



THE PRIORY SCHOOL YEAR 7 SUBJECT INFORMATION BOOKLET

This booklet is a guide to what is planned to be taught from September 2021. Please bear in mind that this may be subject to change due to the impact of Covid-19 .

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HOMework POLICY

Statement of Intent

The school regards homework as part of the curriculum and an element of a good education. Homework should be planned and prepared alongside all other programmes of learning. We also recognise the great value of students involving themselves in activities outside of the classroom and believe that, especially at Key Stage 3, completing homework should not be to the detriment of being a well-rounded individual who has varied interests.

A well-planned and well-managed homework programme helps students to develop the skills and attitudes they will need for successful lifelong learning. Homework also helps create in students a sense of responsibility for their own education, provides opportunities for them to reflect on their learning, supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education. Increasingly, as your child progresses through the school, you will notice the quantity of homework increase.

The nature of homework set varies with the demands of each area of the curriculum and the stage reached in a particular subject at any one time. Homework should be relevant and appropriate and tasks will be matched to the age, needs and ability of the students and to the schemes of work being covered in lessons. Tasks will be varied in style and not necessarily be an extended written piece of work.

In the first half term of Year 7, very little homework will be set in order that students can focus on acclimatising to secondary school and not becoming overwhelmed. As the Key Stage progresses, staff will take a 'light touch' to homework tasks and these may be preparatory or reflective in nature. In Year 9, the quantity of homework will increase to prepare students for the demands of the GCSE curriculum. By Year 10 and 11, students should expect an average of one hour's homework per subject, per week, alongside revision.

Homework

The School uses ClassCharts which allows students and parents to view homework tasks and deadlines via the internet. Students and parents receive a login in September. Homework is also recorded in the student's planner.

Activities may include: reading, listening, watching, researching, drawing, memory work, investigating, report writing, drafting, model making, revising, designing, interviewing, essay writing, film making, producing podcasts / apps. This list is not exhaustive.

The Library is available after school, Monday to Thursday, for students and in addition a Homework Club operates in the Library offering advice and assistance to support students in completing homework within the school environment.

While considering the value of homework tasks, children also need time to relax, enjoy life and learn through experiences outside of the normal school day. There are many opportunities to learn and develop through participation in a wide range of challenging and enjoyable activities such as the arts, sport, voluntary and community activities. Homework should not unduly restrict a child's access to these opportunities to develop.

ART & DESIGN

AUTUMN AND SPRING TERM

Students will be introduced to a range of skills and techniques in Art, mark making (drawing), tonal painting, composition, colour theory, and perspective. A small number of home study tasks will be set which will include drawing from observation. These tasks intend to develop skills in looking and understanding objects, while communicating elements such as line, shape, space, tone, colour, and texture.

SUMMER TERM

Building on skills developed earlier in the year students will embark upon a project based on 'pattern'. They may look at this through the work of artists or crafts people, both locally or internationally.

Research plays a vital role in the Art lesson; there will be numerous occasions when students will be asked to source images or information to assist them in developing their own ideas. Internet access is a really useful tool to have at home, but if this is not possible, the Art Department does have its own bank of PCs.

All students will require a sketchbook, either stapled or spiral bound with good quality paper. Sketchbooks and a small range of other art materials are available from our school shop. A valuable addition to student's pencil cases would be drawing pencils; HB and 2B, also some good quality coloured pencils.

How you can help

The sketchbook stores student's classwork and homework and it is really important that it is kept in good order with loose pages glued in carefully so that work is not mislaid. If your child is struggling with their Art homework, there is always someone available in school to assist them during most lunch times or after school.

BUSINESS

Topic One: Why are some brands so powerful?

Students start Year 7 business by learning all about what a business is and why people choose to start one. Research is carried out into entrepreneurs and students produce a fact file of their favourite one. We then learn all about what a brand (and an own brand) is including how it goes through stages of research & development, introduction, growth, maturity and decline, finishing with what businesses can do to revive a product in decline.

Business Focus: Coca Cola & Cadbury

Topic Two: How's is made?

Students learn about how things get made with a focus on job and flow production. We visit Cadbury to find out about their history, their product (linking to topic one) and we see some job and flow production in action. Students then have to decide which method of production they think is the best.

