

# **Year 7**

# **Curriculum Guide**

# **2021-22**

## Contents

Introduction	3
What is the aim of this booklet?	3
How is the Year 7 curriculum structured?	4
Key Dates	4
How much homework will be set in Year 7?	5
How will your child's progress be assessed in each subject?	5
What is Triple Impact Marking (TIM)?	5
How does self and peer assessment support your child's progress?	6
How do we track your child's progress?	6
How will you know how well your child is progressing (reporting)?	6
What does the Current Grade show?	6
What is the Target Grade based upon?	6
What does the Progress Towards Target (PTT) indicator show?	7
How can you help your child's learning?	7
Subject: Art and Design	8
Subject: Creative Technology - Computing	9
Subject: Creative Technology – Food Preparation and Nutrition	10
Subject: Creative Technology – Design Technology	11
Subject: Drama	12
Subject: French	15
Subject: Geography	17
Subject: German	19
Subject: History	21
Subject: Mathematics	22
Subject: Music	25
Subject: PE and Dance	26
Subject: Science	28
Subject: Spanish	30
Subject: PSHE	32

## **Introduction**

Welcome to Year 7! The beginning of secondary school marks an important transition in your child's learning journey. As the excitement of early September gives way to the sustained engagement of the secondary school curriculum, your children will begin to mature and develop and explore the world in a deeper and more profound way.

We want to help them discover their strengths and their areas for development and to ensure that they become successful learners, ready to learn throughout their lives. Although their academic progress will be measured using GCSE grades across Years 7-11, many aspects of the behaviours and skills which will serve them most effectively in their adult lives are not so easily measured. We aim to work with you to help them develop into thoughtful, happy, engaged and enthusiastic learners who understand their talents and uniqueness and work to develop themselves to the full.

We have put together this booklet to enable you to support your son or daughter through this year. Please take your time to read the information and should you have any comments or feedback about this information please let us know.

Your son or daughter has access to an online planner containing useful information to support them through their studies. In terms of setting homework this is all done online using Google Classroom. You can check what homework your child has been set by asking them to show you the calendar in Google Classroom (on PCs and laptops) or by looking at their 'to do' list on other mobile devices. You will also receive a weekly summary of homework which has been by e-mail.

## **What is the aim of this booklet?**

The aim of this booklet is to provide you with details about the curriculum which your child will follow during Year 7. It includes details of:

- the subjects which your child will be taught
- the topics which your child will cover
- how your child's progress will be assessed in each subject
- how you can support your child's progress and enjoyment both in and outside school
- how to contact the Subject Leader/ Teacher in charge of each subject

## How is the Year 7 curriculum structured?

The Year 7 curriculum is based on the National Curriculum programmes of study. Students follow a common curriculum comprising:

Subject	Timetable Allocation
Art and Design	2 hours per fortnight
Carousel (CT and Drama)	4 hours per fortnight
English	8 hours per fortnight
French	6 hours per fortnight
Geography	3 hours per fortnight
History	3 hours per fortnight
Mathematics	7 hours per fortnight
Music	3 hours per fortnight
Physical Education and Dance	4 hours per fortnight
Religious Studies	2 hours per fortnight
Science	6 hours per fortnight

In addition, our PSHE programme is taught as five discrete days (two full days and three half days) when the normal school timetable is suspended.

Please note that all students will study French for six hours at the start of Year 7. During the course of the year, we will use a range of information on students' progress in French to identify the students (around two thirds of the cohort) who will go on to study a second language (either German or Spanish) in the second part of Year 7 and into Years 8 and 9. The decision about which of these languages students will study rests with the MFL Subject Leader.

## Key Dates

You will find all our Key Academic dates on our website [here](#)

For all PSHE dates and activities please visit our website [here](#).

## How much homework will be set in Year 7?

Homework is set according to a homework timetable and is set using Google Classroom. This will include details of what the homework task is and also when it is due to be completed/ handed in.

It is an absolute requirement that homework is completed and submitted on the deadline set. The expectation is that students spend around one hour per night on homework in Year 7.

The table below shows the number of times homework should be set in each subject per fortnight and the approximate time it should take:

Subject	Frequency	Time (Approximate)
English	Weekly	45 mins per week
Maths	2 x Weekly	45 mins per week
Science	Weekly	45 mins per week
Art and Design	Fortnightly	30 mins per fortnight
Carousel (CT and Drama)	Weekly	30 mins per week
French	Weekly	45 mins per week
Humanities (Geography, History, RS)	Fortnightly	30 mins per fortnight
Music	Weekly	30 mins per homework

## How will your child's progress be assessed in each subject?

We consider feedback and marking to be one of the cornerstones of how we support students to make excellent progress at Gillotts School. It is our fundamental belief (supported by international research) that students are far more likely to make outstanding progress when they are clear about what they need to do to improve and how to make these improvements.

### What is Triple Impact Marking (TIM)?

We use an assessment model called Triple Impact Marking (TIM). Before work is submitted for assessment students will be asked to reflect on their work or take action to improve it (stage one). The teacher will then mark the work and set targets (stage two). Students will be expected to respond to any targets set by their teacher (stage three). As responding to targets is so important for learning they will be accompanied by the Gillotts stamp so that it is obvious where action is needed (see image below). Marking with comments is more time consuming than simply ticking or grading so it will be common to see only specific pieces of work marked in detail by the teacher



## **How does self and peer assessment support your child's progress?**

In lessons teachers will use self-assessment and peer-assessment. We do this because it is important that students can assess their own work and that of their peers as it demonstrates good understanding of the assessment criteria. You will see comments from other students in exercise books where these techniques are being implemented. Students are expected to improve the work in the ways indicated in the same way they would if targets had been set by a teacher.

## **How do we track your child's progress?**

While the key to making progress is for students to act upon these comments, we also believe it is important to provide them with a clear indication of the level of achievement which they have reached. As a school we use a number-based system of GCSE grades (9-1, with 9 being the highest grade) across all year groups. This is used to track student progress and provide this information to parents via our reporting system.

The grades which your child will receive on their report are underpinned by what we term the 'framework of progression' for each subject. This framework provides a structure for assessing how well your child is progressing and for supporting further progress.

While ongoing assessment of students' progress is integral to teaching and learning at Gillotts School, all students are also assessed formally across the year group, in each subject, at set times during the school year. These periodic assessments will be marked and graded using a % based system and the results will be recorded centrally. This information will help to inform the tracking of student progress and the adaptation of teaching and learning to meet the needs of individuals. These assessments include a week of exams during Years 8 and 9.

## **How will you know how well your child is progressing (reporting)?**

We would like to encourage you to take time to look through your child's exercise books and discuss their progress with them. The comments written by your child's teachers (and fellow students) and the way in which your child is responding to them will provide you with an insight into the progress he or she is making over time in a subject. These comments are particularly powerful as they will indicate what your child needs to do to improve. If you are unsure about any aspect of your child's progress in a subject please contact his or her teacher in the first instance.

