



**THE PRIORY SCHOOL
YEAR 7 PARENTS BOOKLET**



September 2018

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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.



The School uses Show My Homework (SMHW) 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 number of home study tasks will be set which will include drawing from observation. These tasks intend to develop skills in looking, 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.



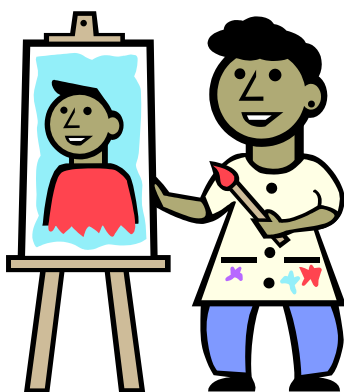
Research plays a vital role in the Art lesson; there will be numerous occasions when students will be asked to source images or information to assist them in developing their own ideas. Internet access is a really useful tool to have at home, but if this is not possible, the Art Department does have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

All students will require a sketchbook, either stapled or spiral bound with reasonable 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, 2B and maybe 4B, 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 & ENTERPRISE

AUTUMN TERM

The Power of Branding

Students learn all about what a brand is including how a product goes through stages of introduction, growth, maturity, saturation and decline.

How's it made

Students learn about production methods and the best way that particular businesses can produce their products.

SPRING TERM

Why do people work?

Students learn about what motivates them as individuals and what motivates employees in a business. They learn about a theorist called Abraham Maslow and what he thinks about motivation.

Sources of finance

Students will learn about the different sources of finance that are used by start-ups and established businesses. They will be able to explain why these sources are suitable to those types of businesses. (This will continue into the summer term).

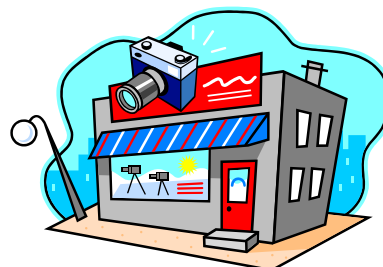
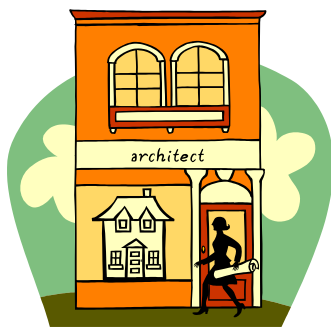
SUMMER TERM

Promotion at The Crocky Trail

Students learn about the different ways that businesses promote themselves with a focus on The Crocky Trail. They produce a marketing campaign in teams after visiting The Crocky Trail.

How you can help

- Encouraging them to watch the news
- Encourage them to visit the BBC Newsround website to read topical stories
- Helping them to be organised with equipment and books
- Encouraging them to read through their work on completion
- Helping them to research homework on the Internet where appropriate using 'Show my Homework' for further guidance
- Sharing your experiences of some of the topic areas with them



TECHNOLOGY

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

- Cooking and Nutrition
- Design 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.
- Encouraging your child to be involved in practical activities at home, cooking helping in the garden and DIY.
- 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

It is very important that students come to lessons with a named apron and named container to take food home in.

AUTUMN TERM

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

SPRING TERM

Students will:

- Be able to carry out basic methods and develop skills and confidence when designing and making food products
- Evaluate products to encourage wise shopping
- Be taught the guidelines for healthy eating



SUMMER TERM

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 of DT in designing and making quality products. They will analyse existing products and develop decision making skills. Pupils will develop their critical analysis skills regarding creativity.

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 the 21st century.

Additional resources to support learning: www.technologystudent.com

AUTUMN TERM

Students will develop their core D&T skills.

Students should:

