

Year 7 Newsletter - What and *how* has your child been learning this term?



Research tells us that regular, effortful retrieval of knowledge is one of the most effective ways to secure learning.

Below is an overview of the learning your child has been doing this term. To help embed knowledge, there are some suggested activities you could do to help your child. Alternatively, you could just ask your child to explain their learning.

Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (High Performance Learning):	What could parents do to support? What might accelerate progress?
Art	The Formal Elements in Art (students will focus on four of these this year and the other four in Year 8). Students will mainly focus on "Line" in Term 1.	Understanding "Line", "Shape", "Form" and "Colour". Students will learn about these four Formal Elements; how to apply them practically to produce artworks and how to use combinations of them	Building on: The skills and knowledge learnt at Key Stage 2. Leading to: Completing the understanding of all eight Formal Elements in Art by the end of Year 8 and being then able to use/apply these to project-based work in Year 9.	By learning about the Formal Elements and how to use combinations of them, students will gain a greater understanding of how to produce a variety of competent artworks.	By understanding how they learn (Meta-cognition), students will be able to research, analyse and then develop their skills and comprehension.	Parents could help with the research element into a variety of given artists (the context), which are usually set as homework tasks. Parents could also discuss student's understanding of each of the Formal Elements, ensuring student's comprehension.
Computing	CCS Network and The Internet/The WWW Combatting the dangers of the online world.	Department Rules Logins Insight Emails Folder Structure	Building on: prior knowledge of online safety.	Safe use of different Social Media Channels (use of Instagram, Facebook etc)	Linking learning to the real world in terms of time spent online,	Please help students to practice logging into their school account on Office 365. Particularly for

		<p>Teams Saving Copy/Paste/Cut Dangers of Social Media Online Chat Rooms – identity misrepresentation Cyber Bullying Privacy Settings Digital Footprint Posting of Inappropriate Images/Sexting CEOP</p>	<p>Leading to: Clear understanding of department expectations relating to progress and behaviour. Understanding of the use of High-Performance Learning in lessons. Safe use of digital devices, social media and the Internet.</p>	<p>Work related (emails, Use of software tools) Careers in: Cyber Security Digital Safety Officer CEOP Advisor</p>	<p>reviewing privacy settings. Meta Thinking – thinking about actions and behaviours taken online. Understanding the difference between unsafe and safe online practice. Creating precautions and measures to keep safe online. Use of a blog. Analysing – discussing what is acceptable behaviour online. What is real online? Realising the best ways to encourage online safety and what constitutes inappropriate content?</p>	<p>OneDrive and Teams to access work and assignments. Emphasise the importance of staying safe online. If possible, could students practice Microsoft Office skills such as: Copy/Paste/Cut Creating folders Saving files and folders under relevant names Sending Emails with appropriate subject lines.</p>
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<p>Drama</p>	<p>What is Drama? Storytelling</p>	<p>Department expectations.</p> <p>Basic drama techniques including still image, role-play, and spontaneous and rehearsed improvisation.</p> <p>The origins of storytelling.</p> <p>Adapting a well-known story for the stage.</p>	<p>Building on: Primary school experiences of Drama</p> <p>Leading to: Using various drama techniques to “learn through imagined experience” (<i>Prof Jonothon Neelands</i>)</p>	<p>Using Drama as a tool to develop and build relationships within the group.</p> <p>To explore a variety of scenarios through imagination.</p>	<p>Linking – how to use different techniques in a wide variety of situations and for different purposes</p> <p>Meta Thinking – Encouraging students to approach ‘text’ in a practical way.</p> <p>Creating – practical creation of work from written or aural sources</p> <p>Analysing – the effectiveness of our own work and the work of others</p> <p>Realising – putting ideas into practice.</p>	<p>Watch various plays on platforms such as YouTube, BBC iPlayer etc</p> <p>Ask students to share some of their practical work at home.</p>
<p>English</p>	<p>School Life</p>	<p>Study of two drama texts: Free! By David Grant and Refugee Boy by Benjamin Zephaniah.</p>	<p>Building on: Study of similar drama texts in primary but at a more basic level with less complicated themes.</p>	<p>Links to whole year theme of Childhood and Education. Engaging plots with lots of characters. More exposure to BAME authors.</p>	<p>Strategy planning for their own learning. Empathy and concern for society.</p>	<p>Discuss the key themes (see English newsletter for more info.)</p> <p>Read and discuss relevant news items.</p>