You will also receive a report three times a year. You will receive the first report at the end of Term 2 in Year 7. This will inform you to help you see how well your child is settling into secondary school. You will then receive a second report at the end of the year which will be focused on your child's academic progress – it will include an end of Year 9 Target Grade, a Current Grade and a Progress Towards Target (PTT) indicator for each subject.

## **What does the Current Grade show?**

The Current Grade for each subject is based on the 'framework of progression' in each subject. This grade will be assessed using all the work which your child has completed up to that point (including classwork, homework and the formal periodic assessments) and is a 'best-fit' indication of the grade at which they have been working. It will be based on the new GCSE grading system which is a number based system (9-1).

## **What is the Target Grade based upon?**

The end of Year 9 Target Grade in each subject which is set towards the end of Year 7 is based on Key Stage 2 English and Maths assessment information that we receive from the primary schools. This usually includes their Standard Assessment Tests (SATs) results. However, owing to the global pandemic we have, instead, used the results of the Cognitive Ability Tests (CATs) which they took when they joined us along with Teacher Assessment grades provided by their primary schools. The students' target grades are reviewed following each reporting cycle and may change on subsequent reports (usually upwards).

### What does the Progress Towards Target (PTT) indicator show?

The PTT indicator will help you to establish whether your child is making good academic progress in each subject. It is based on whether your child is on track to match/exceed his or her end of Year 9 target or not.

PTT Indicator	Level of Progress	Definition
+	Making better than expected progress	The student is expected to exceed the current end of Year 9 target. A new target is likely to be set.
=	Making expected progress	The student is working towards meeting the current end of Year 9 target.
-	Making less than expected progress	The student is underachieving and will not meet the current end of Year 9 target.

### How can you help your child's learning?

There is a range of ways in which you can support your child's learning and progress. These include:

- Encourage your son/daughter to work in a quiet, comfortable place at a regular time each day.
- Encourage your son/daughter to see homework as an extension of the lesson and leave doing it until the night before it is due in.
- Make sure that your child is able to access their homework via Google Classroom
- Discuss the work with your child; does (s)he understand the task? Can (s)he extend and improve his/her answers?
- Encourage your son/daughter to work to the time allocation set for each subject.
- Refer your son/daughter to other resource materials such as the Gillotts School website, school library or your local library.
- Contact the tutor if you have any concerns about homework.
- Try to agree a regular time to help your son/daughter with these tasks.

## Subject: Art and Design

Subject Leader: Mrs Hodges - whodges@gillotts.org.uk

Topics that will be taught	How can parents help
<p>Topics taught in Year 7 are designed to introduce key skills and techniques. Students are introduced to the formal elements and have opportunities to experiment with drawing, painting, printing and 3D processes. Projects are taught with links made to artists and art movements.</p> <p><b>Themes include</b> Gargoyles: Exploring the basic formal elements, such as line, shape, value and composition alongside colour theory. Observational drawings skills and painting processes progress into using clay to create a 3D sculpture.</p> <p>Illuminated letters: Researching and exploring the work of a range of different artists and developing a sculptural letter based on research.</p> <p><b>Assessment process</b> Initial bench mark drawing at start of year End of project levels Verbal and written feedback throughout projects</p>	<p>Ensuring your child has the correct equipment for lessons. (Pencils, rubbers, rulers, colouring pencils.) Wooden pencils are much better than the mechanical ones. A simple set of sketching pencils at home can also be beneficial for homework</p> <p>Encouraging your child to draw and create as much as possible, particularly drawing directly from real objects to develop observational skills.</p> <p>Make a suitable space available for making art work, a table or drawing board.</p> <p>Visit museums, galleries, sculpture parks and exhibitions</p> <p>Encourage your child to record images with photographs, collect images in a scrap book.</p> <p>Showing an interest in the skills and themes covered. Engage with your child by working alongside and produce artefacts with them.</p>

Reference Material: ART	
<b>Literature</b>  There are too many to mention but a good start would be with The Art Book, Phaidon.	
<b>Good Galleries to visit</b> <ul style="list-style-type: none"><li>• Tate (Britain and Modern)</li><li>• Saatchi</li><li>• National Portrait Gallery</li><li>• Modern Art Oxford</li><li>• Ashmolean</li><li>• The National Gallery</li><li>• The Photographers Gallery</li><li>• Royal Academy of Arts</li><li>• The Old Fire Station Gallery</li></ul>	<b>Websites</b>  <b>Excellent art websites</b> <a href="http://www.artcyclopedia.com/">http://www.artcyclopedia.com/</a> <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a> <a href="https://www.bbc.com/bitesize/subjects/z8tnvcw">https://www.bbc.com/bitesize/subjects/z8tnvcw</a> Any gallery website BBC Iplayer- Arts

## Subject: Creative Technology - Computing

Subject Leader: Mrs Wakefield - fwakefield@gillotts.org.uk

The Creative Technologies subjects include computing, food technology and design & technology. Drama is also taught within this carousel. These subjects are taught in 10 week blocks and students will rotate through the four subject areas throughout the year.

Topics that will be taught	How can parents help
<ul style="list-style-type: none"><li>● Introduction to Computing</li><li>● Passwords, usernames, housekeeping</li><li>● Google docs</li><li>● E Safety</li><li>● Do a presentation: (slides, and presenting)</li><li>● Scratch and Algorithms</li></ul>	<ul style="list-style-type: none"><li>● Install the google apps: ...</li><li>● Discuss how your child is using computers, tablets and smart phones etc.</li><li>● Discuss the impact of digital technology in the home and our everyday lives. Computers are all around us!</li><li>● Ask your child about their social network security settings such as on 'Facebook' and Twitter etc.</li><li>● Ask them to show you the Computing topics on the Creative Technology learning blogs</li><li>● Help with learning the spellings of key words for each topic</li><li>● Encourage students to ask for help with any topics that they do not fully understand</li><li>● Please allow them to use the key free software for programming: MIT Scratch</li></ul> <p>All other software and apps can be accessed through the Google Drive</p>

### Reference Material: COMPUTING

#### Scratch

Scratch can be used from the official site which is also packed with learning resources.

<http://scratch.mit.edu>

HTML Good site to learn the tags and styles used on simple web pages <https://www.w3schools.com/>

Code Academy is a great way for young people to learn Python and other languages. It is online and completely free of charge: <http://www.codecademy.com/>

For students who are really keen on Python the Invent With Python site is very exciting

<http://inventwithpython.com/chapters/>

micro:bit

<https://microbit.org/>

## Subject: Creative Technology – Food Preparation and Nutrition

Subject Leader: Mrs Wakefield - fwakefield@gillotts.org.uk

Creative Technologies subjects include computing, food preparation and nutrition and design & technology. Drama is also taught within this carousel. These subjects are taught in 10 week blocks and students will rotate through the four subject areas throughout the year.

