



Dear Parent/Carer,

**YEAR 7 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD
HALF TERM 1**

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 1, this is what is intended to be studied in Year 7 in each subject. Please be aware that due to Covid 19, including the delivery of remote learning, the content of the curriculum may be subject to change:

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Baseline tests Text – 'The Woman in Black'	Ongoing formative and summative assessment
Mathematics	Unit 1 – Introduction to Algebra (Link to Year 6 work); Simplify expressions; Solve equations; Substitution; Manipulation Unit 2 – Number and calculator skills; Use of scientific calculator; Factors, multiples and primes; Prime factor decomposition; HCF LCM	Ongoing formative and summative assessment
RE	Membership of a Catholic school; What is the St James' mission statement?; What is the philosophy of St James'?; What is the Catholic Creed?; What happens during a Catholic Mass?; Who is God?; What is truth?; God in scripture; God in Creation; Different interpretations of the Bible; Trinity Reflection – Who is God to you?; God in Islam; God in Hinduism	Ongoing formative and summative assessment
Science	Intro to science and Health and safety; The particle model	Ongoing formative and summative assessment



	<p>- a concept that explains melting, freezing, boiling and condensing; how particles are always moving in some way depending on their kinetic energy; cells and organisation; Knowing the structure and function of cells. Exploring how these cells were first discovered and described and being able to relate the structures to function.</p> <p>Enquiry – preparation of a cheek cell and onion cell slide.</p>	
Geography	<p>Where are we in the World, Europe, and UK? Define the UK Map physical features of the British Isles, Europe and the World Map major cities and regions in the UK, Europe and the World Map the continents and oceans of the world</p>	<p>Assessment 1. Baseline test, (followed by resubmission after lessons) 2. Tour of England</p>
History	<p>What is History? Why did the Vikings invade the British Isles during the ninth century? What impact did the Viking invasions have upon Britain What is the enquiry process? Who were the skeletons in the field and how did they get there?</p>	<p>Ongoing formative and summative assessment</p>
PE	<p>Boys: Football Badminton Cardiovascular activity Girls: Netball Badminton Cardiovascular activity</p>	<p>Ongoing formative and summative assessment</p>



MFL – Spanish/French/German	My world and I Pupils will learn to : Give and spell their name Say their age and when their birthday is Say where they live including town, village and countries Describe themselves	
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.stjameschadle.co.uk/curriculum	
Textiles		
ICT		
Resistant Materials		
Art	Baseline assessment drawing of a bird to assess ability and plan for differentiation within lessons. NATIVE AMERICAN BIRDS KNOWLEDGE: Relating to culture, heritage, time in History, traditions, beliefs. Early civilisation Art & Design compared with Tribes in America today. Indigenous peoples of America. SKILLS: Proportion, drawing, basic painting and colour theory Line, Proportion, pattern	
Drama		
Music	To develop the ability to read and write musical rhythms through composition, appraisal skills and performance. Developing knowledge of grade 1-2 music theory. Develop musicality through a study of <i>Time-signatures</i> , <i>polyphonic</i> textures and <i>note values</i> and how they combine to make rhythm patterns.	Baseline assessment: To assess existing knowledge and plan for differentiation within lessons



	<p>Develop personal compositional style through performance practice. Increase ability to read staff notation appropriately and accurately. Deepen understanding of musical elements and playing/singing techniques. Pupils will gain an understanding of basic rhythm patterns, with a focus on effective group percussion performances and compositions. Pupils will demonstrate an awareness of pulse and remaining in time within an ensemble, enhancing their listening and appraisal skills to become a more developed musician.</p>	
PSHCE	<p>Unit 1 Transition to Secondary School British and St James Values What does it mean to be British? Democracy, rule of law, tolerance, liberty, respect E-Safety – Digital footprints and sexting Laws around sexting Future impact of digital footprints and consequences Equality The Equality Act and protected characteristics Unit 2 Healthy Choices Food and diet How to eat well, consequences of an unhealthy lifestyle Exercise and Sleep Importance of exercise, BMI and impact of too little sleep</p>	

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



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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 faithfully,

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