		<p>Understanding character/plot/theme in a simplistic text. Analysing authorial intent in a simplistic text. Exploring dramatic staging and devices in a simplistic text. Practising creative and non-fiction writing skills using texts as a stimulus.</p>	<p>Leading to: Study of more challenging drama texts in Year 8 – which focus on gothic genre.</p>	<p>Links to current refugee crisis.</p>	<p>Analytical skills and precise thinking.</p>	<p>Support with regular spelling tests. Suggested supported reading: Wonder by RJ Palacio The Demon Headmaster by Gillian Cross Save Me a Seat by Gita Varadarajan and Sarah Weeks</p>
<p>Hums: Geography</p>	<p>Map Skills (OS maps, Grid references, fieldwork, Atlases, Latitude & Longitude). Coasts (Development of waves, coastal processes, landforms, and landscapes and managing our coastline)</p>	<p>Big picture thinking about life in different places, times and what processes have shaped our world. What is geography and student's links to wider world.</p>	<p>Building on: primary skills including map reading. Leading to applying to geographical processes, in particular coastlines.</p>	<p>Develop Geography key skills to apply to coastal processes, landforms and landscapes.</p>	<p>Linking learning geography skills and then applying these to landscapes and landforms. Meta Thinking – how we learn new skills Analysing discussing the impact of coastal erosion. Analysing OS Maps</p>	<p>Keep up to date with environmental and current news. If you visit anywhere, use an OS map. Practice symbols by looking at road signs and maps around the county. Looking at resources and sources – where are they from? How are you linked to the wider world?</p>
<p>Hums: History</p>	<p>Students cover basic enquiry skills: understanding of Chronology, types</p>	<p>Links to Year 7 transition from primary history e.g.</p>	<p>Building on: primary skills including local history.</p>	<p>The study of History at KS3 is broadly chronological to allow students to be able to</p>	<p>Linking learning Historical Investigation skills and then</p>	<p>Discuss topics studied with your child.</p>

	<p>and use of evidence, interpretation, usefulness, bias and second order concepts such as cause and consequence and significance. The skills unit uses a range of historical examples from pre-medieval onwards to allow students to master these skills.</p> <p>Students will then begin the conquest unit which focusses on the impact of the Norman Conquest and how England developed – starting with the conquest (England pre 1066, Claims to the throne, battles in 1066, culminating in the defeat of Harold.</p>	<p>Northampton Shoe industry.</p> <p>Empathy for those in difficult situations. Seeing alternative perspectives and original thinking.</p> <p>Big picture thinking about life in different times and places.</p>	<p>Leading to: applying understanding of key concepts such as change and continuity, cause and consequence etc. to events in the past and linking these to the current day.</p>	<p>understand the relationship of events and how the world changed over time.</p> <p>Students will be able to track developments in social, political, economic and religious aspects of life.</p> <p>Skill developed from year 7 will give students the foundations for success at KS4.</p> <p>We also use topical / current events to help students make connections with the past.</p>	<p>applying these to use of evidence e.g. source work.</p> <p>Making links between past events and topical issues.</p> <p>Meta Thinking – how we learn new skills</p> <p>Analysing e.g. Using primary material and factual knowledge to decide why William was successful at the battle of Hastings</p>	<p>Keep up to date with issues raised in the news that link to historical events e.g. anniversaries of events, memorials, protests etc.</p> <p>Wider reading around the period being studied should be encouraged. Your teacher will have a reading list that can support in this.</p> <p>Use of online and printed KS3 History revision (BBC Bitesize and CGP) to consolidate and extend in class learning.</p>
Hums: Religious Studies	<p>Introduction to Religion and then onto Judaism.</p>	<p>Students are introduced to the Framework of religion</p>	<p>The expectation that there will be some knowledge of this from Primary but conversations with</p>	<p>The Religious Studies KS3 curriculum is intended to allow students to know more about the</p>	<p>Discussion, videos, reading and the involvement of all</p>	<p>Conversations about BIG ideas such as the meaning of life,</p>