Topics that will be taught	How can parents help
<p>The course is based on building skills. Students will make a range of products that equip them with the skills they will need to develop subject knowledge and to be able to prepare good quality meals at home.</p> <p><b>Specifically students will cover subjects such as:</b></p> <ul style="list-style-type: none"><li>• Nutrition</li><li>• Healthy Eating - Eatwell guide</li><li>• Knife skills</li><li>• <b>Practical skills and cooking:</b> vegetable crudites and salsa, bread rolls, macaroni cheese, jam tarts, stir fry, fish goujons, thai green curry, fruit muffins.</li><li>• <b>Kitchen equipment</b> - developing skills in the use of a range of utensils and equipment.</li><li>• <b>Health, Safety and Hygiene in the Food Room</b> - high risk foods and cross contamination</li><li>• <b>The science of food</b> - fermentation, gelatinisation, raising agents, heat transfer, shortening.</li></ul>	<p>Ensure students come to Food lessons fully equipped and with ingredients for practical sessions and with containers to carry food home in at the end of the day.</p> <p><b>High risk</b> ingredients should be separated from <b>Low risk</b> ingredients. They should be labelled so they can be put in the fridge before school starts.</p> <p><b>All containers need to be labelled.</b></p> <p>Ensure they know when practical sessions are coming up and check the recipe so that ingredients can be obtained for them.</p> <p>Check Google classroom for recipes, step by step instructions and up dates for all practical lessons.</p> <p>Practical dates and ingredients lists can also be found on the school website under parents updates.</p> <p>Homework will be a practical based task.</p>

### Reference Material: FOOD PREPARATION AND NUTRITION

Useful websites:

BBC Bitesize <https://www.bbc.com/bitesize/subjects/zb8jmp3>

Seneca <https://www.senecalearning.com/blog/gcse-food-preparation-nutrition-revision/>

## Subject: Creative Technology – Design Technology

Subject Leader: Mrs Wakefield - fwakefield@gillotts.org.uk

Creative Technologies subjects include computing, food preparation and nutrition and design technology. Drama is also taught within this carousel. These subjects are taught in 10 week blocks and students will rotate through the four subject areas throughout the year.

Topics that will be taught	How can parents help
<p>The course is based on building skills. Students will design and make a range of products that equip them with the skills they will need to develop their design capabilities, underpinned with the development of subject knowledge and focussed practical tasks.</p> <p>They will work with the three main materials, woods/wood-based products, metals and plastics.</p> <p><b>Specifically students will cover:</b></p> <ul style="list-style-type: none"><li>● Health and safety for D&amp;T</li><li>● Introducing metals, woods, plastics and tools/equipment</li><li>● Communicating ideas: freehand and isometric drawing</li><li>● Pixar Personal Organiser: making skills in wood &amp; metal, CAD/CAM, one-off production</li><li>● Eco Design</li><li>● DT Maths: measure and draw accurately in cm and mm, identify geometrical shapes, calculate area, radius, diameter and circumference</li><li>● DT Control: computer control (input, process and output) through the use of micro:bits</li></ul>	<p>Ensure students come to Design and Technology lessons fully equipped for lessons (pencil, ruler, pens, coloured pencils, sharpener, eraser).</p> <p>Check their planners for homework.</p> <p>Share websites such as BBC Bitesize, Technology Student, micro:bit</p> <p><a href="http://www.technologystudent.com">www.technologystudent.com</a></p> <p><a href="https://www.bbc.com/bitesize/subjects/zfr9wmn">https://www.bbc.com/bitesize/subjects/zfr9wmn</a></p> <p><a href="https://microbit.org/">https://microbit.org/</a></p>

### Reference Material: DESIGN AND TECHNOLOGY

Useful websites:

Technology Student [www.technologystudent.com](http://www.technologystudent.com)

BBC Bitesize <https://www.bbc.com/bitesize/subjects/zfr9wmn>

Micro:bit <https://microbit.org/>

## Subject: Drama

Subject Leader: Mrs C Alder calder@gillotts.org.uk

Topics that will be taught	How can parents help
<b>Term 1 and 3</b> <b>The Magical Mystery Tour</b> Basic skills including; Still Image Soundscape Improvisation Choral Speaking Teacher in Role	Discuss Drama lessons with your child. Ask them to show you, or explain to you, a new strategy they have learnt and to explain when and why they might use it.  Encourage your child to take part in school theatre trips whenever possible.  Discuss with your child what they have been doing in drama and encourage them to use the correct terminology.
<b>Term 2 and 4</b> <b>Scripted Work</b> <b>Ernie's Incredible Illucinations</b> Study and performance of a scripted play. Including the introduction of skills to help explore a play. Thought Tracking Role-On-The-Wall Writing in role Hit seating	Help your child learn any given lines at home by reading in the extra parts.  Help your child get into character by helping them find an appropriate costume.
<b>Term 3 and 6</b> <b>Pantomime</b>  Narration Audience Participation	

### Reference Material: DRAMA

Ernie's Incredible Illucinations. Alan Ayckbourn

**Subject: English**

Subject Leader: Ms Waelend - hwaelend@gillotts.org.uk

Topics that will be taught	How can parents help
<p><b>Term 1 and 2</b>  <b>A Christmas Carol</b>            Students will study how Dickens uses the novel to explore ideas about Victorian society. We will consider character, themes and plot.</p> <p><b>Gothic Literature</b>            Students will study a range of classic short stories as well as extracts from contemporary fiction. . The unit will focus on how storytellers communicate big ideas through language, structure, imagery and humour. Students will gain a deeper understanding of the storyteller’s craft by looking more closely at decisions made during the filmmaking process.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Talk to your son or daughter about what they like to read.</li> <li>• Encourage them to read as widely as possible: magazines, newspapers, novels, short stories, biographies, internet articles.</li> <li>• Set an example. Read in front of them and discuss what you have learnt or enjoyed from this activity.</li> <li>• Encourage your son or daughter to read a little every day. Even ten minutes before going to bed would help them to improve their skills.</li> <li>• Listen to your son or daughter reading.</li> <li>• Ask your son or daughter questions about what they are reading. For example: ask them about a main character, an interesting fact, what effect using a statistic in a piece of work has on the reader.</li> <li>• Read with your son or daughter. Take turns in reading paragraphs out loud.</li> <li>• Visit your local library together.</li> </ul>
<p><b>Term 3 and 4: Relationships</b></p> <p><b>Poetry</b>            Students will explore a range of poems that examine relationships within families, friendship groups, society and ourselves. They will develop analytical, thinking and creative writing skills.</p> <p><b>Prose and Media</b>            Different media forms such as newspapers, blogs and documentaries will be used to encourage students to explore their relationship, understanding and ability to thoughtfully decode with the wider world.</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Regularly look in exercise books to see the quality of presentation and spelling. Discuss the strengths and weaknesses from what you see.</li> <li>• Encourage planning, proofreading and re-drafting important written work.</li> <li>• Use a highlighter to help your son or daughter see errors in spelling or punctuation. Ask them to try to correct the work without your help. Discuss why they made the mistake in the first place.</li> <li>• Encourage your son or daughter to put common spelling errors in their Student Planner dictionary and to learn the correct version.</li> <li>• Encourage the use of a dictionary and a thesaurus whilst they are writing.</li> </ul>
<p><b>Term 5 and 6: Man V Nature</b></p> <p>A MidSummer Night’s Dream            Students will develop their appreciation of the rich language and dramatic power of ‘A Midsummer Night’s Dream’. We will explore the themes of power, magic, friendship, trust and society through this lively, humorous and ever relevant play.</p> <p>Greek Myths:            A variety of magnificent Greek Myths and extraordinary personalities will be discovered.</p> <p>Students will develop their analytical and imaginative skills and vocabulary skills.</p>	<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Discuss how standard and nonstandard English can be used in different settings and circumstances.</li> <li>• Encourage your son or daughter to share their opinions on current affairs or issues that interest them. Ask them questions. Get them to elaborate on points made.</li> <li>• Make your son or daughter feel that their oral contribution is valued during discussions.</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• Regularly praise what they do well in this area.</li> </ul> <p>Throughout Key Stage three English, students will develop their reading, writing and spoken language skills.</p>

