

April 2022

Dear Parent/Carer

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

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](http://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 4, this is what is intended to be studied in Year 7 in each subject. Please be aware that due to the current restrictions, the content of the curriculum may be subject to change:

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Introduction to Shakespeare	Ongoing formative and summative assessment
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	<b>Islam</b> The five pillars; Mohammed Clothing; Food - halal; Difference between Sunni and Shia; Prayer and the Quran; Life of a Muslim; Main beliefs Ramadan; Eid; Hajj	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	Assessments to assess the enquiry process



	techniques. Enquiry – separation of sand and salt	
Geography	<p>India cont.: India as a developing nation; Population distribution and density; Life in Dharavi; Mumbai - Problems and solutions of squatter settlements; Bangalore - a globalised city?</p> <p>Manchester - Types of settlement and function; The North West of England; Mapwork of Manchester and region; Origins of Manchester as a settlement</p>	Ongoing formative and summative assessment
History	<p><u>The Tudors</u> How did Tudors change the Church? (Reformation / Edward VI / Mary I / Elizabeth I); the religious settlement; how much of a threat was Mary Queen of Scots; the Spanish Armada</p>	Formative and summative assessment
PE	<p><u>Boys</u> - Athletics Cricket</p> <p><u>Girls</u> – Athletics Rounders</p>	Ongoing assessment within lessons
MFL – Spanish/French/German	<p>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</p>	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	
Textiles		
ICT		



Resistant Materials	consult our curriculum website at <a href="http://www.stjamesheadle.co.uk/curriculum">www.stjamesheadle.co.uk/curriculum</a>	
Art	<p><u>Proportion and figures</u></p> <p>Principles of Figure drawing, including proportion, shape, form, scale, tone. Explore different genres and books. Link to artists historical and contemporary – L.S.Lowry and Quentin Blake</p> <p>Developing/gaining confidence with drawing techniques</p> <p>Literacy skills- develop own imaginative storybook character and story and setting</p>	Ongoing formative and summative assessment
Drama	<p><u>'A Midsummer Night's Dream'</u></p> <ul style="list-style-type: none"> <li>• Are pupils able to appreciate the language used by Shakespeare?</li> <li>• Are pupils able to understand the storyline of 'A Midsummer Night's Dream'?</li> </ul>	Class assessment
Music	<p><u>World Music</u></p> <p>To explore different music from around the world, understanding the cultural differences, the intent of the music and how this may affect the musical style.</p> <p>To develop performance and compositional skills related to the cultural styles and be able to identify their main characteristics.</p>	Weekly class performances
PSHCE	<p><u>Unit 9 Self Esteem</u> Self esteem Personality, appearance and abilities and dealing with</p>	



	<p>people who damage your self esteem</p> <p><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</p> <p><u>Growth mindset</u> What is it and how can you develop a growth mindset. The difference between a fixed and growth mindset</p> <p><u>Unit 10 Family Life</u> Types of families Defining what it means to be a family and challenging the traditional stereotypes</p> <p><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.stjamescheadle.co.uk/homework](http://www.stjamescheadle.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)