



St Bernard's High School

Year 7

Curriculum Newsletter

Spring 2019



Welcome to our Spring Term Curriculum Newsletter. The departments that teach your daughter have contributed to the newsletter to give you information about what you can expect her to be studying this term at St Bernard's High School.

RE

Students will complete their induction programme and then begin a unit of study on Revelation and Faith. Students will study the stories of Abraham and David and reflect on their relationship with God. After half term, students will then study the birth of Jesus and think about how Jesus' birth has shaped our lives.

English

AUTHOR STUDY: Introducing Mr Dickens

This term, your daughter will undertake research regarding Charles Dickens's life and works. She will also study a range of excerpts from Dickens' novels, analysing his use of language and structure to create setting and atmosphere. She will then use these devices to write her own description of a particular setting.

SHAKESPEARE: Much Ado About Nothing

In the second half of this term, your daughter will be introduced to Shakespeare through studying a range of important scenes within this play. She will be assessed on Shakespeare's characterisation, themes and context in the Battle of Wits and both Beatrice and Benedick's 'gulling' scenes – a 'gull' is a trick.

Maths

Students in sets 1 and 2 will study: rules of algebra, including simplifying algebraic expressions and substitution into formulae, working with decimals, properties of numbers, straight line graphs, probability, constructing shapes, working with percentages, ratio and proportion, negative numbers, solving equations and transformations, including rotation and enlargement. In addition, set 1 will also study highest common factors and lowest common multiples.

Students in set 3 will study: simplifying algebraic expressions, properties of numbers, calculating with decimals, reading scales, calculating with money, applying BIDMAS to calculations, coordinates, sequences, probability, lines and angles, calculating with fractions, ratio and proportion, symmetry and translations. In addition, students in set 3 use the "Numeracy Ninjas" booklets as starter activities in lessons to help them develop their numeracy skills which are required in all areas of mathematics as well as in other subjects.

Students are tested at the end of each half term on the topics they have studied. Their teacher will tell them the date of the test and provide a revision list.

All students have login details for MyMaths and will be set homework on this website in addition to their written homework.

Science

Students study 2 units in the Spring Term: "Energy" and "Reproduction".

Assessment: Students will take a written test on each unit set in the final fortnight of the term. These tests will be available at 3 different levels of challenge: Foundation, Merit and Extension.

Resources: Your daughter can find copies of worksheets and presentations used in class on the Sciences site of the VLE (<https://stbernardshighschool.sharepoint.com/sites/subjects/Sc/>)

and/or in her online class notebook, which she can find via her class team on the VLE. All resources are organised by unit title.

MFL – French

Unit 3: My free time

This covers talking about computers and mobile phones, sports, leisure activities, saying what you like doing and describing what other people do.

Transcription, translations from and into English.

Grammar: using regular verbs and some irregular verbs in the present tense, using *jouer* (to play), *faire* (to do), *aimer + infinitive* (to like+ -ing), using *ils/elles* (they)

Unit 4: My town

This covers describing your town or village, giving and understanding directions, talking about where you go, asking someone to go somewhere, saying what you can do in town.

Grammar: using *il y a/ il n'y a pas de* (there is/ there isn't), understanding when to use *tu* or *vous* (you), using *à + the definite article* (at/to), using *je veux/ tu veux + infinitive* (I/you want to...), using *on peut + infinitive* (we can)

Assessment: Listening, Speaking, Reading and Writing.

MFL – Italian

Unit 3 School:

This covers revising subjects, giving opinions and reasons, describing time-table, using the 12-hour clock, describing my school day.

Transcription, translations from and into English.

Grammar: asking questions, agreeing and disagreeing and using the partitive article.

Unit 4 My life and festival:

Describing daily routine, telling the time, talking about food, giving opinions and reasons, describing a birthday party.

Grammar: reflexive verbs, using present, past and future (I form only) asking questions, agreeing and disagreeing and using the partitive article.

Assessment: Listening, Speaking, Reading, Writing.

MFL – Spanish

Unit 3 – My school

This covers saying which subjects you study, giving opinions about school subjects, describing your school and talking about break time.

Transcription and translations from and into English.

Grammar: using regular verbs using the 'we' form, using the partitive article and using the correct words for 'a', 'some' and 'the'.

Assessment: All skills

Unit 4 – My family and friends

This covers describing your family, describing your hair and eye colour, saying what other people look like, describing where you live and reading about the carnival in Cadiz.

Transcription and translations from and into English.

Grammar: using possessive adjectives, using irregular verbs and using verbs in the third person.

Assessment: All skills

Art

Year 7 will start to learn how to apply their skills from Term 1 to produce more complex art work. They will develop a response to Michael Craig Martin or Roy Lichtenstein by arranging a composition of still life objects and using painting skills to add bold and bright colours. Later in the term, Year 7 students will start work on an Op Art project, where they will learn more complex colour theory and explore pattern.

Computing

Students will complete their data handling unit which includes the joint Geography and Maths project about their Journey to School. This unit is assessed by a practical assessment using a spreadsheet model to answer different questions and requires them to be able to use formulas and basic functions including Sum. Students will then move on to learning HTML in order to create linked webpages. We use the software Notepad ++ which is available on Remote Applications, but is also available as a free download from the Internet. They will look at how to use a style sheet, add text, images and tables as well as create image and text links. This unit is assessed by each student using the HTML they have learnt to create web pages for a given scenario.