	<ul style="list-style-type: none"><li>• Ask your son or daughter questions about what they are reading. For example: ask them about a main character, an interesting fact, what effect using a statistic in a piece of work has on the reader.</li><li>• Read with your son or daughter. Take turns in reading paragraphs out loud.</li><li>• Visit your local library together.</li></ul> <p><b>General</b></p> <ul style="list-style-type: none"><li>• Regularly praise what they do well in this area.</li></ul> <p>Throughout Key Stage three English, students will develop their Speaking and Listening, Reading, Writing and Language skills.</p>
--	--

<b>Reference Material: ENGLISH</b>	
Useful websites: <a href="http://www.bbc.co.uk/schools/ks3bitesize/english/">http://www.bbc.co.uk/schools/ks3bitesize/english/</a> <a href="http://www.bbc.co.uk/skillswise/words/grammar/">http://www.bbc.co.uk/skillswise/words/grammar/</a> <a href="http://www.grammar-monster.com/">http://www.grammar-monster.com/</a>	

## Subject: French

Subject Leader: Mrs Langdon [glangdon@gillotts.org.uk](mailto:glangdon@gillotts.org.uk)

Topics that will be taught	How can parents help
<b>Term 1</b> Give and ask for names Ask someone how they are Say and understand the alphabet Understand instructions and ask for help. Talking about school subjects Asking questions Giving opinions and reasons Agreeing and Disagreeing Describing my timetable Using the 12 hour clock Describing the school day. Using “we” verb forms Talking about food Using du, de la, des	<p>All students in Year 7 study French. Some students will have the opportunity to take up a second language at the start of term 3. It is envisaged that the vast majority of students will continue studying at least one language until the end of Year 11. As a result, the learning that takes place in Year 7 is directly linked to success at GCSE level in five years’ time and beyond.</p> <p>In class, we exploit a wide range of resources but the Studio 1 textbook is the principal textbook used. We do not have time in class to cover all the material in the books, especially the “En Plus” (= “Additional”) material at the end of each unit of work. We do however encourage students – especially the more able, talented or enthusiastic - to explore these exercises in their own time.</p>
<b>Term 2</b> Talk about my family Describe myself and others Use être: all forms Understand adjective agreements Use avoir: all forms` Using verbs in the present tense (je, tu, il / elle)	<p>The textbooks are available to loan out from the school library (the “Open Learning Centre or OLC). Some parents choose to purchase a copy of the book. The ISBN number is 9780435026967 and copies are available from <a href="http://amazon.co.uk">amazon.co.uk</a> for around £15 depending upon the supplier.</p>
<b>Term 3</b> Talk about computers and mobiles  Using regular -er verbs in all forms  Talk about which sports you play  Using jouer à Talk about activities Use the verb faire Say what you like doing Use aimer + infinitive Describe what other people do Use plural verb forms.	<p>There are many useful online resources available for use outside of lessons. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>. This is a useful grammar resource.</p> <p>We also provide students with access to Active Learn, which is online resource directly linked to our course book. This has practice activities in all skills and vocabulary tests, which can be monitored by the class teacher.</p>
<b>Term 4</b> Talk about places in the town Using il y a / il n’y a pas de Giving directions Say why tu and vous are different Say where I am and I am going Use au, à la and aux (to the) Use je veux / tu veux + infinitive Suggest going out and respond Say what you can do in town, using on peut + infinitive.	

<p><b>Term 5</b>  Using nous to say “we”  Talk about holidays  Talking about getting ready to go out  Using reflexive verbs (singular)  Buying drinks and snacks  Using higher numbers  Talking about holiday plans  Using the near future tense  Saying what you would like to do  Use je voudrais + infinitive</p>	
<p><b>Term 6</b>  Describing paintings  Researching a French Artist and creating a profile  Using prepositions and colours  Giving opinions and reasons</p>	

<p><b>Reference Material: FRENCH</b></p>
<p>"It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example <a href="http://www.wordreference.com">www.wordreference.com</a> ) can also be useful as can Google Translate when used appropriately.</p> <p>However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is: <a href="http://www.whystudylanguages.ac.uk">www.whystudylanguages.ac.uk</a>.</p> <p>Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and when this is possible opportunities to practice the spoken language should be encouraged".</p>

## Subject: Geography

Subject Leader: Dr Newbold - enewbold@gillotts.org.uk

Topics that will be taught	How can parents help
<b>Term 1</b> <b>Local area and map skills</b> <ul style="list-style-type: none"><li>• Where do I live?</li><li>• How can OS map skills be used to investigate the area I live in?</li><li>• What was this area like in the past?</li><li>• What is it like living in this area today?</li><li>• How might this area change in the future?</li><li>• How can fieldwork skills be used to investigate the local area?</li></ul>	<ul style="list-style-type: none"><li>• Encourage students to use OS maps by planning a journey using grid references, map symbols etc.</li><li>• Check their class work and homework and ensure they are making improvements by responding to targets set by the teacher</li><li>• Test your son/daughter on where different continents and countries are in the world</li><li>• Watch documentaries and news programmes about issues around the world e.g. Newsround</li><li>• Discuss issues which occur at a local, national and global scale</li></ul>
<b>Term 2</b> <b>China and Population</b> <ul style="list-style-type: none"><li>• Where is China located?</li><li>• What are the main physical and human features of China?</li><li>• How diverse is China?</li><li>• How and why is China's population changing?</li><li>• What is it like living in China?</li><li>• How is China linked to the UK?</li><li>• How can China's impact on the environment be reduced?</li></ul>	<ul style="list-style-type: none"><li>• Encourage students to use a dictionary and practise spellings of geographical terms</li><li>• Encourage students to collect news clippings on flood events, including local ones.</li><li>• Reinforcing understanding of key words and terms such as physical and human geography, development, landscape, sustainability etc.</li></ul>
<b>Terms 3 &amp; 4</b> <b>Weather &amp; Climate</b> <ul style="list-style-type: none"><li>• What is the difference between weather and climate?</li><li>• How can weather be measured?</li><li>• What are the main feature of the climate of the British Isles?</li><li>• What are the main features of the UK's weather?</li><li>• How can weather be forecasted?</li><li>• What is extreme weather (tropical storms/ hurricanes)?</li><li>• How does extreme weather affect people and the environment?</li><li>• How can the impact of extreme weather be reduced?</li></ul>	

## Terms 5 & 6

### Rivers – a fieldwork approach

- What is a river?
- How does the water cycle work?
- What are the main landforms found along a river?
- How and why do the characteristics of a river vary from source to mouth?
- How are people affected by rivers?
- How can rivers be managed?

