



YEAR 7

COURSE GUIDE

2024 - 2025

Year 7: Subject Leaders/Teachers

Subject	Subject Leader	Teachers
English + Literacy	Mr R Garry	Mr R Garry Mrs E Jebb Mr R Hollands Mrs S Hanmer Miss B Sadler Mrs A Watkins
Mathematics	Mrs E Griffiths	Mrs E Griffiths Mr M Osmond Mrs R Morris Mrs R Hughes Ms S Parveen Mrs E Kitcher Mr P Lowe-Werrell
Science	Mrs C Jones	Dr G Ward Miss S Goodier Mrs C Jones Mrs V Lee Mrs R Richards Mrs P Wildblood
Computing	Mrs C Jones	Mrs V Pound
Design & Technology	Mr A Walker	Mr A Walker Miss E Howell Miss G Oakley Mrs I Chorr Ms S Keeling
Geography	Mr P Lee	Mr P Lee Mr B Finch Mr J Seager
History	Mr P Lee	Miss E Weston Mr B Finch Mr B Seager
Modern Foreign Languages	Ms J Thompson	Ms J Thompson Mrs L Shuker Mrs S Manders
Music	Mrs V Jevons	Mr G Sassano
Physical Education	Mrs V Jevons	Mrs V Jevons Mr D White Mrs S Longhurst
PSHCE	Miss S Pugh Mrs S Hanmer	Form Tutors
Religious Education	Mr P Lee	Miss S Pugh
Head of Personalised Learning	Ms S Keeling	
SENCo	Mrs S Longhurst	

English

Subject Leader: Mr R Garry

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.

Within English lessons, key literacy skills, are taught explicitly. Students are supported in their writing and given specific targets on which to improve the accuracy of their written communication.

Reading is at the forefront of all English lessons, with students having an extended time dedicated to reading fiction for pleasure.

Autumn Term

- Students start the year by working on the book they were given at the end of Year 6, 'Asha and the Spirit Bird' by Jasbinder Bilan. There is a focus on writing skills and accessing non-fiction texts on the theme of The Environment.
- **Asha and the Spirit Bird'** Grammar and punctuation tests and work on developing a range of sentence types, organizing written work and technical accuracy.
- Following on from Jasbinder Bilan's 'Asha and the Spirit Bird,' the students study a range of nature poetry, including the poetry of Ted Hughes, Wordsworth, and Blake.

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.

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.

Assessment

- Students are assessed at mid-points in each term
- Students are assessed with one formal unseen assessment which covers the learning content and key skills for each term's work

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.

Helping at Home

- Talk about the work that they are doing in lessons and for homework
- Encourage students to proofread their work to correct errors
- Encourage students to maintain a regular personal reading habit – at least 10-15 minutes of reading per night

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
- Number properties

Summer Term

- Area and Perimeter
- Basic algebra
- Constructions

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 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.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 working scientifically skills (how to plan, carrying out, analyse and evaluate experiments) alongside science content.

Autumn Term

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

- Being Alive – using microscopes, cells and organ systems
- The Force is with You - forces in action
- Slime and Smells – the 3 states of matter, particle theory and separation techniques

Spring Term

Students continue with the above three topics and then begin Rotation 2 which is made up from three units:

- New Life - reproduction and healthy lifestyle
- Colourful Chemistry –chemical reactions, acids, alkalis and neutralisation
- Energy for Life - electrical circuits, renewable and non-renewable energy resources and energy transfers

Summer Term

Students continue with the above three topics.

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 in their book to help them see how they are progressing.

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

Helping at Home

- Talk to your child about their work
- Encourage your child to logon to 'Educake', an online homework and revision package
- 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>

Art and Design

ASubject Lead: Ms S Keeling

Art education at Mary Webb School is intended to engage, inspire and challenge pupils. Through thematic schemes of work students will develop their knowledge, practical skills and creative thinking. Art students will experiment with confidence, invent and create their own works of art.

As pupils progress through the curriculum, they will develop a more rigorous understanding of Art and Design, including how creativity shapes our history, and contributes to the culture and wealth of our nation.

