



YEAR 7

COURSE GUIDE

2020 – 2021

Year 7: Subject Leaders / Teachers

Subject	Subject Leader	Teachers
English + Literacy	Mr R Garry	Mr R Garry Mr R Hollands Miss B Sadler Mrs K Mould Miss A Watkins
Mathematics	Mrs E Griffiths	Mrs E Griffiths Mr M Osmond Mrs R Morris Mr K Darke
Science	Mrs C Jones	Mrs V Lee Dr G Ward Mr C Thorley
Art & Design	Ms S Keeling	Ms S Keeling Miss C Richards
Computing	Mrs C Jones	Mr C Parkes
Design & Technology	Mr A Walker	Mr A Walker Miss C Richards Mrs I Chorr Mr M Carthy
Geography	Mr P Lee	Mr P Lee Mr J Bird Mr J Seager
History	Mr P Lee	Mr J Bird Miss E Weston
Modern Foreign Languages	Ms J Thompson	Ms J Thompson Miss L Taylor
Music	Mrs V Jevons	Mr G Sassano
Physical Education	Mrs V Jevons	Mrs V Jevons Mr D White
PSHCE	Miss S Pugh (Key Stage 3) Mr M Jervis (Key Stage 4)	Form Tutors
Religious Education	Mr P Lee	Mr P Lee Miss E Weston Mr P Lowe-Werrell

Head of Personalised Learning	Mrs K Mould
SENCo	Mr G Davies

English and Literacy

Subject Leader: Mr R Garry

English is a statutory subject at Key Stage 3. Students receive four lessons of specialist English teaching per week. They develop their speaking and listening, reading and writing skills through the study of fiction and non-fiction texts. All units are designed to build on skills from previous years, as well as prepare them for the demands of their GCSE courses in English Language and English Literature in the future.

A solid foundation of core literacy skills is of paramount importance in advancing student achievement and progress in all subjects across the curriculum. Within English lessons, key literacy skills, are taught explicitly. Students are supported in their writing and given specific literacy-related targets on which to improve the accuracy of their written communication. Students' literacy targets are noted in the front of their planners so that these targets can be achieved in all areas of the curriculum with the support of all teaching staff. Reading is at the forefront of all literacy lessons, with students having an extended time dedicated to reading fiction for pleasure; this is done in conjunction with the Accelerated Reader programme. There is a spelling focus each half term which will focus on a variety of spelling rules and patterns.

Autumn Term

- Students start the year by working on the book they were given at the end of Year 6, "The Iron Man" by Ted Hughes. There is a focus on writing skills and accessing non-fiction texts on the theme of The Environment.
- **"The Iron Man"**: Punctuation - revision of capital letter; full stops; commas; question marks; exclamation marks; ellipsis (*Pages: 94-103) Word - nouns; pronoun; adjectives; verbs (*Pages 5-21)
- Following on from Ted Hughes' Iron Man, the students study a range of nature poetry, including the poetry of Ted Hughes.

Spring Term

- Students study the 'Experience of War' unit in which they read 'Goodnight Mr Tom' and are assessed through an analysis of a passage from the book.
- The students will work on a wide-ranging sequence of resources which explore the theme of the experience of war, including non-fiction accounts, extracts from fiction and poetry, and an interview with a real evacuee.
- Sentence - simple sentences; main clause (simple sentences); compound sentences; subordinate clause (complex sentences); varying sentence structure; passive and active voice (*Pages: 63-66, 71)
- Punctuation - colon to introduce a list and use of semicolons in a list; use of hyphens; apostrophes for contraction; speech punctuation (*Pages: 103-105)

Summer Term

- After Easter students will focus on studying for and preparing a project called 'Shakespeare's World.'
- They will be studying sections of 'Romeo and Juliet' in depth.
- They will, through non-fiction and media texts, explore the background to the plays and the values and conditions of Elizabethan and Jacobean societies.
- They will analyze how Shakespeare entertains and interests his audiences.
- They will write a literary essay investigating the language and dramatic techniques in a choice from two scenes.
- Cohesion - connectives; repetition; qualifications and comparisons; beginning a new paragraph; layout devices (*Pages: 88-90)
- Students spend some time revising for their Year 7 end of year exams during this term.

