Year 7 Autumn Term 2:

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| **What will your child know, understand or know how to do?** | | **Home learning/how parents can help?** | |
| Maths: | |  | |
| The laws and conventions and vocabulary of algebra including forming and interpreting algebraic expressions and equations.  Simplify algebraic expressions by collecting like terms to maintain equivalence.  Simplify algebraic expressions by collecting like terms to maintain equivalence | | We set regular home learning, either written or on the “MyMaths” website. Usually this is set once every 3 lessons.  You can help by:  Reminding them to use their maths book or the lessons on the mymaths website to help them if they get stuck on their homework.  Keeping a note of their mymaths username and password somewhere safe.  Asking them to tell you what they are learning about or talk you through a worked example from their book.    [www.mymaths.co.uk](http://www.mymaths.co.uk)  We teach using the mastery approach – Pearson have put together a useful guide for parents, which can be found here.  [Parents’ guide to the mastery approach](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/pearson-maths-mastery-parent-factsheet-final-web.pdf) | |
| Science: | | | |
| The hierarchical organisation of multicellular organisms, from cells to tissues, organs to systems and organisms.    Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation, and birth, to include the effect of maternal lifestyle on the foetus through the placenta.  The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure.  Defining acids and alkalis in terms of neutralisation reactions the pH scale for measuring acidity/alkalinity and indicators  reactions of acids with metals to produce a salt plus hydrogen  reactions of acids with alkalis to produce a salt plus water.    The concept of a pure substance mixtures, including dissolving. | | Key words and definitions are issued at the start of a new unit and reviewed through a match up activity in class midway through the unit. Pupils to spend 30 minutes on this home learning.  Challenge mat – a series of multiple-choice questions on the topic and 3 research questions. The challenge mats contain a link to a suitable website to complete the research. This home learning is issued midway through the unit and reviewed prior to the end of the unit. Pupils to spend 30 minutes on this home learning.  You can help by:  Practising the definitions and of key terms with your child, for example by reading them together and quizzing each other.  Displaying Key words at home.  Asking your child to use the words in a sentence.  Some additional helpful resources are below:  BBC Bitesize: Living organisms: <https://www.bbc.co.uk/bitesize/topics/znyycdm>  BBC Bitesize: Reproduction: <https://www.bbc.co.uk/bitesize/topics/zybbkqt>  <https://www.youtube.com/watch?v=jUHokSPkzT>  BBC Bitesize: Acids and alkalis: <https://www.bbc.co.uk/bitesize/topics/zn6hvcw>  BBC Bitesize: States of Matter: <https://www.bbc.co.uk/bitesize/topics/z9r4jxs> | |
| English: | | | |
| Know the context of WW1, including the role of women and trench warfare.  Knowledge of key war poems including:  Suicide in the Trenches – Siegfried Sassoon  Who’s for the Game? – Jessie Pope  Drummer Hodge – Thomas Hardy  Dulce Et Decorum Est – Wilfred Owen  Anthem for a Doomed Youth – Wilfred Owen  There Will Come Soft Rain – Sara Teasdale  War Horse poem – Breanda Williams.  Know the context of Wilfred Owen and Thomas Hardy  Knowledge of key war fiction e.g., Michael Morpurgo’s War Horse, The Ghost Road – Opening.  Know the key features of a letter, Tabloid vs Broadsheet, dramatic monologue. | | All students in Y7-9 are given access to Bedrock Vocabulary: <https://app.bedrocklearning.org/> a fantastic app that works with your child to increase their vocabulary knowledge and application. Students have their passwords and usernames recorded in their planners and are expected to complete at least two sessions per week as part of their homework.  Should you wish to create a parent account, allowing you to monitor your child’s progress and explore the vocabulary that they are currently learning, you will need your child’s log in information, along with a parent access code (again, found in your child’s planner). Further guidance can be found on the links below:  **Parents’ guide to using Bedrock at home**  <https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf>?    **Parents of Bedrock School Users**  <https://bedrocklearning.org/parents-of-bedrock-school-users/?utm_source=Bedrock+Learning+Master+Audience&utm_campaign>  Students are set regular reading homework as part of their LRC reading lessons. Please find a list of recommended reads below, that will help to enhance their knowledge this half term is:  War Horse, Michael Morpurgo  Carrie’s War, Nina Bauden  The Book Thief, Markus Zusuak  The Boy in the Striped Pyjamas, John Boyne  The Boy at the Top of the Mountain, John Boyne  Boy at the back of the class, Onjali Rauf  Refugee Boy, Benjamin Zephaniah.  Students will also be given a “pick and mix” homework sheet – students will be set homework at specific points in time but are also welcomed to complete any extra tasks. | |
