

**Year 7**  
**Curriculum Guide**  
**2024-25**

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## 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 child 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 child 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 using the Edulink app, for which all parents have a login. The app will list all current and past homework details, showing set date, due date, and whether your child has 'submitted' the homework. You can alternatively ask 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 email.

## 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
MFL	6 hours per fortnight. Terms 1-2, French only, Terms 3-6, some students will study 3 hours of French and 3 hours of EITHER Spanish OR German
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
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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	75 mins per week
Science	Weekly	45 mins per week
Art and Design	Fortnightly	30 mins per fortnight
Carousel (CT and Drama)	Fortnightly	30 mins per fortnight
French only	Weekly	45 mins per week
French Dual	Weekly	30 minutes a week
German Dual	Weekly	30 minutes a week
Spanish Dual	Weekly	30 minutes a week
Humanities (Geography, History, RS)	Fortnightly	30 mins per fortnight
Music	Fortnightly	30 mins per fortnight

## **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.

## **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 their teacher in the first instance.

You will also receive a report twice a year. You will receive the first report at the end of Term 2 in Year 7. This will provide information 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 largely based on Key Stage 2 English and Maths assessment information that we receive from the primary schools although teacher judgement is also used based on the assessment evidence which we have collected. This includes their Standard Assessment Tests (SATs) results.

## **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.

<b>PTT Indicator</b>	<b>Level of Progress</b>	<b>Definition</b>
+	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 are a range of ways in which you can support your child's learning and progress. These include:

- Encourage your child to work in a quiet, comfortable place at a regular time each day
- Encourage your child to see homework as an extension of the lesson and not leave 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; do they understand the task? Can they extend and improve their answers?
- Encourage your child to work to the time allocation set for each subject
- Refer your child 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 child 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 explore the formal elements of line, tone, texture, pattern, shape, form and colour. They 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> Shells - Developing observational drawing and working in a range of media. Sweets - Looking at simple 3D forms such as cubes, spheres and cylinders. Abstract art - Responding to music to produce an abstract painting inspired by Kandinsky. Developing understanding of colour theory. Masks - Exploring masks from around the world to inspire their own ceramic mask design.</p> <p><b>Assessment process</b> Initial benchmark drawing at start of year. End of project grades. 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 and colouring 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 artwork, a table or drawing board.</p> <p>Visit museums, galleries, sculpture parks and exhibitions.</p> <p>Encourage your child to record images through photography and to collect images that inspire them in a scrapbook or personal sketchbook.</p> <p>Showing an interest in the skills and themes covered. Engage with your child by working alongside and producing 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 and The Story of Art by EH Gombrich.	
<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, Henley</li></ul>	<b>Websites</b> Excellent art websites <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 20 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>• Scratch and Algorithms</li> <li>• Computer networks</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: A 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/> (As extension work, if mastered scratch)

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 20 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, pancakes, macaroni cheese, jam tarts, stir fry, fish goujons, 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 updates for all practical lessons.</p> <p>Practical dates and ingredients lists can also be found on the school website under parent's updates and in the student online planners.</p> <p>Homework will be a practical based task.</p>

Reference Material: FOOD PREPARATION AND NUTRITION
<p>Useful websites:</p> <p>BBC Bitesize <a href="https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs">https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs</a></p> <p>Seneca <a href="https://senecalearning.com/en-GB/blog/gcse-food-preparation-nutrition-revision/">https://senecalearning.com/en-GB/blog/gcse-food-preparation-nutrition-revision/</a></p>

## 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 20 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, DT Focus Learning</p> <p><a href="http://www.technologystudent.com">www.technologystudent.com</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks3-explain-this/zhwdjvh">https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks3-explain-this/zhwdjvh</a> <a href="https://microbit.org/">https://microbit.org/</a></p> <p>DT Focus learning <a href="http://www.focuselearning.co.uk/u/35893/oktCjFxrmmnBwegeuCBvlpzpDiyhduqrF">http://www.focuselearning.co.uk/u/35893/oktCjFxrmmnBwegeuCBvlpzpDiyhduqrF</a></p>

### Reference Material: DESIGN AND TECHNOLOGY

Useful websites:

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

BBC Bitesize <https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks3-explain-this/zhwdjvh>