Accuracy:

Grammar

- Agreement S+V
- Word class
- Verb tenses
- Subordination and co-ordination
- Prepositional phrases
- Adverbial phrases
- Noun phrases
- Determiners and pronouns
- Comparative, superlative adjectives
- Relative pronouns
- First, second and third person
- Clauses and phrases
- Non-finite clauses
- Active and passive voice
- Nominalization

Punctuation

- Punctuating clauses
- Proper nouns and capitals
- Use of question marks etc.

Structure

- Structure of paragraphs
- Structure of essays

Spelling

- Weekly spelling tests on Class charts to be set centrally across classes

Student Work

All work during Year 7 is completed in exercise books. One homework task is normally set each week and should take approximately 30 minutes to complete. Students will complete various writing tasks across the course. A project-based homework will be set every half-term and will focus on researching the topics studied in lessons. Students' work receives regular feedback from the class teacher, with key targets written following extended written responses.

Helping at Home

- Talk about the work that they are doing in lessons and for homework
- Encourage students to proofread their work in order to correct errors
- Encourage students to maintain a regular personal reading habit – at least 10-15 minutes of reading per night
- Talk to students about their literacy targets and use the suggested websites to practise the skills
- * indicates the relevant pages of the Oxford School Spelling Punctuation and Grammar Dictionary that can be used to focus study at home
- Don't hesitate to contact the school and talk to the English department.

Useful Websites: www.bbc.co.uk/schools/ks3bitesize/english

www.grammar-monster.com

Mathematics

Subject Leader: Mrs E Griffiths

Mathematics is a statutory subject at Key Stage 3. The main themes of number, algebra, geometry & measures and data handling are revisited regularly throughout each year. All Key Stage 2 topics are recapped throughout the year. There will be a focus on problem solving and using and applying mathematics skills in context throughout. Topics for Year 7 are as follows:

Autumn Term

- Place value and Integer Calculations
- Co-ordinates
- Measures
- Negative Numbers
- Statistics

Spring Term

- Shape Properties
- Basic Algebra
- Area and Perimeter

Summer Term

- Number properties
- Constructions
- Decimals

Student Work

The majority of mathematics work is completed in exercise books. Homework set every week, should take approximately 30 minutes and will vary in style. Following every assessment, students will be set targets to address for homework.

Assessment

Students are assessed at regular intervals throughout the Key Stage. Some assessments are divided into a calculator and non-calculator section where appropriate.

Helping at Home

- Use the mymaths website to review topics or work towards a particular level
- Use a Key Stage 3 revision guide and/or workbook to review or practice topics
- Contact the mathematics department directly with any queries
- Discuss the mathematics found in everyday life or in your employment regularly.

Useful websites

www.mymaths.co.uk (see student planner for login details)

www.subtangent.co.uk

www.nrich.maths.org

www.bbc.co.uk/schools/ks3bitesize

www.counton.org

www.murderousmaths.co.uk

www.mathschallenge.co.uk

Science

Subject Leader: Mrs C Jones

Science is a statutory subject at Key Stage 3. We spend Year 7 developing a sense of excitement and curiosity about science. Students are encouraged to understand how science can be used to explain observations, predict what will happen and make conclusions based on results.

Six main units are taught throughout the year, each integrating investigative skills alongside science content.

Autumn Term

Students begin Rotation 1 which is made up of two units:

- The Force is with You - forces in action
- Slime and Smells - particles and separation techniques

Spring Term

Students begin Rotation 2 which is made up from two units:

- Being Alive - cells and organ systems
- Energy for Life - electrical circuits and energy transfers

Summer Term

Students begin Rotation 3 which is made up of two units:

- New Life - reproduction and healthy lifestyle
- Colourful Chemistry - chemical reactions

Student Work

Work is completed in exercise books which are regularly checked. In science, all exercise books are seen as a means for developing knowledge and understanding. Homework will be set weekly where the work will relate to the unit being studied.

Assessment

Within each unit, there are two main assessments, one is the end of unit test and the other assesses class work and application of skills. The results are collected and used to monitor progress. Student progress is monitored from their own Key Stage 2 starting point and against age related standards. Each student has a progress tracker sheet to help them see how they are progressing and brief notes on how to improve.

Exam week – one 60-minute paper covering aspects of work completed throughout Year 7.

Helping at Home

- Encourage your child to logon to 'Educake', an online homework and revision package
- Talk to your child about their work
- Direct students to the appropriate pages in their revision guide
- Don't hesitate to contact the school and talk to the science department
- Encourage attendance at the weekly lunchtime support session for Key Stage 3 Science.