This topic will include a fieldwork enquiry (and trip) investigating the River Pang on the Berkshire Downs.

## Reference Material: GEOGRAPHY

### Useful resources

- Atlas
- Dictionary
- Wild China DVD

<http://news.bbc.co.uk/cbbcnews/default.stm>

<http://mapzone.ordnancesurvey.co.uk/mapzone/>

<http://geography-site.co.uk/>

### EXTENSION

Newsround <http://www.bbc.co.uk/newsround/>

iPad apps suggestions <http://seanhamptoncole.wordpress.com/2013/03/04/48-ipad-apps-for-teaching-and-learning-geography-earth-science/>

National Geographic <http://ngm.nationalgeographic.com/>

Wide World Magazine <http://www.bbc.co.uk/bitesize/ks3/geography/>

## Subject: German

Subject Leader: Ms Langdon glangdon@gillotts.org.uk

Topics that will be taught	How can parents help
<p><b>Term 3</b> Introducing yourself describing character talking about your belongings</p> <p>using the verbs <i>sein</i> and <i>haben</i> using possessive pronouns <i>mein</i> and <i>dein</i> using the verb <i>wohnen</i> (and regular verbs) using the indefinite article</p>	<p>Some students will have the opportunity to take up a second language at the start of term 3. German is one of these languages and it is the decision of the subject leader as to who studies which language. It is envisaged that the vast majority of students will continue studying at least one language until the end of Year 11. As a result, the learning that takes place in Year 7 is directly linked to success at GCSE level in five years' time and beyond.</p>
<p><b>Term 4</b> talking about pets talking about family members and age</p> <p>using <i>kann</i> plus the infinitive present tense verbs</p>	<p>In class, we exploit a wide range of resources but the <i>Stimmt I</i> textbook is the principal textbook used. We do not have time in class to cover all the material in the books, especially the "Extra" (= "Additional") material at the end of each unit of work. We do however encourage students – especially the more able, talented or enthusiastic - to explore these exercises in their own time.</p> <p>The textbooks are available to loan out from the school library (the "Open Learning Centre or OLC). Some parents choose to purchase a copy of the book. The ISBN number is 9781447935216 and copies are available from amazon.co.uk for around £15 depending upon the supplier.</p> <p>There are many useful online resources available for use outside of lessons. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p>This is a useful grammar resource. We also provide students with access to Active Learn, which is online resource directly linked to our course book. This has practice activities in all skills and vocabulary tests, which can be monitored by the class teacher.</p>
<p><b>Term 5</b> describing physical appearance talking about birthdays talking about sports you play talking about leisure activities</p> <p>using adjectives with nouns using ordinal numbers using <i>gern</i> with the verb <i>spielen</i> giving your opinion</p>	
<p><b>Term 6</b> saying how often you do activities talking about computers and mobile phones using correct word order talking about the future using the present tense</p>	

## Reference Material: GERMAN

"It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example [www.wordreference.com](http://www.wordreference.com) ) can also be useful as can Google Translate when used appropriately.

However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is [www.whystudylanguages.ac.uk](http://www.whystudylanguages.ac.uk).

Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and when this is possible opportunities to practice the spoken language should be encouraged".

## Subject: History

Subject Leader: Mr Yeatman - pyeatman@gillotts.org.uk

Topics that will be taught	How can parents help their child's learning?
<b>Term 1: Invaders and settlers</b> <ul style="list-style-type: none"><li>Immigration to Britain before 1066</li></ul>	<ul style="list-style-type: none"><li>Talk to your child about what they are learning – your interest means a lot, even if it doesn't seem like it.</li><li>Encourage your child to 'have a go', especially when they are uncertain. Praise and reward effort as much as you would performance or results.</li><li>Read the comments on your child's work and talk to him/her about how they can use their comments to improve their work.</li><li>Encourage your child to keep improving.</li><li>When your child gets stuck, don't give him/ her the answer; instead, encourage them to try different ways to become 'unstuck'.</li><li>Encourage your child to ask questions.</li></ul>
<b>Terms 2 and 3: The Norman Conquest</b> <ul style="list-style-type: none"><li>Norman Conquest</li><li>How was Medieval Britain ruled? How powerful was the King?</li><li>How did Medieval Monarchs keep control?</li></ul>	
<b>Terms 4 and 5: Muck and Misery in the Middle Ages?</b> <ul style="list-style-type: none"><li>Was life really that hard?</li><li>Why did church matter so much in medieval times? Role of Church, pilgrimage, monks and nuns.</li><li>Was the Black Death really: that terrifying/a disaster?</li></ul>	
<b>Term 6: The Terrible Tudors?</b> <ul style="list-style-type: none"><li>What was England like in 1500?</li><li>Crisis in Christendom</li><li>The Reformation</li><li>Dissolution of monasteries</li><li>Life in Tudor times: Rich and poor</li><li>Who was the most significant of the Tudor monarchs? Overview of Tudors, Henry VIII, Bloody Mary, Elizabeth I.</li><li>The Spanish Armada</li></ul>	

Reference material: History
Useful websites: <a href="http://www.bbc.co.uk/education/subjects/zk26n39">http://www.bbc.co.uk/education/subjects/zk26n39</a>

## Subject: Mathematics

Subject Leader: Ms Kershaw - jkershaw@gillotts.org.uk

All students are taught a broad range of mathematical topics. However, the exact details are designed to build on their current attainment.

Students who have reached the expected level at the end of Key Stage 2 will follow the programme outlined below.