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

DT Focus learning

<http://www.focuselearning.co.uk/u/35893/oktCjFxrmmnBwegeuCBvlpzpDiyhduqrF>

## Subject: Drama

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

Topics that will be taught	How can parents help
<b>Topic 1</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 or use digital theatre plus to watch theatre with them at home.  Encourage your child to join one of the many different Performing Arts clubs and audition for the KS3 play and whole school musical.
<b>Topic 2</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 Writing in role Hot seating Using stage directions	Discuss with your child what they have been doing in drama and encourage them to use the correct terminology.  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>Topic 3</b> <b>Pantomime</b> Narration Audience Participation Stereotypes	

Reference Material: DRAMA
TEXT Ernie's Incredible Illucinations. Alan Ayckbourn  Digital Theatre Plus <a href="https://edu.digitaltheatreplus.com">https://edu.digitaltheatreplus.com</a>  KS3 STUDENT LOGIN Username: KS3_16 Password: breath@5304

## 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></p> <p><b>Coraline</b> Students will study how Gaiman explores friendship and creates a powerful uncanny universe of fantasy creatures and strange characters. 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>

## Reference Material: ENGLISH

Useful websites:

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hy>

<https://www.bbc.co.uk/teach/skillswise/word-grammar/zfwfmr>

<http://www.grammar-monster.com/>

## Subject: French All students

Subject Leader: Miss J Erskine - [kerskine@gillotts.org.uk](mailto:kerskine@gillotts.org.uk)

Topics that will be taught	How can parents help
<p><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>	<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 to explore these exercises in their own time.</p>
<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>	<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 amazon.co.uk for around £15 depending upon the supplier.</p>
<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>	<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 an 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 and 5 (Dual linguists)</b>  <b>Term 4 (Single Linguists)</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>	
<p><b>Term 5 and 6 (Single Linguists)</b>  <b>Term 6 (Dual linguists)</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>	

## Reference Material: FRENCH

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.

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: <https://www.all-languages.org.uk/research-practice/why-study-languages>.

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

Useful websites:

<https://quizlet.com/>

[KS3 French - BBC Bitesize](#)

## Subject: Geography

Subject Leader: Dr Newbold - [enewbold@gillotts.org.uk](mailto: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><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>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>	
<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>	
<b>Terms 5 &amp; 6</b> <b>Rivers – a fieldwork approach</b> <ul style="list-style-type: none"><li>• What is a river?</li><li>• How does the water cycle work?</li><li>• What are the main landforms found along a river?</li><li>• How and why do the characteristics of a river vary from source to mouth?</li><li>• How are people affected by rivers?</li><li>• How can rivers be managed?</li></ul> <p>This topic will include a fieldwork enquiry (and trip) investigating the River Pang on the Berkshire Downs.</p>	



## 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/>

## Subject: German

Subject Leader: Miss J Erskine - [kerskine@gillotts.org.uk](mailto:kerskine@gillotts.org.uk)

Topics that will be taught	How can parents help
<b>Term 3 - Introduction to phonics</b> Introducing yourself key sounds/phonics	<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>In class, we exploit a wide range of resources but the Stimmt 1 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 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 <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> is a useful grammar resource.</p> <p>We also provide students with access to Active Learn, which is an 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 - All about me</b> describing character talking about your belongings numbers and alphabet talking about birthdays	
key sounds/phonics using the verbs <i>haben</i> and <i>sein</i> using possessive pronouns <i>mein</i> and <i>dein</i> using the verb <i>wohnen</i> (and regular verbs) using the indefinite article using ordinal numbers	
<b>Start Term 5 - All about me cont</b>  <b>Term 5 - Family and pets</b> talking about pets talking about family members and age describing physical appearance	
present tense verbs using adjectives with nouns using <i>kann</i> plus the infinitive	
<b>Term 6 - Family and pets ctd</b> talking about pets talking about family members and age describing physical appearance	
present tense verbs using adjectives with nouns using <i>kann</i> plus the infinitive	

Reference Material: GERMAN
<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.</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. Students can also use <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> (username: their Gillotts email, password: Gillotts123) to support their learning. A site which offers guidance regarding language learning, motivation and careers using languages is: <a href="https://www.all-languages.org.uk/research-practice/why-study-languages/">https://www.all-languages.org.uk/research-practice/why-study-languages/</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 practise the spoken language should be encouraged.</p> <p><b>Useful websites:</b> <a href="https://quizlet.com/">https://quizlet.com/</a> <a href="http://KS3 German - BBC Bitesize">KS3 German - BBC Bitesize</a></p>

The Goethe-Institut (Germany's Cultural Institute) also has a wealth of information online  
<https://www.goethe.de/ins/gb/en/index.html>

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

## Subject: History

Subject Leader: Miss Flexen - [lflexen@gillotts.org.uk](mailto:lflexen@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

Students are taught in mixed ability groups until October of year 7, and are then taught on one of 3 pathways:

Foundation, Core or Higher.