Business Focus: Cadbury

Topic Three: How are people motivated to work?

Students learn about what motivates them as individuals and what motivates employees in a business. They learn about theorists including Maslow, Taylor, Mayo & Herzberg and what they think about motivation. We look at the benefits a business can gain from having a motivated workforce and what the different methods are that a business can use.

Business Focus: Kelloggs and Innocent

Topic Four: How do businesses look after their money?

Students will learn about the different sources of finance that are used by start-ups and established businesses. We look at how interest rates can affect which source of finance a business chooses and we finish by learning about what a cash flow forecast is and how it can help a business.

Business Focus: Flutterbies Bakery (case study)

- How you can help
 - · Watching the news together
 - · Encourage the use of BBC Newsround website
 - · Help to be organised with equipment and books
 - · Encouragement to read through work on completion
 - · Support with research on the Internet where appropriate
 - · Support with revision and preparation for assessment points throughout the year
 - · Sharing your experiences of some of the topic areas
-
- Within the Business department we are always looking for speakers to enhance what students are learning in the classroom. If you would like to get involved, please contact Miss Blower.

TECHNOLOGY

During Year 7 students undertake work in Technology in the following material areas:

Cooking and Nutrition

Design and Technology

Preparation tasks for lessons should be completed at home, for example preparing ingredients.

PLEASE ENSURE YOUR SON OR DAUGHTER WEIGHS THEIR OWN INGREDIENTS AND BRINGS A CLEAN APRON AND NAMED TUB FOR PRACTICAL SESSIONS.

Please discuss these areas of content with your children at home, support your child with tasks given for homework by reading the task carefully and by providing the time, resources or materials to complete the task and ensuring that deadlines are met.

How you can help

Ensuring students bring all the required equipment/resources to lessons and complete homework tasks

Encouraging your child to be involved in practical activities at home, e.g bicycle maintenance, cooking, helping in the garden and DIY e.g building flat packed furniture, painting the garden fence.

Please ensure all containers and aprons are **named** and that your son/daughter remembers to collect all their belongings on the day they cook.

COOKING AND NUTRITION

We endeavour to cook recipes that your child will be able to cook at home, please encourage your child to practice cooking in the home environment whenever possible.

Throughout Year 7 we aim to cover some fundamentals that will enable progression. Knife skills, cooker management, safe storage of food, hygiene and safe working practices. The students will be learning about the importance of a balanced diet, how to achieve this day to day and the eight government guidelines for healthy eating.

Key information

Please make the food department aware of any allergies that your child has.

All students need a named apron, it can be any colour but please, no plastic aprons.

All students need a named plastic container for the food that they cook - it is advisable to label this with a sharpie so it is easily identifiable if left behind.

We ask for a small contribution towards a stock of basic ingredients - this will mean that should your child forget/lose or need an ingredient they are still able to cook.

Students will start the academic year by learning basic skills in the kitchen and getting used to their new environment and the difference of cooking in a kitchen with lots of their peers!

Be familiar with basic food hygiene and safety. Please encourage good practice in this area at home

Be taught the guidelines for healthy eating

Be confident with handling food and understand the function of basic food ingredients in a recipe

Students will:

- Make products which address the dietary goals
- Study specific nutrients
- Childhood obesity has become a cause of concern in today's society. The Food Technology area will support parents in encouraging students to make wise food choices for a healthier diet
- Undertake practical work programme, that will teach students a range of basic practical skills aimed at promoting sound cooking skills alongside basic nutrition

DESIGN AND TECHNOLOGY

The subject encourages pupils to be inspired, moved and challenged in the real world of design and technology. They will be actively engaged in the process designing and making quality products. They will analyse existing products and develop decision making skills.

They will be made aware of human achievements and the big ideas that have shaped the world. They will be encouraged to be enterprising and innovative in their designing and making while having regard for sustainability and environmental issues in our ever changing world.

Pupils will develop their critical analysis, problem solving and creative thinking skills.

Autumn term:

Pupil will be introduced to practical skills in the materials areas of timber. They will gain an understanding of Health & Safety in the workshop, learning to work safely and accurately with tools and machinery.