<b>Numbers and the Number System</b>
Solve problems involving prime numbers
Use highest common factors to solve problems
Use lowest common multiples to solve problems
Explore powers and roots
Investigate number patterns
<b>Counting and Comparing</b>
order positive and negative integers, decimals and fractions;
use the symbols =, $\neq$ , $<$ , $>$ , $\leq$ , $\geq$
<b>Calculating</b>
understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)
apply the four operations, including formal written methods, to integers and decimals
use conventional notation for priority of operations, including brackets
recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
<b>Visualising and Constructing</b>
use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries
use the standard conventions for labelling and referring to the sides and angles of triangles
draw diagrams from written description
<b>Investigating Properties of Shapes</b>
identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres
identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres
<b>Algebraic Proficiency: tinkering</b>
understand and use the concepts and vocabulary of expressions, equations, formulae and terms
use and interpret algebraic notation, including: $ab$ in place of $a \times b$ , $3y$ in place of $y + y + y$ and $3 \times y$ , $a^2$ in place of $a \times a$ , $a^3$ in place of $a \times a \times a$ , $a/b$ in place of $a \div b$ , brackets
simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket
where appropriate, interpret simple expressions as functions with inputs and outputs
substitute numerical values into formulae and expressions
use conventional notation for priority of operations, including brackets
<b>Exploring FDP</b>
express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1
define percentage as 'number of parts per hundred'
express one quantity as a percentage of another
<b>Proportional Reasoning</b>
use ratio notation, including reduction to simplest form

divide a given quantity into two parts in a given part:part or part:whole ratio
<b>Pattern Sniffing</b>
generate terms of a sequence from a term-to-term rule
<b>Measuring Space</b>
use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.)
use standard units of mass, length, time, money and other measures (including standard compound measures)
using decimal quantities where appropriate
change freely between related standard units (e.g. time, length, area, volume/capacity, mass) in numerical contexts
measure line segments and angles in geometric figures
<b>Investigating Angles</b>
apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles
<b>Calculating FDP</b>
apply the four operations, including formal written methods, to simple fractions (proper and improper), and mixed numbers
interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively
compare two quantities using percentages
solve problems involving percentage change, including percentage increase/decrease
<b>Solving Equations and Inequalities</b>
recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
solve linear equations in one unknown algebraically
<b>Calculating Space</b>
use standard units of measure and related concepts (length, area, volume/capacity)
calculate perimeters of 2D shapes
know and apply formulae to calculate area of triangles, parallelograms, trapezia
calculate surface area of cuboids
know and apply formulae to calculate volume of cuboids
understand and use standard mathematical formulae
<b>Checking/Approximating and Estimating</b>
round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures)
estimate answers; check calculations using approximation and estimation, including answers obtained using technology
recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
<b>Mathematical Movement</b>
work with coordinates in all four quadrants
understand and use lines parallel to the axes, $y = x$ and $y = -x$
solve geometrical problems on coordinate axes
identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation
describe translations as 2D vectors
<b>Presentation of Data</b>
interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use
<b>Measuring Data</b>

interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range)

**Reference material: Mathematics**

Useful websites

Mathswatch (Students are provided with login details on arrival)

## Subject: Music

Subject Leader: Mr Bull – [gbull@gillotts.org.uk](mailto:gbull@gillotts.org.uk)

Topics that will be taught	How can parents help
<b>Term 1</b> <ul style="list-style-type: none"><li>• Rhythm</li><li>• Singing</li></ul>	<ul style="list-style-type: none"><li>• Encourage your child to attend the choir / orchestra at lunchtime – information in the extra-curricular clubs booklet or on the tutor group notice board</li><li>• Encourage the development of keyboard skills at home if you have access to a keyboard or piano</li><li>• Use the <b>virtual keyboard</b> online (type “virtual keyboard” into Google) to become familiar with position of notes in the keyboard</li><li>• Listen to a wide range of related music (You Tube is a great source)</li><li>• Encourage an awareness of the use of music in media</li></ul>
<b>Term 2</b> <ul style="list-style-type: none"><li>• Folk Music - Keyboard work</li><li>• Ensemble Skills</li></ul>	
<b>Term 3</b> <ul style="list-style-type: none"><li>• Fanfares</li><li>• Composition Skills</li></ul>	
<b>Term 4</b> <ul style="list-style-type: none"><li>• African Drumming</li><li>• Ensemble Skills</li><li>• Composition Skills</li></ul>	
<b>Term 5</b> <ul style="list-style-type: none"><li>• Ukuleles</li><li>• Performance Skills</li></ul>	
<b>Term 6</b> <ul style="list-style-type: none"><li>• Ukuleles Continued</li></ul>	

### Reference Material: MUSIC

Useful websites:

<https://www.musictheory.net/exercises>

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

## Subject: PE and Dance

Subject Leader: Miss Rogers - hrogers@gillotts.org.uk

Topics that will be taught	How can parents help
<b>Term 1 and 2</b> <ul style="list-style-type: none"><li>Hockey</li><li>Rugby</li><li>Gym</li><li>Health related fitness</li><li>Dance</li></ul>	<ul style="list-style-type: none"><li>Encourage your child to attend extra-curricular practices – information for which is on their tutor notice board</li><li>Check your child’s PE timetable in their planner to ensure they have the correct kit for the different lessons</li><li>Encourage your child to watch high level sport on TV and ask them to give some feedback on the game - especially if it is specific to the sport they are currently participating in</li></ul>
<b>Term 3 and 4</b> <ul style="list-style-type: none"><li>Netball</li><li>Football</li><li>Gym</li><li>Health related fitness</li><li>Dance</li></ul>	<ul style="list-style-type: none"><li>Discuss with your child the basic rules of the sport they are taking part in</li><li>Encourage your child to take part in regular exercise</li><li>Encourage your child to eat a healthy and well balanced diet</li><li>Regularly ask your child what they did in the lesson and ask them to give you a rule that they learnt or a skill they can show you</li></ul>
<b>Term 5 and 6</b> <ul style="list-style-type: none"><li>Cricket</li><li>Athletics</li><li>Rounders</li></ul>	<ul style="list-style-type: none"><li>Encourage your child to get involved in the inter-house competitions</li><li>Ensure you child checks the fixtures team sheets</li><li>Come and watch the games after school</li><li>Ensure your child uses the valuables bag in PE lessons</li><li>Ensure all kit is named</li><li>Ensure all excuse notes are written in planners and signed</li><li>Ask your child if they know what level they are on and what they need to do to reach the next</li><li>Encourage your child to read the user friendly levels descriptors that are displayed in the gym for all sports</li></ul>

Topics that will be taught	How can parents help
<p><b>Term 1</b> <b>Introduction to Philosophy:</b></p> <ul style="list-style-type: none"><li>• Ultimate questions</li><li>• Belief in God</li><li>• Faiths and founders</li></ul> <p><b>Term 2</b> <b>Islam:</b> Students explore the key beliefs in Islam Students understand the importance of the Five Pillars of Islam</p> <p><b>Term 3 and 4</b> <b>Inspirational people of faith:</b></p> <ul style="list-style-type: none"><li>• Students explore famous figures like Martin Luther King</li><li>• Students discuss what it means to be a role model</li></ul> <p><b>Term 5 and 6</b> <b>Buddhism:</b> Students explore key Buddhist beliefs and practices.</p>	<ul style="list-style-type: none"><li>• Monitor your child's homework using homework sheets that are in the front of exercise books.</li><li>• Monitor your child's exercise book and check that they have made the corrections identified by the teacher.</li><li>• Regularly ask your child what they learnt in their lessons and encourage discussion of key concepts.</li><li>• Encourage your child to use a dictionary when completing homework.</li><li>• Encourage your child to be aware of events in the news, that link to religion and the issues that are raised.</li></ul>

Reference Material: RELIGIOUS STUDIES
Useful websites: Explore BBC news website to identify religious issues in the news.

