? Prepare for end of unit test</p>	<p>Continue helping to revise key words and planning of hw task. <b>Check in the planner</b> for any communication from <b>RE department</b></p>

<p><b>Term 3 Summer 1 (April-May)</b></p>	<p><b>EARLY LIFE OF JESUS AND PASCHAL MYSTERY</b>  <b>Topics: Part one- Life of Jesus</b>  Who is Jesus?  Jesus Baptism  Jesus mission  Jesus the teacher and his miracles</p> <p><b>Topics: Part two- Paschal mystery</b>  <b>The Holy Week:</b>  Palm Sunday  The last supper  The garden of Gethsemane</p>		<p>Keywords-help them revise the key words: Paschal mystery, Resurrection, Triduum.</p> <p><b>Check in the planner</b> for any communication from <b>RE department</b></p>
<p><b>Summer 2 May-July</b></p>	<p><b>Paschal mystery continued:</b>  <b>Topics</b>  Good Friday  The two trials of Jesus  The way of the cross  Holy Saturday  Resurrection</p> <p><b>Part 2: Hinduism Topics</b>  Introduction to Hinduism-a journey to India  The Trimurti  Hindu creation story  Hindu deities  Diwali  Worship at home and in the temple  Hindu birth customs  Revision and progress test</p>	<p>Outline three roles of played by Brahmah, Vishnu and Shiva.  Do you think Brahmah is more important than Shiva? Give two reasons for your opinion? Give two reasons why people may disagree with you.  Compare the Hindu and Christian creation stories  CCQQ on creation in Hinduism  Summer project on Hinduism</p>	<p><b>Check in the planner</b> for any communication from RE department</p>

**Useful Websites:**

<http://www.reonline.org.uk/specials/places-of-worship/>

<http://www.quodvultdeus.com/>



## Year 7 - Science

When	Topic	Assessment	What can a parent do to support?
Autumn 1	<b>'Building Blocks of Life'</b> (Cells, Photosynthesis)	Writing tasks Class quizzes Investigations End of topic test	Reinforce good homework habits.  Look at their work and give praise
Autumn 2	<b>'Life Processes'</b> (Digestion, respiration, gas exchange)	Writing tasks Class quizzes Investigations End of topic test	Help students look at nutrients on food packets.
Spring 1	<b>'Building Blocks of Matter'</b> (Particles; Atoms, elements & compounds)	Writing tasks Class quizzes Investigations End of topic test	Ask your child to teach you what they have learnt in science in this topic
Spring 2	<b>'Chemistry'</b> (Pure and impure substances, Periodic table)	Writing tasks Class quizzes Investigations End of topic test	Look together at a periodic table. Ask students to discuss what they have learnt.
Summer 1	<b>'Matter and Energy'</b> (Chemical reactions, Materials and Energetics')	Writing tasks Class quizzes Investigations End of topic test	Encourage your child to start revising now, discuss techniques, monitor progress
Summer 2	<b>Consolidation, intervention and revision</b>	End of Year exam	Review revision progress & help them revise

### Useful resources:

CGP KS3 Science revision guide

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

## Year 7 – Technology

When	Topic	Assessment	What can a parent do to support?
<b>Rotation 1 - Food</b>	Hygiene, food and health and safety in the room environment. Understanding the Eatwell Guide and how to eat healthily Learning knife skills and how chefs work in a kitchen. Where and how vegetables and fruit are grown. Seasonality and the globalisation of food. Building cooking skills and confidence with what they make. Evaluating and peer assessment of their cooking.	Students will assess their own practical work and will often ask other people's opinions. Assessment of progress according to school policy.  The theory will be assessed through class, homework and in end of year examinations.	Look at the recipe recipe with your child and ensure they have the right ingredients and suitable sized container to transport the food home in.  Please be prepared to try the food and give some feedback!
<b>Rotation 2 - Textiles</b>	Health and safety Pattern design Batik technique Tie dye technique Basic sewing machine skills Using a needle and thread Making pop poms	Theory and design work will be assessed according to school policy, and with a summative test at the end of the year. Students will assess their own work in order to improve their skills.	Students may want to bring in their own embellishments and fabrics to work with, however this is <u>NOT</u> compulsory as equipment and fabric is provided.
<b>Rotation 3 – Product Design</b>	Health and Safety Using tools and equipment correctly Drawing techniques Creating a template Basic wood work Basic Computer Aided Design Construction methods and finishes. Looking at basic mechanisms.	Students will work on a series of practical tasks enhanced by theoretical information to create a product. This will be assessed in line with the schools marking policy and involve input from the teacher, students and personal reflection.	Students may wish to bring in pictures to enhance their design. All the equipment and materials are provided for the project. During the homework cycle it would be valuable to students for parents to give feedback on the design tasks set.

### Additional Information

During Year 7, students rotate around 3 subjects. They will not necessarily do them in this order.

### Helpful Books / Useful Websites

School produced recipe book

BBC Bitesize

[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