		<p>and the Big 6 religions.</p> <p>The topic then builds to look at Judaism in particular. Focus is on key Jewish beliefs and practices that unite this group of people including: covenant relationship with God, concept of Judgement & the Messiah, the practices of orthodox & reform Jews, the importance and role of the Torah and the place of Jerusalem.</p>	<p>some of our feeder schools makes it clear that there is a difference in content and coverage between primary schools.</p> <p>The Yr7s will then be moving onto Christianity and the theme of suffering.</p>	<p>religious beliefs of the world and instil a passion about culture. The curriculum is designed to cover most of the world religions, humanism and introduce some philosophical ideas but follows the Northamptonshire 2018-2023 curriculum with the biggest % of lessons focused on Christianity. The intention is to inspire students' curiosity about the faiths within our community and to act as a solid grounding for the teaching of RS and Philosophy at GCSE and A level.</p>	<p>the HPL ACPs and VAAs.</p>	<p>identity, what makes a religion etc.</p> <p>Homework will be set that builds on the lesson content.</p>
Maths	Sequences	<p>Move freely between different numerical, algebraic, graphical, and diagrammatic representations</p> <p>Generate terms of a sequence from a term to term rule</p>	Numerical sequences	Being able to generalise mathematical concepts	<p>Make and test conjectures about patterns and relationships</p> <p>Creating sequences</p> <p>Analysing, predicting next terms,</p>	<p>Use video links on White Rose Maths website.</p> <p>Look for patterns and sequences in everyday life.</p>

		<p>Recognise arithmetic sequences</p> <p>Recognise geometric sequences and appreciate other sequences that arise</p>			<p>Metacognition, finding missing terms</p> <p>Linking, multiple representations</p>	
<p>MFL: French</p>	Tout Sur Moi	<p>To be able to give basic details about yourself including name, age, birthday, nationality and physical description.</p> <p>To understand the link between French graphemes and phonemes. (pronunciation.)</p> <p>To understand the use of gender of nouns and how this effects articles, possessive pronouns and adjectives.</p> <p>To understand the idea that French verbs change depending on reference to 1st / 2nd / 3rd person.</p>	<p>For many of our students, French is a new subject but for those that have studied French before, we build on the foundation knowledge they have by challenging the students to extend the range of vocabulary and structures they use, leading to the production of complex sentences.</p> <p>Leading to confidence in giving more detailed description of themselves, family, friends, pets, teachers, celebrities and the ability to</p>	<p>The unit allows our students to recognise patterns and sounds and engage in conversations, using accurate pronunciation. By using basic personal information as topic 1, students are learning to be confident with information they are most likely to want / need to use first in a real life scenario in a French speaking country.</p>	<p>Meta thinking - how we learn new phrases and structures</p> <p>Analysing > precision, multi-step problem solving (e.g. formation of verbs, use of correct gender)</p> <p>Linking - use of cognates, retrieval practice from one lesson to the next, linking between languages</p> <p>Realising - automaticity, speed and accuracy (e.g. recalling vocabulary,</p>	<p>Parents can look through their child's "Portfolio of Progress" booklet which contains all the vocabulary, phrases, homework hints and outlines for each unit.</p> <p>Additionally, any written work will require students to use sentence builders, which are in their books and/or their Portfolios.</p> <p>Please encourage students to refer to these so that they are always re-using the language they have been taught.</p> <p>Also, please discourage the use of translation sites to look up unknown</p>