All homework is set on Teams so if your daughter is stuck, she should first look on Teams for further assistance.

Drama

This term in Drama students are exploring ways of devising their own theatrical piece, drawing on techniques learnt in previous units. This unit will look at elements of script writing, improvisation, choric speaking, and development of scripts. Students will be working towards producing a final polished devised piece by the end of the unit.

Food & Nutrition

Students learn about the principles of Nutrition and Healthy eating, through the Eatwell Guide, and in the practical cooking lessons they apply this to make healthy choices in the ingredients chosen for the foods they make. They develop practical skills in food preparation and learn how to use a range of specialist equipment through the making of a fruit crumble, a batch of muffins and a pizza.

Geography

Foundation mapwork skills are covered and introductory GIS work is carried out whilst familiarising ourselves with the local area. A land use survey of Milton Rd. and pupils' own streets is carried out, with further O.S. mapwork skills, leading to an examination of Southend as a locality and its context within our Home Region. A sense of place is developed and the notion of home region challenged. Settlement functions and hierarchy are examined and contrasts between rural & urban settlements are made, with an Essex village survey.

History

Year 7 will look at the problems of Medieval Monarchs, including a study of England's medieval queens, King John and the Magna Carta and the relationship between England and the kings of Scotland, Wales and Ireland. The second half term will look at the Black Death and how it had an impact on society, including the Peasants' Revolt.

Music

First Half Term:

KS 2 Questionnaire
Rhythm songs
Rounds
Harvest Mass
Student led performance
Elements of music
Classics for kids DVD
Instruments of the Orchestra
Assessments on instrument recognition

Second Half Term:

Introduction to keyboard playing
RH notes C to G + LH chord roots
Extension pieces for pianists
Songs/Rounds
Elements
Keyboard piece assessment

PE

The focus of the Year 7 Physical Education curriculum is 'Believing in myself and ensuring social belonging'. During lessons, students will participate in a number of sports to develop this. In the Spring Term, students will take part in Netball, Badminton, Dance, Athletics and Fitness. Alongside the development of skills and tactics in each of the sports, emphasis will also be placed on developing confidence, teamwork and listening to others' opinions.

Furthermore, there is a wide range of extra-curricular clubs available to pupils so that they can further develop their skills in these sports. There are a number of exciting sporting competitions happening this term that through hard work in lessons and regular attendance to extra-curricular clubs, pupils might be selected to attend.

PSHE

In Year 7 students undertake lessons in which issues affecting friendship and anxieties and worries are reflected upon, as well as the physical and emotional changes which take place during puberty. This is followed by a consideration of lifestyle choices where students focus on the impact of drugs, smoking and alcohol and reflect on how to manage risky situations and make decisions when confronted by sensitive issues. There is a strong focus on healthy lifestyles and this also incorporates healthy eating. Students will look at the issue of bullying, considering the causes and the impact, as well as sharing strategies for preventing it taking place. This will be complimented with a reflection on resolving conflict. Additionally, emphasis will be placed on the Catholic ethos of the school and will be reflected in lessons on Spiritual, Moral, Social & Cultural (SMSC). There will be sessions on Fire, Community and Road Safety led by the local fire officer as well as an internet safety session run by the Local Authority. Finally, there will be a focus on developing thinking skills to promote more effective learning.

Resistant Materials & Graphic Communication

This year students follow an introductory/transitional programme of study in Resistant Materials and Graphic Communication. The course begins by introducing the students to design and technology in general terms. Students learn that each and every day, each and every one of us engages with design and technology in some form or other - from the beds we sleep in, the toothbrushes we use, the apps that engage us and the products we buy, to the way we communicate. Students then develop an understanding of "COMMUNICATION"

reflecting on the many ways in which we as humans interrelate. Students study a timeline and through this appreciate that the way we communicate changes constantly, particularly as new and innovative technological advances are made every day.

One of the communication modes we research in depth, is greeting cards - both paper form and e-form. After being introduced to mechanisms and basic paper engineering techniques, students are set a brief to "Design and Make" a range of pop-up and kinetic cards for a specified high street retailer. Students will focus on: designing for an identified target audience; cultural implications; the psychology of colour; typography, composition and layout etc.

Students will also explore the 6 R's in depth. They will, armed with this knowledge, design and make an innovative, fit-for-purpose product in response.

Safe working practices are taught, and independent learning is encouraged at all times.

Textiles Technology

This year, students learn about the uses of Textiles in their world and the harmful impact they can have on our local and global environment. To this end the theme is 'Ocean Life' associated with the effect plastics are having on the oceans and sea life.

Students have been learning how to use basic textiles equipment safely whilst developing their hand sewing skills to produce an embroidered patch, based on a design inspired by the title 'Ocean Life'.

Students learn a range of stitches which they then use to embellish a range of designs. Over the course of the year students develop their skills and machine stitch a tote bag.

If you have any concerns or queries regarding the curriculum at St Bernard's High School, please do not hesitate to contact Mrs Bennett, Assistant Head Teacher.