## Subject: Science

Subject Leader: Mr West - [swest@gillotts.org.uk](mailto:swest@gillotts.org.uk)

Topics that will be taught	How can parents help
<p><i>Students will complete some transition units at the beginning of the year</i></p> <p><b>Introduction to Science</b></p> <p>Investigation skills</p> <p>Using a Bunsen Burner</p> <p><b>Learning to Learn</b></p> <p>Why learn about science?</p> <p>How to revise</p> <p><i>The course is then split into units focusing on the key themes within the science national curriculum.</i></p> <p><b>Forces</b></p> <p>Speed Gravity</p> <p><b>Matter</b></p> <p>Particle Model Separating Mixtures</p> <p><b>Organisms</b></p> <p>Movement Cells</p> <p><b>Electromagnetism</b></p> <p>Voltage and Resistance Current</p> <p><b>Reactions</b></p> <p>Metals and Non Metals Acids and Alkalis</p> <p><b>Ecosystems</b></p> <p>Interdependence Plant reproduction</p> <p><b>Energy</b></p> <p>Energy cost Energy transfers</p>	<p><b>Learning Process:</b></p> <ul style="list-style-type: none"><li>• discuss with students what they learnt in their science lessons during the week</li><li>• asking students about their homework</li><li>• when students need to revise or practice learning support by testing them using resources</li><li>• look through their exercise book and encourage students to explain what they learnt</li><li>• refer to the suggested resources below and if possible purchase revision guide</li></ul> <p><b>Science Capital</b></p> <ul style="list-style-type: none"><li>• watch science programmes together and discuss what you've seen</li><li>• visit museums and planetariums</li><li>• encourage students to engage with science careers which interest them- use resources found here <a href="https://sites.google.com/gillotts.org.uk/gillottsscience/science-careers-education?authuser=0">https://sites.google.com/gillotts.org.uk/gillottsscience/science-careers-education?authuser=0</a></li><li>• discuss potential pathways into careers of choice through post 16 science education- use resources here <a href="https://sites.google.com/gillotts.org.uk/gillottsscience/post-16-education?authuser=0">https://sites.google.com/gillotts.org.uk/gillottsscience/post-16-education?authuser=0</a></li><li>• discuss current affairs related to science with them and the wider family</li><li>• encourage students to try out STEM kitchen science experiments found here <a href="https://sites.google.com/gillotts.org.uk/gillottsscience/stem?authuser=0">https://sites.google.com/gillotts.org.uk/gillottsscience/stem?authuser=0</a></li></ul>

<p><b>Earth</b></p> <p>Earth structure Universe</p> <p><i>In the final term students will be taking part in a <b>STEM Careers</b> project. They will conduct research tasks into science careers and carry out practical experiments related to these careers.</i></p>	
--	--

<b>Reference Material: SCIENCE</b>	
<p><b>Gillotts Science Resource Website:</b> <a href="https://sites.google.com/gillotts.org.uk/gillottsscience/home">https://sites.google.com/gillotts.org.uk/gillottsscience/home</a></p> <p>Year 8 Revision Materials (can be used into year 9) <a href="https://sites.google.com/gillotts.org.uk/gillottsscience/ks3-resources?authuser=0">https://sites.google.com/gillotts.org.uk/gillottsscience/ks3-resources?authuser=0</a></p> <p>Year 8 Specific Resources: Access to:</p> <ul style="list-style-type: none"><li>- revision material</li><li>- learning outcomes for lesson/learning plan</li><li>- Youtube concept tutorials</li></ul> <p><a href="https://sites.google.com/gillotts.org.uk/gillottsscience/ks3-resources/year-7?authuser=0">https://sites.google.com/gillotts.org.uk/gillottsscience/ks3-resources/year-7?authuser=0</a></p> <p>Other Useful Websites of Note: BBC Bitesize: <a href="https://www.bbc.com/bitesize/subjects/zng4d2p">https://www.bbc.com/bitesize/subjects/zng4d2p</a> Educake Science Online Quiz: <a href="http://www.educake.co.uk">www.educake.co.uk</a></p>	

## Subject: Spanish

Subject Leader: Ms Langdon [glangdon@gillotts.org.uk](mailto:glangdon@gillotts.org.uk)

Topics that will be taught	How can parents help
<p><b>Term 3</b> Introducing yourself describing character talking about brothers and sisters, pets saying when your birthday is</p> <p>using adjectives that end in -o/-a using the verb <i>tener</i></p>	<p>Some students will have the opportunity to take up a second language at the start of term 3. Spanish is one of these languages and it is the decision of the subject leader as to who studies which language. It is envisaged that the vast majority of students will continue studying at least one language until the end of Year 11. As a result, the learning that takes place in Year 7 is directly linked to success at GCSE level in five years' time and beyond.</p> <p>In class, we exploit a wide range of resources but the Viva I textbook is the principal textbook used. We do not have time in class to cover all the material in the books, especially the "Te toca a ti" (= "Additional") material at the end of each unit of work. We do however encourage students – especially the more able, talented or enthusiastic - to explore these exercises in their own time.</p> <p>The textbooks are available to loan out from the school library (the "Open Learning Centre or OLC). Some parents choose to purchase a copy of the book. The ISBN number is 9781447935254 and copies are available from <a href="http://amazon.co.uk">amazon.co.uk</a> for around £15 depending upon the supplier.</p> <p>There are many useful online resources available for use outside of lessons. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p>This is a useful grammar resource. We also provide students with access to Active Learn, which is online resource directly linked to our course book. This has practice activities in all skills and vocabulary tests, which can be monitored by the class teacher.</p>
<p><b>Term 4</b> talking about brothers and sisters, pets saying when your birthday is saying what you like to do saying what you do in your free time</p> <p>using numbers and alphabet making adjectives agree with nouns giving opinions using <i>me gusta + infinitive</i> using -ar verbs in the present tense</p>	
<p><b>Term 5</b> talking about the weather saying what sports you do saying what subjects you study giving opinions about school subjects</p> <p>using <i>cuando</i> using <i>hacer</i> and <i>jugar</i> using -ar verbs</p> <p>using <i>me gusta + articles (el/lallos/las)</i></p>	
<p><b>Term 6</b> Describing your school Talking about breaktime</p> <p>using correct word for a/the/some using -er and -ir verbs</p>	

## Reference Material: SPANISH

"It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example [www.wordreference.com](http://www.wordreference.com) ) can also be useful as can Google Translate when used appropriately.