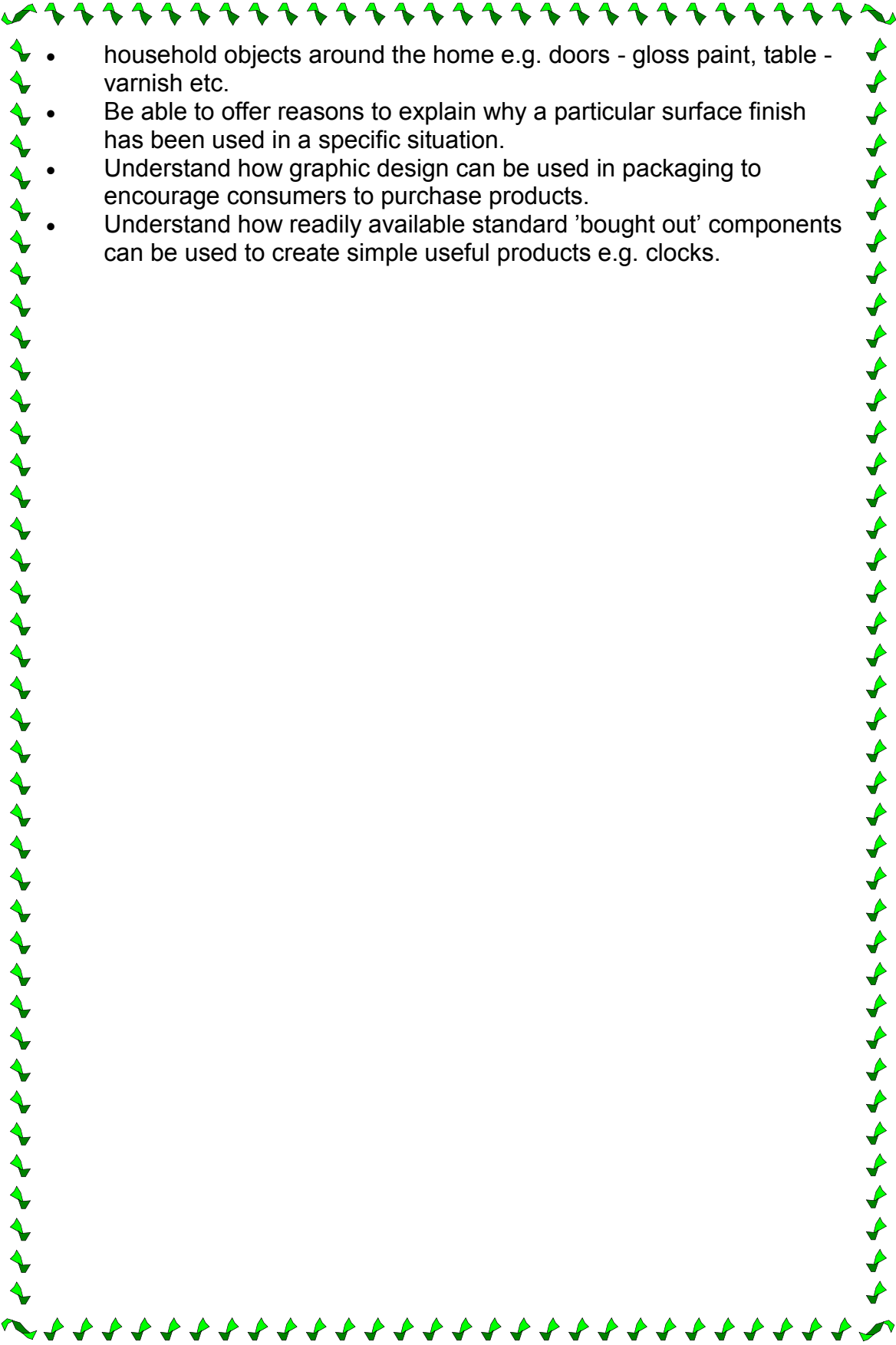
- Be able to identify common household items made from hardwoods and softwoods, ferrous and non-ferrous metals, thermoplastics and thermosetting plastics.
- Be able to suggest reasons why a particular material has been used to make certain common household objects.
- Be able to draw, colour and shade 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.

SPRING AND SUMMER TERMS

Students will take part in a series of practical projects to help develop their practical and creative skills.

Students should:

- Be able to identify common household objects that use levers such as a child's see-saw, nutcrackers, pliers, wheelbarrow, garden shears etc.
- Be able to use the internet to research images which may prove useful in the development of a product.
- Be able to evaluate finished products through discussion with their peers.
- Draw, colour and annotate design ideas clearly.
- Be able to suggest how the various parts of common items are joined together and say why the particular method is suitable.
- Explain clearly the main stages in making a product that they have designed using notes and diagrams.



- household objects around the home e.g. doors - gloss paint, table - varnish etc.
- Be able to offer reasons to explain why a particular surface finish has been used in a specific situation.
- Understand how graphic design can be used in packaging to encourage consumers to purchase products.
- Understand how readily available standard 'bought out' components can be used to create simple useful products e.g. clocks.



DRAMA



Throughout the year, students will be asked to work individually, in pairs and in mixed sex groups, to enhance vital social skills. Drama also provides students with an opportunity to develop their creativity, thinking skills and their insight into how they use voice, language and movement. Students will also undertake regular self, peer and teacher assessments.

AUTUMN TERM

Students will start the subject with an introduction to the Drama techniques. In particular they will learn about mime and how to use body language and facial expressions to distinguish size, shape and weight of objects. This is followed by a unit of work that enables students to develop their improvisational skills.