Students will follow a three-year course for one hour every week, within an Art, Graphics and Design Technology Curriculum. Students will have the opportunity to develop independent learning, thinking and planning skills, through a diverse and challenging programme of study.

Drawing underpins the project-based work and is a thread which runs throughout year 7 allowing students to experience and value drawing for different purposes. Students will explore use of line, tone, mark making and will learn how to create space and depth in their work. It is intended that year 7 offers a range of creative opportunities which will allow all students to experience success in their creativity, and develop confidence. This is in readiness for in depth study and sustained development of skills and ideas in years 8 and 9.

Project 1

Year 7 students will be introduced to the colour wheel and be guided to explore how they use colour in artworks. Students will apply their knowledge of colour theory and symbolism in the development of a still life artwork and a self-portrait. Students will consider why art is made now, and investigate why it was made in the past. Students will use a range of techniques including collage and photography.

Project 2

Year 7 students will have the opportunity to work as an artist, using a sketchbook to develop ideas based on the local landscape and inspired by other's creative response to the natural environment. Students will develop skills in drawing, painting and printmaking to develop visual reflections on the local environment. Students will explore their own relationship with the landscape, refining ideas and ultimately creating a final outcome, which is original and of value.

Project 3

Year 7 students will be introduced to the Art of Edward Tingatinga. They will consider surface design and pattern inspired by African Culture and will use wax resist technique to develop a textiles outcome.

Student Work

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 or more weeks. Students can expect to receive an extended homework task in each project.

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.
- Talk to your child about their work.
- Allow them access to their own art materials.

Computing

Subject Leader: Mrs V Pound

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

Autumn Term

- Collaborating online respectfully
The importance of setting strong passwords, e-safety including cyberbullying, using RM Unify and the school email system, organising files recognizing the difference between the Internet and the WWW as well as being able to evaluate Factual or Fictional online content.
- Computer Systems and Computational Thinking
In this half term, pupils will start by joining in with the Bebras Challenge, an international challenge that puts their computational thinking and problem-solving skills to the test. After the Bebras Challenge pupils will gain an understanding how computer systems input, process and output information, the components of a computer, as well as looking at the history of computing and where it all began.

Spring Term

- Programming essentials using scratch
We spend the spring term developing problem solving and logical thinking skills. Students are introduced to the importance of sequencing and how to make simple programs as well as fault find and debug programs.
- Modelling data – Spreadsheets
We introduce the concept of spreadsheets and why they are useful before discovering key functions to analyse data and create charts.

Summer Term

- Digital Literacy
During this half-term, pupils will be developing their Word Processing and Presentation Skills – gaining valuable knowledge on how to use these two key applications effectively. They will build their skills to produce a letter and a presentation on a given subject, which they will have the opportunity to present to their peers if they wish.
- Using Media
During this half-term, pupils will develop a deeper understanding of information technology and digital literacy by using their skills across the unit to create a blog post about a real world cause that they are passionate about and would like to gain support for.

Student Work

Work is completed using project-based activities that enable progress at all levels of ability. Students work online storing work locally. Students are also encouraged to make an account with iDEA (Inspiring Digital Enterprise Award) where they can work towards achieving a bronze certificate by completing tasks aimed to develop their digital, enterprise and employability skills.

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 for more support.

Useful Websites

www.thinkuknow.co.uk (e-safety)

www.scratch.mit.edu (Block editor)

<https://idea.org.uk/> (challenges to work towards bronze and silver awards)

<https://groklearning.com> (online programming website)

<https://learn.code.org>

<https://www.bebbras.uk/>

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.

- Graphics:

Students are introduced to a range of drawing techniques that they can use to convey their ideas to others. These skills will be used to help them develop ideas in future projects.

- Product Design:

Students will use Computer Aided Design and Manufacture (CAD/CAM) technology to design and make products. 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 pupils 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/

www.timeforgeography.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 Norman Conquest
- Roman History

Spring Term

- Medieval Monarchs
- The Black Death

Summer Term

- Differing Interpretations of Henry VIII
- Successful Tudor Monarchs

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 Tudor Monarchs.