| Languages: | | | |
| French Know how to:   * Talk about doing and making things (‘faire’) * Say what people like to do (-er verbs) * Say what people do (-er verbs) * Distinguish between the different ‘you’ in French  Spanish Know how to:   * Say what people do and don't do (negative ‘no’) * Talk about more than one thing (plural nouns) * Say what there is around you and describe it (‘hay’ and ‘es/son’) * Talk about the location of things and describe a place (definite articles)  German Know how to:   * Say what people have (haben) * Say what people do in school (er/sie) * Talk about what people do at home (ich, du) * Talk about activities at home (weak verbs) | | Home learning:   * Regular Languagenut homework (https://www.languagenut.com/en-gb/) - all students are provided with a log-in for this * Vocab-learning homework from the knowledge organisers in books * Self quizzing homework from the knowledge organisers in books * Feed-forward tasks from the feedback after an in-class assessment   How you can help:   * With your child, look through the knowledge organiser sheets stuck in their book at the start of each module of work, and go through the vocab, grammar and phonics section in turn * Test your child on the vocab section of the knowledge organiser * Ask your child to explain the grammar points on the grammar section of the knowledge organiser * Use the phonics section of languagenut and practise saying the sounds with your child * Use BBC Bitesize to deepen knowledge and understanding:   French - <https://www.bbc.co.uk/bitesize/subjects/zgdqxnb>  German - <https://www.bbc.co.uk/bitesize/subjects/zcj2tfr>  Spanish - <https://www.bbc.co.uk/bitesize/subjects/zfckjxs> | |
| History: | | | |
| Anglo-Saxons and Normans -  Know how successful the Norman conquest of England was.  Know about Anglo-Saxon society and Anglo-Saxon kings.  Know who the contenders for the throne were in 1066.  Know about the Battle of Stamford Bridge and Battle of Hastings. | | “Research, review and do” homework tasks when set by teachers.  Learn key terms by using key word glossary in exercise book.  Use BBC Bitesize to help with understanding, including the following links:  Anglo-Saxons <https://www.bbc.co.uk/bitesize/topics/zp6xsbk> | |
| Geography: | | | |
| To know the factors which are causing the population to rise  To know the impact the human population has on the environment.  To know key features of the physical landscape and of human settlement.    To know about population in the UK.  To know about local geography and complete Alsager fieldwork. | | “Research, review and do” tasks when set by teachers.  How you can help?  Explore this bitesize lesson with them:  <https://www.bbc.co.uk/bitesize/topics/zg7nvcw/articles/zxv4cmn>  Or ask them to teach you about why human population is increasing. | |
| RE: | | | |
| To learn about Siki.  Know key terms such as guru, guru Granth sahib, Sikhi.  To know the story of Guru Nanak and why he is so important in Sikhi.  To know the features of a Gurdwara and a langar.  To know how the Langar links to their teachings of equality.  To know how the beliefs of Sikhi influence their lives.  To know places of pilgrimage in Sikhi and why they are important. | | | Research key facts and information about Sikhism to make a title page.  Create a postcard from a place of Sikh pilgrimage.  Create a sheet of revision for assessment.  How you can help:  Talk to your child about the views and beliefs of Sikhs - did you know that Guru Nanak’s birthday is on 8th November this year and celebrations last for up to three days? You could ask your child to talk you through why this an important festival. |
| Art History: | | | |
| To learn about of Wassily Kandinsky Know the terms:  Colour mixing  Complementary  Hue  Tint  Shade  Harmonious  Saturation Value.  Know what is meant by synaesthesia.  Know how to respond to music and visually interpret different sounds – flowing, repetition, loud, soft etc. | Article tasks (reading the articles and answering questions)  How you can help:  Support your child with the Art & Design article homework tasks, reading with them and discussing linked questions.  Look at work by the named artists, with your child, ask them to explain how the artist has used the key features listed (e.g., line, texture). | | |
| Drama: | | | |
| To know:  When and Where Greek theatre started.  The shape of an Amphitheatre.  To know genres of Drama- comedy, tragedy, and Satire.  To know what a Greek chorus is and understand the qualities of a chorus speech.  To know what a myth is and understand the plot of king Midas.  To know how to write a script.  A Greek playwright. | Home Learning:  Design and make a mask for your character in assessment performance.  How you can help:  Encourage your child to practice the spellings and definitions of the key terms.  Watch drama performances online or visit a local theatre. | | |