SPRING TERM

Students will undertake a unit of work where they will use a variety of techniques including choral speaking, synchronised movement and masks to explore Greek Myths. This is followed by a unit of work, where students will get the opportunity to write a script and create characters that are based on fairy tales.





SUMMER TERM

During this term, Year 7 students will recap on all of the skills and techniques that they have learnt throughout the year and put them into practice by creating a performance based on Harry Potter. The year is concluded by a unit of work that enables students to devise and direct their own piece of Drama.

HOMEWORK

Tasks will be set to help students to create and develop characters and storylines as well as cement their knowledge and understanding of the basic Drama techniques.

How can you help

- Being a prompt when students are learning lines for script work.
- 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 or on DVD, or via the internet.
- Share appropriate stories and explain how you felt so students can try to recreate specific emotions during performances.



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?

- All students study a novel, 'Wonder' by R.J Palacio in the Autumn Term. As a department, we will provide copies of the novel for students to study.
- The *Zoo Drama* unit poses 'serious' dilemmas for the students to solve, in a variety of drama activities, including speech writing and delivery.
- Students complete a Shakespeare Project, where they sample a number of Shakespeare's plays.
- Students study a variety of non-fiction texts and produce their own non-fiction such as discussions, descriptions and reviews. At several points in the year, students are also engaged with creative writing, with a focus on writing about places, and on the importance of perspective.
- A wide range of poetry is studied, with a focus on poetry from different cultures.

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. They are encouraged to make a log of what they have read after each reading lesson. Students also have access to a wide range of classic texts via the ipad texts such as Alice in Wonderland, The Jungle Book and the Secret Garden.

In questionnaires, students consistently say that they enjoy English!



FRENCH

Outline Scheme of Work

Autumn Term

Vocabulary: Emotions, colours, descriptions
Giving opinions about works of art and pop songs

Grammar: Articles - un/une/des, le/la/les
Adjective agreement, plurals,
simple negative, verbs, possessive
pronouns. Avoir and être verbs.

Language learning strategies

Cross curricular work Art and Music

Spring Term

Vocabulary: Countries, food & drink, time, daily routine,
school subjects, giving opinions about
different types of chocolate, weather

Grammar: Regular 'er' verbs, some irregular present
tense verbs, reflexive verbs, imperfect
tense, questions

Summer Term

Vocabulary: Sports, body parts, numbers and prices,
giving opinions about Fair Trade

Grammar: Further practice of present & imperfect
tenses, questions

Introduction to the perfect tense

Study of a French film—Petit Nicolas



How you can help

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.
2. During the Year 7 exams, students sit a French exam. This will involve 4 'papers' - listening & reading comprehensions, a written test and a speaking test. They will be given a detailed revision list as well as a list of the questions they will be asked in the speaking test. Again, you can help by testing them on these questions.
3. If you go to a French speaking country on holiday, 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

What is Geography?

Map Reading

Shropshire Geography and Geology

SPRING TERM

Industry

Coasts

Kenya

SUMMER TERM

Rivers

China

How you can help

- Encourage students to read the Newspaper
- Encourage them to read through their work on completion
- Help them to research homework on the Internet where appropriate
- Help them to be organised with equipment and books
- Encourage them to go on Geography Fieldwork visits
- Encourage and support students with their half termly assessments
- Encourage students to watch the news and Geographical programmes e.g. Coasts

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 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 hardware and software.

Interactive teaching using the latest technology 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 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 the latest online resources such as Foldr, Show My Homework 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.

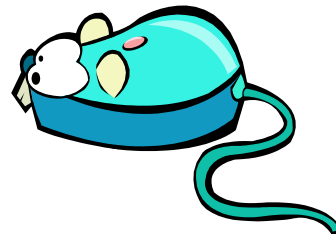
Autumn Term

- Introduction to our School Network and learning resources such as SMHW, Foldr, accessing the different areas of the network etc.
- Baseline test in Computer Science.
- Using Computers Safely & Responsibly including file management, using the Internet, 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 2.0.
- Control with Flowol

How you can help

- Encourage students to access their work 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 programmes such as BBC Click can help them to identify the use of technology & it's impact in the wider world.

