



20th October 2021

Dear Parent/Carer

RE: YEAR 7 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD

HALF TERM 2

The Curriculum at St. James' is the foundation of everything that we do in school, and full information about what your child will be learning at Key Stage 3 and Key Stage 4 can be found on the school website at www.stjamesheadle.co.uk/curriculum. Here, you will find whole school and faculty curriculum statements which sum up our vision of what a knowledge-rich, properly sequenced and challenging education should look like. By clicking on each faculty icon, you will be taken to the curriculum 'progression grids' for each subject, which outline what will be taught each half term and how it will be assessed.

In Half Term 2, this is what is intended to be studied in Year 7 in each subject.

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Library, visits, introduction to poetry, social issues (Speaking and Listening)	<u>Writing Assessment</u> Using an image as a stimulus for writing to describe. <u>Reading Assessment</u> Character or theme analysis of The Woman in Black. <u>Writing Assessment</u> Write a poem on a given theme. Students can choose the poetry form based on those studied in the unit of work. <u>Speaking and listening</u> DEBATE focusing on a social issue / choice of social issues
Mathematics	Geometry Measuring and drawing angles Basic angle facts Angles in parallel lines Ratio and Proportion Fractions, decimals and percentages	Testing knowledge of skills taught in Units 3 and 4 AND interleaving of topics in units 1 and 2
RE	Images of Jesus Jesus in history Who did Jesus say he was? Who is the Messiah? Jesus the saviour and The Incarnation	Baseline assessment
Science	Energy Resources; Describe where our domestic energy	Assessments on the Enquiry; State what is meant by a risk



	supply comes from and compare different sources of energy. Acids and alkalis; Explore everyday acids and alkalis and how to identify them	assessment. List what should be included in a conclusion.
Geography	What are the tectonic processes that lead to natural hazards? The link between Tectonic plates, plate boundaries and earthquakes/volcanoes; Cause, Effects and responses to tectonic hazards Why do people live in these difficult environments?	Understanding how tectonic processes leads to earthquakes and volcanoes
History	Who was Edward the Confessor? Why did William win the Battle of Hastings? How successful was William at controlling England?	Formative and summative assessments on the three key questions
PE	Boys - Football: Basic passing techniques, ball control, possession based drills, conditioned games and small side games focusing on passing, movement and control; Dance: To perform the main dance actions, develop a motif, space, relationships, dynamics, perform in front of peers Girls - Netball: Development of the basic passes, passing to a partner on the move, retaining possession of the ball, playing under pressure in more small sided game situations. Badminton: Develop tactics within the game. Grip of the racquet etc	Individuals are assessed based on their ability and group accordingly in netball and after the badminton unit.
MFL – Spanish/French/German	My family and pets Pupils will learn to say what pets they have, and describe their pets using colours and adjectives; to describe character; to say who is in their family; describe members of their family (hair, eyes and characteristics)	Assessment 2 My family and pets: Reading and understanding, and writing



Food and Nutrition	Pupils study Food and Nutrition, Textiles, ICT and Resistant Materials on a 10 week rotation over Year 7. For full information on the content and practical elements of these subjects, please consult our curriculum website at www.stjamesheadle.co.uk/curriculum	
Textiles		
ICT		
Resistant Materials		
Art	Review and revise proportion. Enlarge scale in production of final bird Production of 3D Crow/Raven Link to Native American Indian Bird, Beliefs, Exploration, pattern, symmetry, spatial awareness	Recording and investigation Visual elements and media Reflection and understanding Social and emotional aspects of learning Class work Independent learning Critical analysis and evaluation
Drama	ICT and Storytelling	Baseline assessment
Music	To develop skills in reading music notation appropriately and accurately, through learning an instrument within a practical environment. Pupils will explore how to read Treble and Bass clef, looking at grade 1 scales, effective melody lines, chords and bass lines. Students will perform music fluently, with accuracy and expression using the keyboards and Music Computer Software Develop musicality with an understanding of the structures, styles, genres and traditions of Festive Music. Increase ability to read staff notation appropriately and accurately	Formative Assessment of pupil progress each lesson: These will be a mixture of teacher, peer and self-assessments
PSHCE	Unit 3 Enterprise Skills Jobs v careers; Different types of jobs (permanent, part time, contract etc.) Choosing a career Salary, incomes and hourly rates Dream careers and working laws Age restrictions of working Unit 4 Substance Abuse Smoking, drugs and alcohol Addiction and	



	reasons people smoke and drink Legal and illegal drugs Unit 5 Diversity and Prejudice Refugee Diaries Homophobia Islamophobia What is prejudice? Why are people prejudiced against certain groups or individuals	
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In the coming weeks, you can support your child in a number of ways:

- Your child needs to review work done in Year 7 every week – through mind maps, re-reading information, practicing examination questions. Subject teachers will be able to provide information on this. Further information can be found at www.stjamesheadle.co.uk/homework
- Check that your child is keeping up with their homework on Show My Homework - students should be doing at least **1.5 hours work per night** of homework and/or review of work
- Speak to your child about what they are doing – this could be through asking them what they have done, testing them on what they have written etc
- Ensure that they have regular breaks and get a good night's sleep – work in chunks of time, turn off mobile phones and devices an hour in advance of going to bed
- At the same time, reassure them – at home and in school, we want to challenge our students to do their very best, but we also need to understand the stressful time that we have all gone through (and continue to go through)

Yours sincerely,

Dr. S. Guscott
Deputy Headteacher (Curriculum and Pastoral)