Useful Websites

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

<https://app.senecalearning.com/login>

<https://www.educake.co.uk/my-educake>

<http://www.scibermonkey.org/>

Art and Design

Subject Lead: Ms S Keeling

Art and Design is a foundation subject in Key Stage 3. Students will follow a three-year course for one hour every week. They will develop a range of art, design and craft skills. Students will have the opportunity to develop independent learning, thinking and planning skills, through a diverse and challenging programme of study.

Autumn Term

Colour, Portraits and Still Life: Students will undertake a range of drawing, painting and making activities to help them to learn about colour and how to use colour in artworks. They will work collaboratively and independently to apply knowledge of primary, secondary and complementary colours through producing a printed still life image. Students will consider why portraits are made now, and in the past. They will then create crazy faces through collage and primitive drawing techniques inspired by the portrait art of Basquait and Picasso.

Spring Term

Local Landscape: Students will use a range of drawing techniques, paint and printmaking to describe the local landscape. Emphasis will be on drawing techniques, including mark making, good quality line and tone in order to create texture and expression of mood as appropriate. Students will make reference to contemporary landscape artists and local literary sources including the poet Mary Webb. They may wish to think about including text in their work. Students will use acrylic paint to investigate mark making and create a final piece.

Summer Term

Tingatinga Batik: Students will engage with African art and the work of Tingatinga. They will investigate reasons why the art looks the way it does. They will work independently to draw animals and patterns to create their own design. Students will repeat their pattern considering the complexity/simplicity requirements of the design. They will use ink and wax to create a final outcome.

Student Work

2D work is kept in sketchbooks. The sketchbooks are used to plan and explore ideas as well as a means of practising skills and for homework assignments. Homework is set as an extended homework task over two weeks. In Art we aim to develop and encourage the students' critical and technical skills, whilst tackling themes that are relevant to their interests.

Helping at Home

- Encourage students to look at a range of artists' work around studied topics - look at art books, visit art galleries and use the internet for research
- Encourage students to practise their drawing skills in their sketchbooks
- Help them to experiment with ideas, techniques and materials to produce their own serious artwork regularly
- Talk to your child about their work
- Allow them access to their own art materials
- Encourage them to work on different scales and explore an idea in several different ways.

Computing

Subject Leader: Mrs C Jones

Computing in Year 7 develops students' digital literacy, programming and creative skills.

Autumn Term

Computing at the start of Year 7 ensures that students are safe and responsible users of information and communication technology.

Students complete a digital literacy unit which includes:

- e-safety, using RM Unify and the school email system
- organising files and folders into a logical sequence
- looking at the nuts and bolts inside a PC and study components necessary to build a computer.

Spring Term

During the Spring term students complete a computer programming unit which aims to develop problem solving and logical thinking skills.

Summer Term

During the summer term, students use BBC Microbits for programming.

Student Work

Work is completed using project-based activities that enable progress at all levels of ability. Students work online storing work locally and have exercise books to support studies. Homework is set either fortnightly or as a project depending on the unit being studied.

Helping at Home

In Computing we use a wide range of different software applications; some of which are free to download. Where relevant, a list of these open source software titles will be made available at the start of each module of study. Students are able to access the school network and their documents from home providing they have a suitable broadband connection. Students are also able to have a free download of Microsoft Office which they can install on up to 5 devices. This is obtained by logging into RM Unify from home and selecting the correct tile to download. Don't hesitate to contact the school and talk to Mr Parkes.

Useful Websites

www.thinkuknow.co.uk (e-safety)
www.scratch.mit.edu (Block editor)
<https://groklearning.com> (online programming website)
<https://learn.code.org>

Design and Technology/ Food Preparation & Nutrition

Subject Leader: Mr A Walker

Secondary Design and Technology builds on the skills and knowledge pupils have already learnt at primary school. Year 7 students will encounter increasingly sophisticated resources, including dedicated teaching environments, manufacturing equipment and specialist teaching. Students will be given the opportunity to focus on specific aspects of the subject such as product design, food preparation and nutrition, engineering, systems and control, electronics, textiles and graphics. However, at its core is creativity and imagination. Students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art

In Food, the focus is on the development of culinary skills and understanding the nutritional and functional properties of nutrients.

The Rotations

Students will be in mixed form groups and will move between the following areas (although not necessarily in this order):

- **Food Preparation and Nutrition:**

Students are introduced to the food room and the making of food products. Students will be introduced to equipment commonly used within the food room and experience lots of practical work. Theory work will initially focus on food safety, hygiene and nutrition, followed by where food comes from.

