



12th April 2021

Dear Parent/Carer,

**RE: YEAR 7 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD
HALF TERM 5**

The Curriculum at St. James' continues to be 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 5, this is what is intended to be studied in Year 7 in each subject. **Please be aware that due to the current restrictions, including the delivery of remote learning, the content of the curriculum may be subject to change:**

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Introduction to Shakespeare	Shakespeare character analysis. Short Story: write a monologue from the point of view of one of the main characters in the short story.
Mathematics	Unit 8 – Transformations (continued) Reflection, rotation, translation and enlargement (Link to Unit 3) Unit 9 – Handling Data Averages Graphical representation of discrete data Comparing distributions using averages	HT 5 Assessment – testing knowledge of skills taught in Units 8 and 9
RE	Eastern Religions Key beliefs of Hinduism, Sikhism and Buddhism Life and death (Reincarnation) Places of worship Festivals Similarities with Catholicism)	Ongoing formative and summative assessment
Science	Electricity - To introduce voltage, resistance and current within series and parallel circuits. Enquiry – modelling electric circuits Mixtures and separations Recap knowledge of solids, liquids and gases and apply this to separating techniques. Enquiry – separation of sand and salt	Assessments to assess the enquiry process



Geography	India cont.: India as a developing nation Climate: The monsoon, links with irrigation / farming. Population distribution and density. Poverty in a slum: Dhavari Mumbai Interdependence and India's role in the world, Bangalore Urbanisation- Living in cities Population increase in cities, Rural to Urban migration, Natural increase Case study-Mumbai (LIC)	Assessment - Population and India Exam
History	<u>The Tudors</u> How did Tudors change the Church? (Reformation / Edward VI / Mary I / Elizabeth I) What were the long / short term causes of the English Civil War and Why did Parliament win?	Formative and summative assessment
PE	<u>Boys</u> - Athletics Cricket <u>Girls</u> - Athletics Rounders	Ongoing assessment within lessons
MFL – Spanish/French/German	Free time Pupils will learn to: Say and write about their sporting habits; Explain what else they do in their free time and how often they do it; Say what sports they like and dislike playing; Say what they use their computer and mobile phones for	Ongoing formative and summative assessment
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	3D Sculpture – Aliens and the Supernatural	Ongoing formative and summative assessment
Drama	Improvisation and Duologues	Class assessment of duologues
Music	Ukulele skills Perform and compose music confidently in an ensemble setting using the ukulele with accuracy and expression	Weekly class performances



PSHCE	<p><u>Unit 9 Self Esteem</u> Self-esteem Personality, appearance and abilities and dealing with people who damage your self esteem <u>Resilience</u> How to be resilient in a range of real-life situation including challenging inaction, being in the wrong place at the wrong time and issues with using public transport <u>Growth mindset</u> What is it and how can you develop a growth mindset. The difference between a fixed and growth mindset <u>Unit 10 Family Life</u> Types of families Defining what it means to be a family and challenging the traditional stereotypes <u>Young carers</u> What it means to be a young carer and the impact this can have both in and out of school</p>	
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In the coming weeks, you can continue to 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 all of the work on Show My Homework
- 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)