All Pathways focus on the topics shown but the exact details vary by Pathway

Topics that will be taught	How can parents help
<b>Term 1</b> <ul style="list-style-type: none"><li>Sequences</li><li>Algebraic representation</li><li>The tools of Mathematics</li></ul> <b>Term 2</b> <ul style="list-style-type: none"><li>Place Value</li><li>Addition and Subtraction</li><li>Multiplication and Division</li></ul> <b>Term 3</b> <ul style="list-style-type: none"><li>Directed Number</li><li>Fractions 1: Representation and Equivalence</li><li>Order of Operations</li></ul> <b>Term 4</b> <ul style="list-style-type: none"><li>Fractions 2: Addition and Subtraction</li><li>Equations</li></ul> <b>Term 5</b> <ul style="list-style-type: none"><li>Geometric Reasoning 1: Angle appreciation</li><li>Geometric Reasoning 1: Angle facts</li></ul> <b>Term 6</b> <ul style="list-style-type: none"><li>Area and Perimeter</li><li>Data Handling - analysing</li></ul>	<ul style="list-style-type: none"><li>Encourage your child to complete their SparX homework early so they have time to seek help with any problems before the due date.</li><li>Encourage your child to try all questions and to watch the videos if they find them difficult. Getting stuck is part of learning and we have all been there!</li><li>Regularly ask your child what they learnt in their lessons and encourage them to explain any new techniques or concepts</li><li>Ensure your child has all the correct equipment, including a maths set and a calculator.</li></ul>

Students are set 2 homework's each week.

A short recap homework and a longer SparX homework. The SparX homework is completed online and students have 1 week to complete all questions correctly. There are videos to go with each question and students are encouraged to start the homework early so that they can seek help with anything they find hard. The homework is tailored to the individual student and the software will adapt the level based on previous homework's. If you are helping with homework please do ensure that they still watch the video - otherwise the computer will make it harder the following week!

Reference material: Mathematics
Useful websites SparX (Students are provided with login details on arrival)

## Subject: Music

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

Topics that will be taught	How can parents help
<b>Rhythm</b> <ul style="list-style-type: none"><li>● Rhythm</li><li>● Note values</li></ul>	<ul style="list-style-type: none"><li>● Encourage your child to attend a music extra curricular club.</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 (Youtube is a great source)</li><li>● Encourage an awareness of the use of music in media</li><li>● Encourage your child to experiment with free composition software at home</li></ul>
Listening and Appraising <ul style="list-style-type: none"><li>● Analyse music</li><li>● Identify elements of music</li><li>●</li></ul>	
<b>Keyboards</b> <ul style="list-style-type: none"><li>● Basic Keyboard skills</li><li>● Performance Skills</li></ul>	
<b>Djembe</b> <ul style="list-style-type: none"><li>● African Drumming</li><li>● Composition and Ensemble Skills</li><li>● Polyrhythms</li></ul>	
<b>Ukulele</b> <ul style="list-style-type: none"><li>● Ensemble skills</li><li>● Chords</li><li>● Performance Skills</li></ul>	
<b>Fanfares</b> <ul style="list-style-type: none"><li>● Composition</li><li>● Keyboard skills</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
<p><b>Term 1 and 2</b></p> <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> <li>● Discuss with your child the basic rules of the sport they are taking part in</li> </ul>
<p><b>Term 3 and 4</b></p> <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>● 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> <li>● Encourage your child to get involved in the inter-house competitions</li> </ul>
<p><b>Term 5 and 6</b></p> <ul style="list-style-type: none"> <li>● Cricket</li> <li>● Athletics</li> <li>● Rounders</li> </ul>	<ul style="list-style-type: none"> <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>

## Subject: Religious Studies

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

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>Equipment/Planning investigations/Safety/Data Analysis</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>Earth</b></p> <p>Earth structure/Universe</p> <p><b>Genes</b></p> <p>Variation/Human reproduction</p> <p><i>In the final term students will be taking part in a <b>STEM Careers</b> project.</i></p> <p><i>They will conduct research tasks into science careers and carry out practical experiments related to these careers.</i></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/gillottscience/science-careers-education">https://sites.google.com/gillotts.org.uk/gillottscience/science-careers-education</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/gillottscience/post-16-education">https://sites.google.com/gillotts.org.uk/gillottscience/post-16-education</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/gillottscience/STEM">https://sites.google.com/gillotts.org.uk/gillottscience/STEM</a></li></ul>