- **Robotics:**

Students will be introduced to the programming and control of robots. They will be given a series of problems to solve and will investigate the wider application of robotics in manufacture.

- **Product Design:**

Students will use Computer Aided Design and Manufacture (CAD/CAM) technology to design and make a fun, portable mirror. They will explore a range of themes and then design a product to suit a particular target audience.

- **Product Design (Electronics):**

Students will be introduced to electronics. They will manufacture their own circuit boards to make simple torches and then consider the packaging required to make a complete product.

Student Work

Students will work in different ways as they move around the material areas giving them experiences that might be called upon in Key Stage 4. In some areas students will record their work in their technology book but in others students will use an electronic portfolio. During each module weekly homework will be set. This may be given as a number of discrete tasks or as a larger piece of work.

Helping at Home

- Talk to your child about their work
- Ask your child if any materials are required for the forthcoming lessons (*particularly in food!*)
- Don't hesitate to contact the school and talk to the technology faculty
- Encourage attendance at lunchtime workshop sessions where appropriate
- Cover the small charge made to cover material costs if a student wishes to take their practical work home.

Useful Websites

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

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

<http://www.bbc.co.uk/schools/gcsebitesize/design/>

Geography

Subject Leader: Mr P Lee

“Widen minds, broaden horizons”

The aim of our Key Stage 3 course is for our pupil’s to develop deeper geographical knowledge, understanding and skills that allow them to make decisions about the world and the role they have in the world.

We aim to inspire pupils’ curiosity to know more about where they live and beyond – to be fascinated by the world. To see the bigger picture; make links from local to global, the interconnectivity in the world and to understand changes over time. We work from the known to the unknown.

Our aim is for teaching and learning to equip pupils to ask perceptive questions, think critically, consider evidence, sift arguments, and develop perspective and judgement as an individual. We see the role of Geography as helping pupils to understand the complexity of people’s lives, the process of change, the sustainable use of resources, the diversity of societies and relationships between different groups in differing locations, as well as their own identity and the challenges of their time. We aspire to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want students at Mary Webb school to enjoy their Geography lessons and to have a love for the subject that stays with them. That’s why we became Geography teachers, to share and to pass on this passion for the subject we love to a new generation of Geographers.

Geography is one of the foundation subjects at Key Stage 3, which is part of the Humanities department.

Autumn Term

- ‘What is Geography?’ - Making Connections
- Where can I live? Settlement
- Map Skills

Spring Term

- Map Skills
- Who are we? Exploring Britain
- Where shall we go?

Summer Term

- Why do we have National Parks?
- Should the Quarry expand?

Student Work

Classwork and homework tasks are completed in workbooks which are regularly checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so at times they may resemble jotters. Homework is set once a week and relates to the topic being studied. Some homework may be set over a longer period of time, depending upon the nature of the topic being studied.

Assessment

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning.

Year 7 examination – 45 minutes examining autumn and spring term topics.

Helping at Home

- Discuss the learning taking place in lessons
- Encourage the reading of local and national newspapers
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio
- Use an atlas, OS maps and maps of the local area
- Don't hesitate to contact the school and talk to the Humanities department
- Use the geography links at www.marywebbschool.com

Useful Websites

www.mapzone.ordnancesurvey.co.uk/mapzone
www.geography.learnontheinternet.co.uk/ks3/ks3.html
www.bbc.co.uk/education/subjects/zkw76sg
www.acegeography.com/
www.digimapforschools.edina.ac.uk/
www.coolgeography.com
www.timeforgeography.co.uk/videos_list/
www.educake.co.uk/

History

Subject Leader: Mr P Lee

“Widen minds, broaden horizons”

The aim of our Key Stage three course is for our students to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire pupils’ curiosity to know more about the past. Our aim is for teaching to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We see the role of history as helping pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We want students at Mary Webb school to enjoy their history lessons and have a love of history that stays with them for their adulthood.

History is a foundation subject at Key Stage 3, which is part of the Humanities department. Students study a variety of periods, events and individuals from both British and World History – some traditional and some more contemporary. Historical skills of enquiry, interpretation of sources and investigation are used to develop student knowledge, understanding and interest.