			give others' views of them.		learning spellings of words and grammar rules)	vocabulary at this stage instead referring them back to phrases already used in class. Adapting what they WANT to say to what they KNOW how to say is a skill in itself! When revising for vocabulary and translation tests, parents can advise that the list is broken down into manageable sections and that revision happens 'little and often' for greater stickability.
MFL: German	Alles über mich	To be able to give basic details about yourself including name, age, birthday, nationality, and physical description. To understand the link between German graphemes and phonemes. (pronunciation.) To understand the use of gender of nouns	German is a new subject for our students but we build on good language learning habits they have from their KS2 language (usually French or Spanish) for example using cognates to help decipher new words, looking for patterns	The unit allows our students to recognise patterns and sounds and engage in conversations, using accurate pronunciation. By using basic personal information as topic 1, students are learning to be confident with information they are most likely to want /	Meta thinking - how we learn new phrases and structures Analysing - precision, multi-step problem solving (e.g. formation of verbs, use of correct gender)	As 'French' above.

		<p>and how this effects articles and possessive pronouns.</p> <p>To understand the idea that German verbs change depending on reference to 1st / 2nd / 3rd person.</p>	<p>in sentence structures or grammar structures.</p> <p>Leading to confidence in giving more detailed description of themselves, family, friends, pets, teachers, celebrities, and the ability to give others' views of them.</p>	<p>need to use first in a real-life scenario in a German speaking country.</p>	<p>Linking - use of cognates, retrieval practice from one lesson to the next, linking between languages</p> <p>Realising - automaticity, speed and accuracy (e.g. recalling vocabulary, learning spellings of words and grammar rules)</p>	
MFL: Spanish	Bienvenidos	<p>To be able to give basic details about yourself including name, age, birthday, nationality, and physical description.</p> <p>To understand the link between Spanish graphemes and phonemes. (pronunciation.)</p> <p>To understand the use of gender of nouns and how this effects articles, possessive</p>	<p>For many of our students, Spanish is a new subject but for those that have studied Spanish before, we build on the foundation knowledge they have by challenging the students to extend the range of vocabulary and structures they use, leading to the production of complex sentences.</p>	<p>The unit allows our students to recognise patterns and sounds and engage in conversations, using accurate pronunciation. By using basic personal information as topic 1, students are learning to be confident with information they are most likely to want / need to use first in a real-life scenario in a</p>	<p>Meta thinking - how we learn new phrases and structures</p> <p>Analysing - precision, multi-step problem solving (e.g. formation of verbs, use of correct gender)</p> <p>Linking - use of cognates, retrieval practice from one lesson</p>	As 'french' above.

		<p>pronouns, and adjectives.</p> <p>To understand the idea that Spanish verbs change depending on reference to 1st / 2nd / 3rd person.</p>	<p>Leading to confidence in giving more detailed description of themselves, family, friends, pets, teachers, celebrities, and the ability to give others' views of them.</p>	<p>Spanish speaking country.</p>	<p>to the next, linking between languages</p> <p>Realising - automaticity, speed and accuracy (e.g. recalling vocabulary, learning spellings of words and grammar rules)</p>	
Music	Rhythm and Notation	<p>Department Expectations.</p> <p>Understanding pulse, rhythm and ostinato.</p> <p>Practical rhythm work.</p> <p>Recognising and using musical notations.</p> <p>Understanding, recognising, and applying the Elements of Music.</p>	<p>Building on: Primary and other previous experience of Music. Keeping a steady pulse.</p> <p>Recognising rhythmic patterns.</p> <p>Repeating and creating rhythmic patterns.</p> <p>Notating rhythmic patterns.</p> <p>Leading to: Recognising the Elements of Music when performing, composing, and appraising music.</p>	<p>Using Music as a tool to develop and build relationships within the class.</p> <p>To develop and extend basic musical skills for KS3.</p>	<p>Linking – how to use performing, composing, and appraising in a wide variety of situations and for different purposes</p> <p>Meta Thinking – Encouraging students to approach rhythm in a practical way.</p> <p>Creating – practical creation of work from written or aural sources.</p> <p>Analysing – the effectiveness of</p>	<p>Clap pulse and rhythmic ideas.</p> <p>Encourage a wide listening approach and comment on the Elements of Music in the process.</p>