## Reference Material: SCIENCE

Gillotts Science Resource Website:

<https://sites.google.com/gillotts.org.uk/gillottsscience/home>

Year 7 Revision Materials (can be used into year 9)

<https://sites.google.com/gillotts.org.uk/gillottsscience/ks3-resources>

Year 7 Specific Resources: Access to:

- revision material
- learning outcomes for lesson/learning plan
- Youtube concept tutorials

<https://sites.google.com/gillotts.org.uk/gillottsscience/ks3-resources/year-7>

Other Useful Websites of Note:

BBC Bitesize: <https://www.bbc.com/bitesize/subjects/zng4d2p>

Educake Science Online Quiz: [www.educake.co.uk](http://www.educake.co.uk)

## Subject: Spanish

Subject Leader: Jasmine Erskine - jerskine@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 1 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 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 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> This is a useful grammar resource.</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>We also provide students with access to Active Learn, which is an 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><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a>. The username is their school email and the password is "Gillotts123". It helps support and extend learning in many different languages all the way through to GCSE.</p> <p>Parents can also help pupils learn vocabulary regularly by quizzing them and getting them to teach you words and phrases.</p> <p>You could share any cultural information you know about the target language country and talk to them about any time you have visited that country/ies.</p> <p>Listen to your son or daughter reading short target language texts aloud.</p> <p>Find radio stations from the target language country.</p> <p>Watch something from the target language country with English subtitles.</p> <p>Cook a popular dish from that country and learn how to say the ingredients together.</p> <p>Of course, you could visit the country on your holidays. Why not write us a postcard in Spanish?</p>
<p><b>Term 5 &amp; Term 6</b> talking about the weather saying what sports you do talking about freetime activities 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>	

## 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.

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: <https://www.all-languages.org.uk/research-practice/why-study-languages/>.

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

Useful websites:

<https://quizlet.com/>

[KS3 Spanish - BBC Bitesize](#)

## 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>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> </ul>
<p><b>Living in the Wider World</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>Citizenship</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> </ul>

	<ul style="list-style-type: none"> <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>Health and Wellbeing</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>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>

<p><b>How can parents support their child in PSHE?</b></p>
<p>It is essential that parents support the development of the PSHE curriculum at Gillotts School. This can be done in a number of ways:</p> <ul style="list-style-type: none"> <li>• Find out when the PSHE days are (we have 5 over the year). Dates can be found on our website here.</li> <li>• Ensure your child attends all PSHE days.</li> <li>• Encourage your student to discuss the structure of the day with their tutor if they are unclear.</li> <li>• Look at the website for up-to-date information on PSHE days.</li> <li>• Encourage a discussion about the learning that has taken place on the PSHE day.</li> <li>• Discuss recent events in the news that link into the themes expressed on the PSHE days.</li> <li>• Relate to the real life experience provided by PSHE day and outline their importance for life beyond Gillotts.</li> </ul>

**Reference/Extension Material: PSHE**

<https://pshe-association.org.uk/>

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

## The Library

The Library is open from 8:00am until 4:30pm Monday to Thursday and 8:00am until 3:30pm on Friday. This includes an hour after school for quiet study but the librarian is not available at this time; support is provided by LSAs who run the homework club.

All students in Years 7 – 9 have a fortnightly library lesson which is focussed on silent reading; it includes regular recommendations on book tiles both old and new. There is also the opportunity to take part in small group discussions on new books.

The librarian is available to support with research, book recommendations and finding relevant websites.

The facilities include book borrowing and study space for working with books or using PCs as well as space to use own devices in school.

The library has in the region of 3,000 books comprising both fiction and non-fiction and a small collection of magazines and newspapers. 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.

Volunteers from all year groups are most welcome in the library. The Duke of Edinburgh Award scheme is supported, with the opportunity to volunteer in Year 9 for the Bronze Award.

There is a Library Club which runs one lunchtime a week. Activities include reading and mindful, calming activities such as arts and crafts and board games.

There is an Eco Club which runs one lunch-time a week, in collaboration with the Science department. Students are encouraged to get involved with gardening projects and to become aware of the importance of recycling and caring about our school environment.

The librarian is happy to discuss any reading related matters and to receive suggestions and offer advice. Mrs 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.