However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is [www.whystudylanguages.ac.uk](http://www.whystudylanguages.ac.uk).

Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and when this is possible opportunities to practice the spoken language should be encouraged".

## Subject: PSHE

Subject Leader: Mrs Silk – [gsilk@gillotts.org.uk](mailto:gsilk@gillotts.org.uk)

PSHE (Citizenship and Personal, Health, Economic Well-Being and Enterprise Education) is taught on five discrete days. The normal school timetable is suspended for the day and students are taught on separate topics on each day. This approach allows the students to really immerse themselves in the topics and also allows guest speakers and other activities requiring longer periods of time to be used.

Topics that will be taught	How can parents help
<p><b>Term 1 – Careers</b></p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"><li>● “A Dream Lifestyle”- putting the reality of life into perspective</li><li>● Introduction to a variety of different jobs</li><li>● Can you afford your dream lifestyle?</li><li>● Budgeting</li><li>● Students start exploring the concept of skills. Students start to identify their own transferable skills</li><li>● Students complete a “Letter to Myself” as an action plan of their interests, aspirations and future career ideas</li><li>● Students play “The Spin Game” and review the “What Do I Know?” questionnaire</li></ul> <p><i>Students will receive a certificate from the programme</i></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>● explore their future by deciding the lifestyle they wish to lead (accommodation, transport and leisure items) and the leisure activities they wish to pursue in their adult lives.</li><li>● recognise the differences between jobs and to reflect upon our personal priorities.</li><li>● identify a variety of jobs and work styles.</li><li>● identify the different elements of the job, e.g. job description, income, education and experience and working hours.</li><li>● explore the relationships between their dream lifestyle choices and incomes. They discuss the concepts of budgeting: gross monthly income, net income and basic deductions and calculate which accommodation, transport and other items are appropriate to monthly income.</li><li>● create a monthly budget that balances income and expenses. Students experience the impact of unexpected expenses or income through the Chance events.</li><li>●</li></ul>
<p><b>Term 2 - Globalisation</b></p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"><li>● Global Trade</li><li>● Fair Trade</li><li>● World resources</li><li>● Commodities</li><li>● Stages of Production</li></ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>● understand why countries trade goods and that goods are bought and sold.</li><li>● understand the different stages of production from raw material to finished product.</li><li>● considering the interconnections between the UK and the rest of Europe and the wider world.</li><li>● analyse the impact of their actions on communities and the wider world, now and in the future.</li><li>● the UK’s relations with the European Union and the rest of Europe, the Commonwealth, the United Nations and the world as a global community explain the idea of terms of trade</li><li>● explain the impact of terms of trade on food producers in Less Economically Developed Countries (LEDCs)<ul style="list-style-type: none"><li>● describe the aims of fair trade.</li><li>● describe how inequality of resources affects the ability to trade</li><li>● explain how trade can help some countries to become richer</li></ul></li></ul>

<p><b>Term 3 Law and Governance</b></p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> <li>• Human Right Issues</li> <li>• Role and impact of the Government.</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be able to:</li> <li>• consider how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.</li> <li>• explore different kinds of rights and obligations and how these affect both individuals and communities.</li> <li>• political, legal and human rights, and responsibilities of citizens</li> <li>• express and explain their own opinions to others through discussions, formal debates and voting.</li> <li>• communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate.</li> <li>• justify their argument, giving reasons to try to persuade others to think again, change or support them.</li> <li>• use negotiation, teamwork, and communication skills to broaden knowledge of their human rights and equality.</li> <li>• understand what is a government? Why do Governments exist? Assess if laws important?</li> </ul>
<p><b>Term 4 – Healthy Lifestyles</b></p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> <li>• Smoking – impact and effect on lungs.</li> <li>• Balanced Diet through healthy eating.</li> <li>• Exercise and health related benefits.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• identify ways to keep healthy and what influences health choices</li> <li>• recognise and manage risk and make safer choices about healthier lifestyles</li> <li>• suggest how smoking might damage the lungs and this can be extended to different levels for different levels of learner</li> <li>• identify the factors that influence their health including the impact that the media has on young people.</li> <li>• explain the importance and benefits of exercise.</li> <li>• Explore what is meant by a balanced diet</li> <li>• assess the relative healthiness of their own diet</li> <li>• explain how to improve their diet</li> </ul>
<p><b>Term 5 – Relationships</b></p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> <li>• Peer relationships</li> <li>• Friendship</li> <li>• Bullying</li> <li>• Emotions and Feelings</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• understand the effect bullying can have on people’s lives</li> <li>• understand that bullying can take many forms and can involve different people.</li> <li>• reflect critically on their own and others’ values.</li> <li>• reflect on personal strengths, achievements and areas for development.</li> <li>• recognise how others see them and give and receive feedback.</li> <li>• identify and use strategies for setting and meeting personal targets in order to increase motivation.</li> <li>• reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour.</li> <li>• develop self-awareness by reflecting critically on their behaviour and its impact on others.</li> <li>• appreciate that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.</li> </ul>

## How can parents support their child in PSHE?

It is essential that parents support the development of the PSHE curriculum at Gillotts School. This can be done in a number of ways:

- Find out when the [PSHE days](#) are (we have 5 over the year). Dates can be found on our website [here](#).
- Ensure your child attends all PSHE days.
- Encourage your student to discuss the structure of the day with their tutor if they are unclear.
- Look at the website for up to date information on PSHE days.
- Encourage a discussion about the learning that has taken place on the PSHE day.
- Discuss recent events in the news that link into the themes expressed on the PSHE days.
- Relate to the real life experience provided by PSHE day and outline their importance for life beyond Gillotts.
- 

## Reference/Extension Material: PSHE

[http://www.pshe-association.org.uk/resources\\_search\\_details.aspx?ResourceId=461](http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461)

<http://www.bbc.co.uk/schools/parents/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe>

## **The Library/Open Learning Centre**

The library is currently open to students during set lesson times if they are booked in with a teacher. It is likely that very soon we will be returning to pre-COVID opening times. In that case it will be open and accessible from 8:00am in the morning until an hour after school each day. Access is available at break and lunchtimes too. The librarian is available to help.

The facilities include book borrowing and study space for working with books or using PCs.

The library has in the region of 7,000 books comprising both fiction and non-fiction, a small collection of magazines and some DVDs. Students can borrow books. We have a subscription to an e-books package with a small library of titles available. Other titles can be bought on request.

There is a library google site which has links to recommended reading on themes, websites relating to mental well-being, research and study skills and curriculum related websites and podcasts. Students and parents are welcome to suggest books for purchase.

There is a Book and Eco Club for Year 7 students which takes place one lunch-time a week. This may be extended to include other Year groups in the near future.

The librarian is happy to discuss any reading related matters and to receive suggestions and offer advice. Ms Seddon can be contacted by e-mailing [sseddon@gillotts.org.uk](mailto:sseddon@gillotts.org.uk) or by phoning the main school switchboard: 01491 574315.