By the end of the term students should:

- Be able to identify common items made from hardwoods, softwoods and manufactured board.
- Be able to suggest reasons why a particular material has been used to make certain common objects.
- Be able to draw, colour and shade basic shapes such as cubes, cylinders, spheres and cones in 3D.
- Be able to evaluate the success of a finished product and suggest simple improvements to it.

During KS3:

Students will take part in a series of practical projects to develop their practical, creative and IT skills in other material areas, including polymers, metal, paper & board, mechanisms, electronics, smart materials and Computer Aided Design (CAD).

Through the curriculum pupils will learn to:

- Be inquisitive, to investigate how things work and identify how they are constructed/manufactured.
- Question if a product displays good or bad design features and analyse the build/finish quality of products.
- Be able to identify common materials and their classifications, understanding that different materials have different properties.
- Use the internet to research, select and then display information useful in the development of a creative product.
- Evaluate progress and finished products through discussion with their peers.
- Draw, colour and annotate their ideas clearly.
- Explain the main stages in making a product that they have produced using notes and diagrams.

DRAMA

SUMMER TERM

Students will be introduced to Greek Theatre using a variety of techniques including choral speaking, synchronised movement and masks to explore a selection of Greek Myths. To conclude the year, students will recap on all of the skills and techniques that they have been taught by creating pieces of Drama based on Harry Potter.

HOMEWORK

Tasks will be set to help students to create and develop characters and storylines; this may include bringing in props and/or costume.

How can you help

Being a prompt when students are learning lines for their scripted exam.

Be an audience for your child, making sure they are loud and clear when delivering their lines.

Offer them a place or time to rehearse with their group.

Watch live performances either at the theatre, on DVD, or through online platforms such as National Theatre.

Share appropriate stories and explain how you felt so students can try to recreate specific emotions during their performances.

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ENGLISH

Year 7 students are taught in form groups.

The Year 7 English curriculum is varied and exciting. Students develop their reading, writing and speaking and listening skills through a range of units. Key units are assessed through the year; in addition students sit Reading and Writing examinations.

What makes up the curriculum?

In the Autumn Term, students will begin by exploring their creative writing skills in both fiction and non-fiction, exploring issues of perspective, place and community.

The 'Poems that Transport You' unit will see students study a wide range of poetry, all linked together by the theme of culture.

The *Zoo Drama* unit poses 'serious' dilemmas for the students to solve, in a variety of drama activities, including speech writing and delivery.

Students will also complete an extensive 'Short Stories' unit, allowing them to consider structure, characterisation and other technical features.

At the end of the year, students will undertake the 'Shakespeare Project', where they will explore a range of different ways of accessing his works and sample a number of plays.

How you can help

Please encourage your child to read, and read with them; encouraging them to read aloud. Reading widely is also key, reading a variety of texts to include newspapers, appropriate magazines, and autobiography alongside fiction.

The Library

Students are taken to The Library regularly and encouraged to read at least one book every two weeks. Small group reading sessions will be available to build confidence, and students will all have the opportunity to regularly track, discuss and recommend the books that they have been enjoying.

In questionnaires, students consistently say that they enjoy English!

FRENCH

Outline Scheme of Work

Autumn Term

Vocabulary: Activities, colours, opinions, Describing works of art and photos.

Grammar:

Articles - un/une/des, le/la/les

Adjective agreement, plurals, simple negative, verbs, possessive pronouns. Avoir and être verbs.

Language learning strategies

House competition— Bobo le robot

Spring Term

Vocabulary:

School subjects, telling the time, sports, weather

Grammar:

Regular 'er' verbs, some irregular present tense verbs, extended sentences with "si" and "quand", questions

Summer Term

Vocabulary:

Family, where you live, food, places in town

Grammar:

possessive pronouns, more irregular verbs, near future tense

Study of a French film—Petit Nicolas

How you can help with FRENCH:

1. We give regular Vocabulary Tests throughout the year when students are asked to learn the meaning of new words, as well as their spelling and gender (masculine / feminine). You can help your child by testing them - they will have all the necessary words noted down in a small red vocabulary book. Any interactive method for the learning new spellings such as the 'Look, say, cover, write & check' used in Primary Schools are useful strategies here. iPad apps such as Quizlet can also be excellent tools for learning. All vocabulary is also on Show My Homework— students can hear the correct pronunciation which is essential for listening and speaking skills.
2. During the Year 7 exams, students sit a French exam. They will be given a detailed revision list. Again, you can help by testing them on this vocabulary.
3. If you go to a French speaking country on holiday, please encourage your son or daughter to have a go at simple transactions (buying bread, ordering food etc). This will inevitably receive a warm response from local people which will, in turn, have a positive impact on your child's confidence.
4. A French dictionary is invaluable and we encourage parents to purchase one for use at home. We use the [Collins Easy Learning](#) dictionaries in school and recommend these for home use.
5. We subscribe to various useful web-sites such as Linguascope. Students will be able to ask for the access passwords when they start at the school. There are also a variety of free apps such as Duolingo which are great for independent learning.

GEOGRAPHY

AUTUMN TERM

We cover an introduction to Geography, which could include “What is Geography?”, basic geographical skills such as map and graph interpretation, and some map games for practice.

SPRING and SUMMER TERM

We will cover a series of Geographical topics, usually lasting around 6 weeks in duration. These could include Rivers, Coasts, Industry, Plastics, and more. We build on the use of a number of skills, including maps, literacy and numeracy. We try to remain topical, so if a major event occurs we do tend to introduce a lesson or discussion around this!

How you can help

- Help students to be organised with equipment and books
- Encourage them to read through their work on completion, checking for literacy and numeracy skill use where appropriate
- Encourage students to read a newspaper or news website;
- identify and discuss Geographical topics
- Encourage them to go on Geography Fieldwork visits, and practice Geographical skills if/when out with the family (e.g. route planning, identifying features)
- Encourage and support students with revision for their end of topic assessments, and reflection of progress upon completion. Bitesize KS3 is useful, as are Internet Geography and Geographypods
- Encourage students to watch the news and Geographical programmes/documentaries (e.g. David Attenborough, Simon Reeve)

HISTORY

We will cover:

Doing History:

Detective work—how to investigate the past

Key words when studying sources

Medieval Britain

1066—Who should be king?

How did the Normans change and control England?

Who was the greatest medieval monarch?

Was King John really a bad King?

What was more significant—rats or revolting peasants?

The Tudors

Why did Henry VIII marry so many times?

What was the Dissolution of the Monasteries?

How did Edward VI change the Church?

There's something 'bloody' about Mary.

Elizabeth I and the Spanish Armada.

The Plains Indians

What was the lifestyle of the Plains Indians?

What did the Plains Indians believe in?

How and why did the lives of the Plains Indians change?

Was Custer responsible for the US army's defeat at the Battle of the Little Bighorn?

How you can help

Encourage them to read through their work on completion.

Help them to research homework on the Internet where appropriate.

Check spelling of key words.

Help study pictures for meanings.

Encourage and support students with their half termly assessments.

ICT & COMPUTER SCIENCE

The ICT & Computer Science KS3 curriculum follows a varied and creative programme of study covering Computer Science, Information Technology and Digital Literacy. Students will develop skills in digital literacy, create digital products and be introduced to computer science elements such as how computers work.

A variety of online and interactive resources will engage and challenge students in a variety of activities and tasks. Students will develop skills in creating digital products and programming. They will learn to reflect upon the quality and reliability of the digital products they use and develop for audience & purpose.

End of unit assessments/portfolios and online assessments inform the student of the success criteria met and their progress relating to the new Computing Progression Pathways.

All schemes of work, individual lesson resources and homework tasks can be accessed from home.

We use a number of online resources such as Foldr, ClassCharts and Office 365 to aid communication and file transfer between school and home.

Year 7 ICT & Computer Science lessons are delivered through one hour per week in mixed ability tutor groups.

Autumn Term

Introduction to our School Network and learning resources such as SMHW, Foldr, Office 365 accessing the different areas of the network etc.

Baseline test in Computer Science.

Using Computers Safely & Responsibly including file & folder management, using the Internet, Email, Social networking & Cyberbullying.

E-safety project using PowerPoint.

Spring Term

Computer Science unit which includes:

Memory & The CPU

Hardware & Storage Devices

Types of Software

Binary conversion & addition

Year 7 Computer Science assessment

Summer Term

Games programming using Scratch 3.0 Online

Control systems with Flowol 4

How you can help

Encourage students to access their work and available resources online through Foldr and Office 365.