| Music: | | | |
|  | Home Learning:  How can you help? | | |
| PE: | | | |
| Whilst also learning sport specific knowledge for the activity they are participating in, all students will learn about the key benefits of a warm-up:   * Decreased risk of injury * Increase body temperature * Increase muscle elasticity * Increased range of movement psychological preparation. | We would encourage all students to follow the government guidelines of exercising for 30minutes every day.  Local sports club information can be found in the PE area of the website and on notice boards in the PE faculty.  Students should also aim to watch a range of different sports, particularly those they are studying. This will aid their knowledge of the rules and tactics. | | |
| ICT/Computing: | | | |
| Identify ‘Input, storage, output, hardware and software’    Know how computers impact the environment: what happens to old tech?  Know about the Digital Divide – How are you impacted if you do not have tech at home? What about poor countries or ones with religious or government restrictions?  Know how ICT impacts jobs and employment – what jobs have gone and what jobs will IT replace? What key skills will be crucial moving forward?    Know what tech is in your phone and what data Google collects about you.    Know why hackers want to attack your computer.  Know how they can do it and what you should do to prevent it.    Know what is meant by social engineering and how hackers can get your password. | Home learning:  Spellings  Key Term Definitions  How you can help:  This is a great topic for discussion at home, computers have changed how we live our lives, sometimes for the better and sometimes not. You could talk to your child about how technology has impacted your life, for example, how we make phone calls, find the information we need, or access new music. | | |
| Design and Technology: | | | |
| Either Graphics/RM or Food/Textiles:  **Tech RM/Graphics:**  Know how to instruct lettering accurately and use graphics techniques to convey a message.    Measure accurately with a ruler.  Accurately use drawing instruments (compasses, templates, set squares).  Know and use expressive typography skills.  **Food:**  Know what is meant by food miles and seasonality.  Know how to make a fruit salad.  Know a range of baking techniques, including techniques required for making cheese scones and muffins.    Know what is meant by enzymic browning and time-plans.  **Textiles:**  Knowledge of past and present designers, for example Mary Quant.  Know why it is important to be inspired and not copy.  Knowledge of design approaches and labelling.  Making a drawstring bag. Knowledge of planning out and measuring. | Home learning:  Health and safety knowledge test.  “Jony Ive” reading article.  Definitions of key terms.  How you can help:  Read through the risk assessments on page 5 of the home learning booklet. Talk to your child about how they would work safely in practical situations.  Help your child to read and learn the definitions printed on the inside of the cover of their homework booklet and test them.  Read the Jony Ive article with your child.  Home Learning:  Food article homework tasks and linked questions.  How you can help:  Look at your next food shop with your child, where did the food come from?  Encourage your child to watch cookery programmes at home and practice new recipes together.  Home learning:  Relevant textiles articles and linked homework questions.  How you can help:  Have discussions with your child about any of your favourite designers and/or artists (past or present) and what it is you like about them, how do they inspire you and/or what you wear. | | |
| SPIRIT: |  | | |
| Know what is meant by a stereotype, know about positive and negative stereotypes.  Know about gender stereotypes.  Know what is meant by bullying, know how to report bullying.  Know what is meant by “Cyber Bullying.”  Know about consent with friendships. | Home Learning:  Students will be asked to bring in items to share.  How you can help:  Talk to your child about stereotypes you see, for example in the news, in advertising.  Students will be learning about bullying at school and may want to discuss this at home.  Below are links to two independent articles for parents, about how to support your child:  [If your child is being bullied](https://www.familylives.org.uk/advice/bullying/advice-for-parents/what-to-do-if-your-child-is-being-bullied)  [What Can Parents Do About Bullying?](https://greatergood.berkeley.edu/article/item/what_can_parents_do_about_bullying)  An our anti-bullying page is [here](https://www.alsagerschool.org/anti-bullying/) and our policy is [here.](https://www.alsagerschool.org/wp-content/uploads/2019/11/ANTI-BULLYING-POLICY-GB-APPROVED-ON-241121.pdf)  Please contact your child’s college manager if you have any concerns. | | |