					our own work and the work of others Realising – putting ideas into practice.	
Physical Education	Games, Speed Agility Quickness Endurance Orienteering	Students will cover a range of activities including Rounders, Cricket, Tennis, Ultimate Frisbee, Speed Agility and Quickness, Endurance and Orienteering. Incorporated within this is development of skills, analysis of performance, providing feedback and improving knowledge of health and fitness.	Building on: Prior knowledge of skills, transfer of skills to different activities. Ability to analyse and provide feedback. Leading to: Development of skills. Deeper understanding of the areas mentioned above.	Physical Education is an important part of the school curriculum because it improves Personal Development. Social skills. Health and emotional wellbeing. Leadership skills Academic achievement.	Meta Cognition – How we learn new skills. Strategy Planning – Considering ways to outwit an opponent in an activity. Linking – Understand how previously learnt skills can be applied to new activities. Analysing – Critical thinking skills required when analysing their own performance or that of their peers.	Parents can encourage students to be physically active outside of school. Where possible try to find time to do physical activities as a family. Ask your child about what they have done in PE this week. Please also access the 'PE @ Home' section of the school website for further ideas and inspiration.
Science	Scientific attitudes: Interpret observations and data, including identifying patterns	Understand that scientific methods and theories develop as earlier explanations are modified to take	Using results to draw simple conclusions, make predictions for new values and suggest	As children carry out scientific enquiry, they should develop a host of skills and competencies,	Meta-Thinking Self-Regulation Agile	Practice Scientific Vocabulary and use it at home where you can

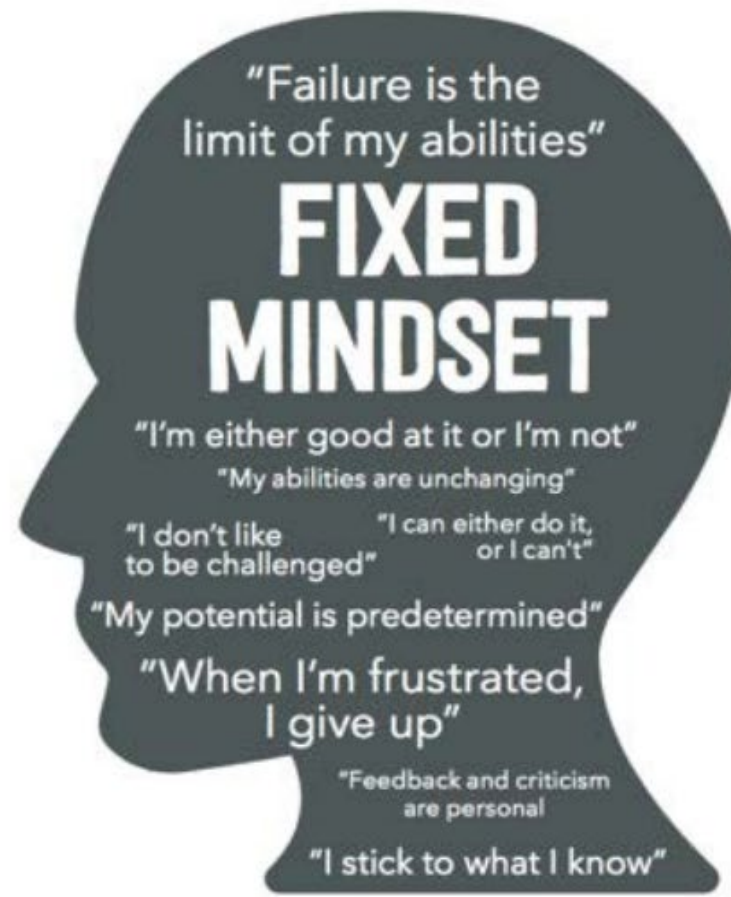
	and using observations, measurements, and data to draw conclusions	account of new evidence and ideas, together with the importance of publishing results and peer review	improvements and raise further questions	knowledge and understanding, bringing enormous benefits to them as 'growing' scientists. Scientific enquiry increases children's capacity to: Problem-solve and answer questions.		
Technology	Textiles	Iterative design Hand stitching	Ability to use iterative design strategies to create original and innovative ideas	Increase confidence in designing and textiles skills	Meta-cognition Self-regulation: monitor, evaluate and self-correct Fluent thinking: the ability to generate ideas	Practicing hand stitching/embroidery
Technology	Electronics/res materials	CAD, iterative design, Ergonomics, producing a high-quality outcome, basic electrical circuits	Be able to use knowledge and understanding of ergonomics to design products which consider the end user.	Introduce basic electronics and be able to apply theory of ergonomics to everyday products	Generalisation: apply learning to similar situations Intellectual playfulness: recognise rules and bend them to create new forms Speed and accuracy: the ability to work at speed and with accuracy	Discuss how the layout of/products within the home are ergonomically designed to help with day-to-day tasks