Support them in their use of technology at home i.e. software and new technologies/mobile devices. Make use of the wealth of Internet resources to support their learning such as online video/interactive tutorials.

Watching subject-related programmes such as BBC Click can help them to identify the use of technology & its impact in the wider world.

Share your experiences of using technology with them!

MATHEMATICS

MATHEMATICS

The aim of Year 7 Maths is to ensure that all students have a firm grasp of the principles that will underpin Key Stage 3 and 4. This will ensure that students have a strong foundation to build on as they progress towards GCSE and beyond.

Maths continuously builds on prior learning and so all content met at Key Stage 1 and 2 is still very relevant to the work we will be looking at in Key Stage 3 and 4.

It is particularly important that students are very confident with recalling timestable facts. One of the first priorities of Year 7 will be to make sure that all students can quickly recall multiplication (and associated division) facts for any calculation in the 1 to 12 timestable.

For example, this means being able to recall that:

$$6 \times 8 = 48, 48 \div 6 = 8 \text{ and } 48 \div 8 = 6.$$

If you think that this is something your child might struggle with then please support them at home as much as you can to help them meet this standard. It will make a big difference!

From lesson 1, students require a working scientific calculator. A good quality Casio calculator will last them for the 5 years up to GCSE. The current recommended model is Casio fx-83GTX or fx-85GTX. They need to bring this to every Maths lesson.

Problem solving and reasoning underpins all learning and students will get used to this approach to learning as the year progresses. Students should regularly reflect on their own learning and are always encouraged to delve deeper into content and challenge themselves to think about all elements of principles covered.

Autumn Term

Students begin looking at patterns in shapes and number introducing various types of sequence.

This leads into formally introducing algebra and algebraic notation before solving equations and the importance of equality and equivalence.

We then move onto place value, building on Key Stage 2 knowledge before moving on to Fraction, Decimal and Percentage equivalence.

Spring Term

We begin this term by recapping and building on the “four operations” (Addition, subtraction, multiplication and division). This allows us to apply these skills to shape and statistical problems involving area, perimeter, finances and averages, as well as interleaving the algebra work covered in the autumn term.

We then formally introduce negative numbers and calculating with negative numbers before performing calculations involving fractions. These are key principles that underpin GCSE Maths and misconceptions at this stage can cause great damage as students move up through the school.

Summer Term

The first part of the summer term is spent on geometry problems, initially formalising notation before moving on to solve geometric problems involving angle calculations.

We continue the journey by looking at mental arithmetic strategies that help simplify complex calculations as well as introducing set notation and basic probability principles. We finish the year with Prime numbers and their uses as well as introducing basic principles of proof.

MUSIC

AUTUMN TERM

During the Autumn term students will be introduced to the elements of music - the building blocks or everything musical. They will explore how rhythm, melody, structure, harmony, dynamics, texture, timbre and tempo shape all music. They will also explore rhythm to a deeper level through studying African Music, where they will enjoy performing and composing African Music using djembes and their voices.

SPRING TERM

In the Spring, students will dive deeper into the world of timbre and notation. They will study the Instruments of the Orchestra, learning how the sounds of different orchestral instruments interrelate and the importance of holding their own part in an ensemble performance. They will also study Film Music, where they will focus on learning to read musical notation through learning to play some of their favourite themes from the big screen.

SUMMER TERM

Students will start the Summer term off studying pop music. They will produce a band performance of a pop song and dive into the world of songwriting - learning the typical conventions and techniques used in writing pop songs. They will finish the year off studying Recycled Rhythms, where students will get creative in designing and making their own instruments, which they will later use in a whole class performance!

How you can help

Parents can help by encouraging your child to listen to music of all different styles and genres at home, and if they play a musical instrument to inspire them to get involved in the wide range of musical activities within the school. These will range from a variety of musical extra-curricular activities such as Show Choir, Orchestra, House Music, Pro, small ensembles and groups, and the annual School Production.

PHYSICAL EDUCATION

In Physical Education, year 7 students are primarily taught in mixed gender groups (sport specific).