Autumn Term

- What is History?
- The Normans

Spring Term

- Medieval Monarchs
- Life in the 14th Century

Summer Term

- The Black Death
- Personal History Project

Student Work

Classwork and homework tasks are completed in workbooks which are regularly checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so at times they may resemble jotters. Homework is set once a fortnight, although some homework may be set over a longer period of time depending upon the nature of the topic being studied.

Assessment

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning.

Year 7 examination – 45 minutes examining the Battle of Hastings.

Helping at Home

- Discuss the learning taking place in lessons
- Encourage the reading of local and national newspapers
- Watch and listen to appropriate news and documentary programmes on TV, online and on the radio
- Read books about the topics and of the local area
- Don't hesitate to contact the school and talk to the Humanities department
- Use the history links at www.marywebbschool.com

Useful Websites

www.marywebbschool.com

www.bbc.co.uk/history

www.spartacus.schoolnet.co.uk

www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensofEngland/TheTudors/HenryVIII.aspx

www.historyonthenet.com

www.nationalarchives.gov.uk

www.timelines.tv

www.marywebbschool.com

www.bbc.co.uk/bitesize/subjects/zk26n39

Modern Foreign Languages

Subject Leader: Ms J Thompson

Class teacher: Miss L Taylor

During Year 7, students access French and Spanish through a variety of topic areas using a wide range of strategies to suit different learning styles. Students are taught for a minimum of two hours per week, rotating French and Spanish weekly: week 1 is French and week 2 is Spanish. In this way there is an equal exposure to both languages throughout the Key Stage. Students have the opportunity to extend their language skills from their language learning in Primary School, as well as developing their knowledge and understanding of the countries where French and Spanish are spoken.

We aim to enable the students to become successful and confident with a lifelong interest in language learning.

Autumn Term

- **French** – Students begin the term with a module that builds on students' prior knowledge and allows them to gain confidence in speaking, listening, reading, writing and translating skills. They are encouraged to be open-minded and independent in their learning and to appreciate the importance and usefulness of learning other languages.

Students also begin to work through the Studio 1 Scheme of Work, focusing on personal descriptions and using the present tense of verbs.

- **Spanish** – The first module helps to familiarise them with Spanish pronunciation and introduces them to the vocabulary and structures necessary to have a basic conversation in Spanish, giving information about themselves and other people. Again, the aim is for students to enjoy the experience and gain confidence and autonomy in language learning.

Students also begin to work through the Viva 1 Scheme of Work.

Spring Term

- **French** – Students complete Module 1 of the Studio course, and are assessed in all four skills: Listening, reading, speaking in writing. We also look at how Easter is celebrated in France.
- **Spanish** – Students continue to work from the Viva 1 course, building up their knowledge of vocabulary and grammar through a variety of topics.

Summer Term

- **French** – Students continue with work from the Studio 1 French course, learning how to talk about other people, extending their knowledge of connectives and their ability to ask for and give opinions in the present tense using regular and irregular verbs. Students complete the second Module of the course: "Mon Collège".
- **Spanish** – Students develop their writing and translation skills in Spanish, completing the second module of the Viva 1 course: "Mi Tiempo Libre".

Student Work

Work is completed in exercise books, which are regularly checked. In M.F.L., all exercise books are seen as a means for developing knowledge and understanding and students are encouraged to take pride in their work. Work that covers different skill areas is organised in their books in a way that shows progression. Homework will be set weekly and may include vocabulary learning, written work, investigation or worksheets. A lot of the homework will be completed on Active Learn - our digital online resource for all students to help with all aspects of the language. Students should expect to spend between 30 and 40 minutes on each piece set.

Helping at Home

- Talk to your child about their work
- Assist with developing strategies for learning new vocabulary to include spellings
- Assist with completing Active Learn homework
- Don't hesitate to contact the school and talk to the M.F.L department

Useful Websites

<http://zut.languageskills.co.uk/>

<http://www.languageonline.org.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/french/spanish>

Music

Subject Leader: Mr G Sassano

Year 7 students are taught music in tutor groups for one hour per week. Over the course of the year they will study the interrelated core areas of performance, composition, listening and appraising through a variety of topics. Each topic includes the delivery of aural and listening exercises as well as the delivery of music theory.