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

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. Our approach is based on EPI (Extensive Processing Instruction) methodology. Students are taught for 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. The emphasis is on students having good basics in French and on being familiar with the French sound system, regardless of the language that they learnt in KS2.
- **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.

In both language's students will cover the following topics in Term 1.

Talking about age, birthday, describing hair and eyes.

Spring Term

- In both French and Spanish, students continue to build upon their knowledge of vocabulary and grammar through a variety of topics as well as practicing all four skills: listening, speaking, reading and writing.

The following topics are covered in Term 2: Saying where we live, giving opinions and looking at where else in the world French and Spanish are spoken.

Summer Term

- Students will cover the following topics in the final term of Year 7:
Describing ourselves and other members of the family. Talking about our pets.
There is also a film project in the last part of the summer term.

Student Work

Work is completed in exercise books and on work sheets. In MFL, 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. 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
- Don't hesitate to contact the school and talk to the M.F.L department

Useful Websites: <http://zut.languageskills.co.uk/> <http://www.languagesonline.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

- **Cartoon Music:** Using cartoon music as a stimulus, this unit looks at how music is used to create a successful atmosphere. Students are introduced to the leitmotif. Tempo, dynamics and timbre are explored along with the importance of instrument choice. By the end of the unit students are expected to compose a piece of music for a Tom and Jerry cartoon to reflect what they have learnt.
- **Keyboard Skills:** This unit introduces students to reading music with the outcome being able to perform a piece of written music on the keyboard.

Spring Term

- **Chinese Music:** This unit introduces students to the pentatonic scale whilst exploring music from another culture. It builds on the previous units, using the pentatonic scale to compose a melody with a simple structure. Pentatonic scales were developed independently by ancient civilisations: they are a music scale with five notes per octave. Students are expected to notate their compositions as well as perform them. The expectation is that they can compose a piece of Chinese style music using the pentatonic scale that demonstrates tempo, dynamics and rhythm.
- **“Written in the Stars”:** This unit introduces chords to students. The expectation is that by the end of the unit, students can play their part in a class performance of “Written in the Stars”: the unit develops the skills of linking chords with a melody and maintaining time.

Summer 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.
- **Adverts:** This unit introduces students to composing a piece of music for an advert. It draws upon previous skills acquired from other units of work. The outcome being able to create and compose music for an advert using a variety of instruments, including voice overs.
- **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.music tutor app.com

Physical Education

Subject Leader: Mrs V Jevons

The focus for year 7 is to initially establish the routines and expectations to make PE fun and purposeful for all students. The ethos promoted is one of support where all students are encouraged to be involved.

Students will continue to combine, refine and apply fundamental movement and sport skills from their initial introduction in primary schools. By the end of the year they will have experienced a range of increasingly challenging recognisable individual and team activities and adapted sports. They will have been taught the basic skills, tactics and rules they need to know in order to participate safely and they will understand why being active is important to a healthy lifestyle.

Through PE the students will become confident at working on their own and with familiar and unfamiliar students. They will be taught ways in which to cooperate and communicate effectively with their peers and staff, and they will be able to, demonstrate their self-confidence, resilience and enthusiasm for learning both as participants and or leaders. They will develop their personal organisation skills with their kit, organising of equipment needed for the lesson and the space in which they will work.

Students learn that sport is a means of bringing people together; students experience Sports day as an athletics meet, and inter house competitions throughout the year, with their contribution to the overall outcome being as valued as any other student in any other year group.

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
- Orienteering
- 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, 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.

Through the academic year students will be taught:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

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.

- What is belief?
- Who is God?
- Where can we find meaning?
- How do I Show What I Believe?
- Who is Buddha?

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/zsdtstk>

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



YEAR 7

REGISTRATION PROGRAMME

2024 - 2025

	YEAR 7
Monday	Whole School Reading
Tuesday	Whole School Reading
Wednesday	Numeracy and News
Thursday	Character/Community/Careers
Friday	Assembly