Students learn the core skills of sports across the National Curriculum, and have the opportunity to put the skills learned into competitions and games.

There is an extensive extra-curricular programme which runs alongside PE lessons. These will be before school, during school (lunch times), and after school. Additionally, house sports competitions will run throughout the calendar year.

Autumn

Students will learn the core skills in the following sports:

Cross country

Rugby

Netball

Volleyball

Football

Spring

Students will learn the core skills in the following sports:

Dance

Table tennis

Gymnastics

Handball

Summer

Students will learn the core skills in the following sports:

Orienteering

Athletics

Cricket

Rounders

Assessment

Students will be marked in 4 areas, for all sports (not cross country or orienteering).

Quality of skills (out of 5)

Range of skills (out of 5)

Fitness (out of 5)

Decision making (out of 5).

This will give the student a total mark out of 20, for each sport.

How you can help

Now that your child is at secondary school, we like them to take responsibility for packing their bag and making sure they remember full kit for each lesson. You can help here by assisting them to get into a routine by packing the correct, clean kit on the right day.

Also, by encouraging your child to participate in clubs, house sporting events as well as staying active when at home whilst promoting a healthy diet will aid your child within the subject and for their future.

RELIGIOUS PHILOSOPHY

Key Stage 3 Religious Philosophy is based on the SACRE scheme of work which is based on four fundamental questions:

- Who are we?
- How do we relate to others?
- How do we relate to the natural world?
- How do we express beliefs?

We hope to develop four attitudes which are identified as essential for good learning in Religious Philosophy.

- Self awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder
- To this end we shall be referring to the beliefs of Christians, Muslims, Buddhists, Hindus, Jews and the views of Humanists within the following topics.

AUTUMN TERM

What is Belief?

- Students look in detail at some ways in which beliefs impact on people's lives, affecting the way they act and the choices they make.

Symbolism

- Students will explore the ways in which symbolism is used in stories, art and rituals for both secular and religious beliefs/practices.

SPRING TERM

How do we know God exists?

- An introduction to philosophical questions about the existence and nature of God. Students will be encouraged to develop their ability to evaluate, justify responses and use perceptive observations.

What happens when we die?

- An exploration into the relationship between beliefs, teachings and one of the most significant ultimate questions 'what happens when we die'.

SUMMER TERM

Investigating artefacts

- An opportunity for students to turn "detective" and examine Islamic and Christian Artefacts. Using their knowledge and understanding from previous topics, observation and investigative skills students are encouraged to evaluate what the different items are and what they are used for.

Worship

- Throughout this topic students will have the opportunity to explore different types of worship. This topic is intended to pull together everything learned this year and show how belief determines a way of living.

How you can help

Encouraging them to watch the news

Encourage them to discuss with you some of the topics they have been studying/sharing your experiences of some of the topic areas with them

Helping them to be organised with equipment

SCIENCE

The aims of the KS3 Science syllabus are to:

- Develop the scientific knowledge and skills in Biology, Chemistry and Physics
- Whilst developing the true understanding of the scientific process
- As we relate science to the everyday world around us

AUTUMN TERM

“Starting Secondary Science” - allowing students to develop an understanding of uses of laboratory equipment and safety procedures. Followed by:-

- Cells and Tissues
- Forces
- Particles

SPRING TERM

- Human reproduction
- Electrical circuits
- Chemical reactions
- Infectious diseases

SUMMER TERM

- Separating mixtures
- Acids and alkalis
- Energy
- Space

The order of topics will be different for different groups to allow more flexibility with practical equipment.

All topics are developed to make Science relevant to students and encourage them to consider a diversity of views to help them understand why Science is important and to instil critical thinking.

How parents can help?

Ask Questions!

Over many years, it has been shown many times over that simply taking an interest in the subject and asking questions creates the best sort of attitude and enquiring mind needed for good scientists. So ask what have they learnt, be critical of evidence, and help to try to draw mature conclusions from the knowledge we have.

Our latest developments in Science centre around building students science ‘capital’; their knowledge of science in the outside world. Encouraging your child to watch scientifically accurate television programmes and news coverage about current issues in Science will give them valuable background knowledge. Examples might include “Planet Earth”, “Cosmos”, natural world programs or “Brainiac”, “Bang goes the theory”, etc.