MATHS

AUTUMN TERM

- Number sequences as an introduction to algebra
Number work including adding and subtracting by written methods, multiplying and dividing by 10, 100 and 1000
- Shape work including accurate drawing and measuring straight lines. Calculating areas and perimeters of shapes
- Recognising fractions - decimal and percentage equivalents
- Handling data including mean, median, mode and range. Being able to draw and interpret bar and pie charts
- Using simple formulae and substitution in formulae

SPRING TERM

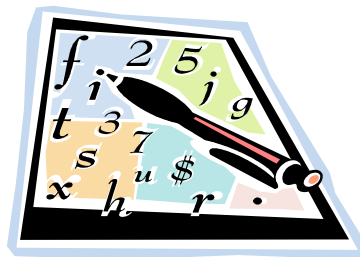
- Data handling - using tally, bar charts and grouping data
- Number and measures e.g. rounding, adding and subtracting, order of operations, converting metric units and reading scales
- Algebra topic on sequences and plotting straight line graphs
- Geometrical problems. Use of compasses and protractors
- Fractions, decimals and percentages

SUMMER TERM

- Shapes - investigating reflections, rotations and translations
- Grouped data and comparing experimental and theoretical probabilities
- Lowest Common Multiples and Highest Common Factors. Multiplication and division of decimals by a single digit and using a calculator for more complex calculations
- Algebra - interpreting graphs of real life situations
- Solving problems involving triangles and quadrilaterals and some geometric constructions

How you can help

- Practice tables up to 10×10
- Practice calculations with 24hr times
- Test money calculations mentally
- Purchase a calculator preferably Casio fx - 83GT Plus and don't throw the instruction booklet away!





MUSIC



AUTUMN TERM

Introduction to Music - A programme that brings all students up to speed with Key Stage 3 no matter their previous experiences in primary school. All of the fundamental principles of music will be introduced in this module, to provide the foundations on which to build future learning. Every term all topics taught will include the elements of music, graphic and traditional notations, and the key skills of listening, aural, appraising, performing and composing.

Key topics this term will include, Graphic Scores (Halloween) and Feel the Beat (music from Africa).

SPRING TERM

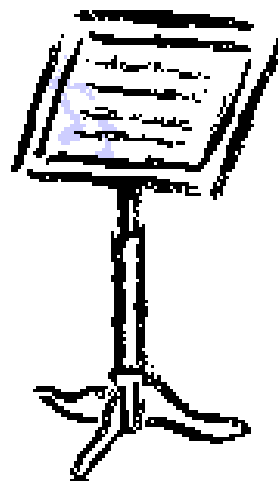
In this term skills are further developed and delivered in topics such as Scales, Ladders and Hooks, Riffs and Ostinato. In these units students learn about different scales such as pentatonic, chromatic, major, minor and blues, and ways repeated patterns in music occur in many different styles and genres of music.

SUMMER TERM

In this term students learn about Stomp out Loud and Klezmer, and they will also be consolidating the elements of music across all units of work. Students will work in pairs, groups, as a whole class, and individually, and have the opportunity to use the wide variety of classroom instruments, music technology and singing.

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-17, small ensembles and groups, and the annual School Production.



PHYSICAL EDUCATION

In Key Stage 3 Physical Education, all students are encouraged to develop their knowledge, skills and understanding through a programme that includes a wide variety of different physical activities.

There are opportunities to work independently and collaboratively, and to reflect upon their own performance and that of others.

There are also opportunities to consolidate, extend and enrich their experience by taking part in extra-curricular sporting activities through practices and competition, whether competing for their House or the School.

The following offers an outline of the programme likely to be followed by boys and girls in their first year at The Priory School.

Boys			Girls		
Rugby	Football	Gymnastics	Netball	Dance	Gymnastics
Athletics	Rounders	Basketball	Rounders	Athletics	Volleyball
Cricket	Volleyball	Handball	Rugby	Hockey	Table Tennis
X-Country	Health & Fitness	Table Tennis	X-Country	Health & Fitness	Handball

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 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.

- Code Breaking

Students will explore the ways in which stories, art and ritual are used in secular and religious beliefs.

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 will include religious and secular; football / pop stars. 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 and books

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 and their Effects

Particles

SPRING TERM

Human reproduction (a letter will be sent home verifying parental consent)

Energy

Chemical reactions

Acids and alkalis

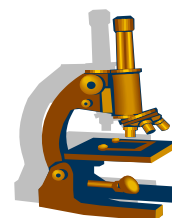
SUMMER TERM

Separating mixtures

Infectious diseases

Static and current

Magnetism and electromagnetism



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. The homework for year 7 will follow a different research theme per half term all based around how science can be used to solve problems in various settings. There will be a parent booklet to run alongside this to help you to discuss the homework with students and investigate possible scientific careers they may want to follow in the future.

Encouraging your child to watch scientifically accurate television programmes and news coverage about current issues in Science would also give them valuable background knowledge. Examples might include "Cosmos", natural world programs or "Brainiac", "Bang goes the theory" etc.