Our philosophy for learning is guided by the principles of HPL (High Performance Learning). We believe all students have the capacity to be a high performing learner... they just need the right mindset, tools and support.

Below are explanations of what we interpret as 'growth mindset' and the key elements of HPL. These include ACPs (Advanced Cognitive Performance Characteristics) and VAAs (Values, Attitudes and Attributes). When well developed, these equip children with the tools they need to be the best learners they can be.



What is a Growth Mindset?





Advanced Cognitive Performance Characteristics (ACPS)

META-THINKING



Meta-cognition	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other.
Self-regulation	The ability to monitor, evaluate and self-correct
Strategy-planning	The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work
Intellectual confidence	The ability to articulate personal views based on evidence

LINKING



Generalisation	The ability to see how what is happening in this instance could be extrapolated to other similar situations
Connection finding	The ability to use connections from past experiences to seek possible generalisations
Big picture thinking	The ability to work with big ideas and holistic concepts
Abstraction	The ability to move from concrete to abstract very quickly.
Imagination	The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge
Seeing alternative perspectives	The ability to take on the views of others and deal with complexity and ambiguity

ANALYSING



Critical or logical thinking	The ability to deduct, hypothesise, reason, seek supporting evidence
Precision	The ability to work effectively within the rules of a domain
Complex and multi-step problem solving	The ability to break down a task, decide on a suitable approach, and then act

CREATING



Intellectual playfulness	The ability to recognise rules and bend them to create valid but new forms
Flexible Thinking	The ability to abandon one idea for a superior one or generate multiple solutions
Fluent thinking	The ability to generate ideas
Originality	The ability to conceive something entirely new
Evolutionary and revolutionary thinking	The ability to create new ideas through building on existing ideas or diverting from them

REALISING



Automaticity	The ability to use some skills with such ease as they no longer require active thinking
Speed and accuracy	The ability to work at speed and with accuracy



Values Attitudes and Attributes (VAAs)

EMPATHETIC



Collaborative

The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.

Concerned for society

The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies.

Confident

The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places them under stress.

AGILE



Enquiring

The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.

Creative and enterprising

The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work, developing a personal style; be resourceful when presented with challenging tasks and problems, using your initiative to find solutions.

Open-minded

The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.

Risk-taking

The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.

HARD WORKING



Practice

The ability to train and prepare through repetition of the same processes in order to become more proficient.

Perseverance

The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.

Resilience

The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.