Autumn Term

- **Music of Africa:** A topic that develops students' knowledge of African music whilst exploring the history and culture. Using a variety of drums available in the department, students learn about rhythmic notation and compose their own rhythms. Vocal call and response is an integral part of this topic which is incorporated in drumming performances. All three core areas are covered in this topic.
- **Keyboard Skills:** A topic that develops students' knowledge of music notation and performance. Students are taught musical symbols and how to read basic music notation. A variety of short pieces are available for students to prepare for their performance. Performance is the key core area being assessed.

Spring Term

- **Cartoon Music:** A fun and engaging topic that develops students' understanding of music composition through the study of music for cartoons. Students are assessed on composing a piece of music for a Tom and Jerry cartoon clip.
- **Jingles:** A topic that develops students' knowledge and explores the impact and importance of music in adverts. Students explore the evolution of music used in advertisement over time by listening to a variety of examples. In addition, students develop their listening skills by identifying instruments and musical elements. The goal is to create an original Jingle for an advert.

Summer Term

- **Ensemble Project:** A topic that develops students' knowledge of traditional notation whilst exploring skills needed for ensemble performances. Students are expected to prepare an ensemble performance of a popular song. This is a very popular topic that allows students to develop their instrumental and vocal skills.
- **Great Composers (Baroque):** A topic that introduces some of the greatest Baroque composers by developing listening and performance skills. Research activities about Bach and Mozart.

Student Work

A high proportion of work is practical. Written tasks consolidate work during lessons and provide a means of reference for students to revise from. Homework is set during in preparation for music theory/vocabulary/performance assessments. These take the form of revision for spelling tests, research tasks or to rehearse.

Assessment

Through the marking of key pieces of work and regular verbal feedback, students know how well they are doing and what they need to do to improve. Students are encouraged to self-evaluate their work and the work of others. Feedback is based on shared success criteria. Formal assessment takes place on completion of a unit of work or a particular skill.

Helping at Home

- Encourage participation in extra-curricular activities such as singing group, keyboard club or WebbRock.
- Listen to a wide repertoire of music
- Encourage singing at every opportunity
- Don't hesitate to contact the school and talk to Mr Sassano.

Useful Websites

<http://www.soundjunction.org/>

<http://www.bgfl.org/virtualkeyboard/>

www.cansing.org.uk

www.incredibox.com

www.musicutorapp.com

Physical Education

Subject Leader: Mrs V Jevons

Physical Education (P.E.) is a statutory subject at Key Stage 3. Students receive two 60-minute lessons in Year 7. Students follow the activities listed below where each activity lasts three weeks.

Autumn Term

A selection from:

- Basketball
- Problem Solving
- Football
- Netball
- Gymnastics
- House Competitions

Spring Term

A selection from:

- Badminton
- Healthy Active Lifestyle
- Dance
- Rugby
- House Competitions

Summer Term

A selection from:

- Athletics
- Cricket
- Rounders

Student Work

All class work is practical. In P.E. we aim not only to develop students' skills but also encourage them to develop strategy and decision making, along with important leadership and communication skills needed when working as part of a team.

Helping at Home

- Encourage your child to participate in extra-curricular clubs and support them when they are representing the school
- Ensure that the correct kit is brought to each lesson, especially shin pads and other protective equipment
- Talk about what is being done in lessons
- Encourage your child to be active at home, e.g. walk the dog, ride their bike and play football with friends
- Provide a healthy, balanced diet.

Useful Websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/physical-education/keystage3>
www.bbc.co.uk/schools/ks3bitesize/PE

Personal, Social, Health and Citizenship Education (PSHCE)

Assistant Headteacher, Key Stage 3: Miss S Pugh

PSHCE aims to develop students' knowledge and understanding of personal, social, health and citizenship education. The personal, social and health part of this is achieved through units of work that look at 'Understanding Themselves' (for example, managing emotions, making decisions and managing money), 'Keeping Healthy' (for example, growing and changing, smoking, eating and exercise, drugs and drug taking) and 'Developing Relationships' (for example, getting on with others, bullying, you and other people, and you and your responsibilities). The citizenship work aims to develop a student's understanding of the world around them, gain knowledge and understanding of what it means and how to be an active citizen.

Autumn Term

- Health and Wellbeing
 - to include substance misuse and mental health

Spring Term

- Relationships
 - to include sex education

Summer Term

- Living in the Wider World
 - to include finance and careers

Student Work

Much of the work will be class discussion which aims to encourage students to reflect on individual progress and identify what needs to be done to build on their achievements.

Helping at Home

- Talk through the issues covered, asking how they feel about them
- Help organise them so that they are prepared to participate in all lessons.

Please see the @MWS tab on the school website for support with mental health, LGBTQ+ and eSafety

Useful Websites

www.bullying.co.uk

<https://www.mind.org.uk>

<https://kooth.com>

<https://www.marywebbschool.com/@MWS>

Religious Education

Subject Leader: Mr P Lee

“Widen minds, broaden horizons”

The aim of our Key Stage 3 course is to equip pupils with knowledge and understanding of a range of religions and non-religious worldviews, insights, beliefs and practices.

We aim to inspire pupils’ curiosity to question the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human.

To enable pupils to develop their own views, values and identity. To develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

Religious Education is a foundation subject at Key Stage 3, which is part of the Humanities department. Students study a variety of religions and beliefs. The main religions that are studied are Christianity, Islam and Hinduism. These religions are investigated so that students have a full understanding of religion in the world today.

Autumn Term

- What is belief?
- Where can we find meaning? (1)

Spring Term

- Where can we find meaning? (2)
- Who is God? (Christianity)

Summer Term

- Who is God? (Christianity and Islam)
- How do I Show What I Believe?

Student Work

Classwork and homework tasks are completed in workbooks which are regularly checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so, at times, they may resemble jotters. Homework is set once a fortnight, although some homework may be set over a longer period of time depending upon the nature of the topic being studied.

Assessment

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning.

Year 7 examination – 45 minutes examining The Trinity.

Helping at Home

- Discuss the learning taking place in lessons
- Encourage the reading of local and national newspapers
- Watch and listen to appropriate news and documentary programmes on TV, online and on the radio
- Read books about the topics and of the local area
- Don't hesitate to contact the school and talk to the Humanities department
- Use the links at www.marywebbschool.com

Useful Websites

www.bbc.co.uk/religion

www.bbc.co.uk/schools/religion

www.bbc.co.uk/bitesize/examspecs/zm9pd6f

<https://www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j>

<https://www.bbc.co.uk/bitesize/topics/zc63cdm>

<https://www.bbc.co.uk/bitesize/topics/z73d7ty>

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

www.reonline.org.uk/ks3/indexx.php



YEAR 7

IMPORTANT DATES FOR YOUR DIARY

2020 – 2021

Please note these dates are subject to change. Please check the school website nearer the time.

DATE	ACTIVITY
Tuesday 1st September	Staff training day
Wednesday 2 nd September	Staff training day
Thursday 3 rd September	Year 7 and Year 11 return to school
Friday 4 th September	All Year groups in school
Wednesday 23 rd September	Curriculum Day
Thursday 1 st October	Year 7 Tutor Evening
Friday 2 nd October	Whole School Photographs
Friday 23 rd October	Break up for half-term holiday
Monday 2 nd November	Return to school
Wednesday 11 th November	Parent Forum
Thursday 19 th November	Curriculum Day
Thursday 19 th November	Year 7 Parents Information Evening
Thursday 10 th December	Christmas Lunch
Thursday 17 th December	Christmas Showcase
Friday 18 th December	Break up for Christmas holiday
Monday 4 th January	Staff training day
Tuesday 5 th January	Spring Term begins
Wednesday 27 th January	Curriculum Day
Friday 12 th February	Break up for half-term holiday
Monday 22 nd February	Return to school
Tuesday 2 nd March	Parent Forum
Thursday 11 th March	STEAM Curriculum Day
Thursday 25 th March	Showcase
Thursday 1 st April	Year 7 Reports home
TBC	Year 7 Exam week
Thursday 1 st April	Break up for Easter holiday
Monday 19 th April	Summer Term begins
Friday 30 th April	Curriculum
Monday 3 rd May	Bank Holiday
Friday 28 th May	Break up for Whitsun holiday
Monday 7 th June	Return to school
Thursday 10 th June	Parent Forum
Thursday 17 th June	Year 7 Parent Consultation Evening
Friday 25 th June to Sunday 27 th June	Year 7 Summer Camp
Friday 2 nd July	Curriculum Day
Tuesday 6 th July	Sports Day
Thursday 15 th July	Summer Showcase
Friday 16 th July	Break up for Summer holiday

YEAR 7
REGISTRATION PROGRAMME
2020 – 2021

	YEAR 7
Monday	Whole School Reading
Tuesday	Whole School Reading
Wednesday	Numeracy
Thursday	News/ Current Affairs Discussion
Friday	Assembly