



St Bernard's High School

Year 7

Curriculum Newsletter

Spring 2020



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

This term, students will explore the message of John the Baptist and reflect on the demands it makes on us. They will also gain an understanding of how Jesus showed that he came to bring all people close to God and think about how Jesus works through Christians today and what he asks of all of us. Key figures such as St. John Vianney, St. Teresa of Calcutta and Fr. Pedro Arrupe and the way they responded to Jesus' message are also studied.

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 will have a focus on topics within the areas of "Algebra" and "Shape and Measure" this term, including: simplifying algebraic expressions, substitution into formulae, solving linear equations, sequences, perimeter and area (including circumference and area of circles), converting between metric and imperial units, calculating missing angles, constructing triangles and bisectors and, transformations of shapes. In addition, they will also spend some time studying Probability.

Students are tested during January of this term. Their teacher will tell them the date of the test and provide a revision list.

All students have login details for MyMaths and will continue to be set homework tasks on this website in addition to their written homework. Students are also encouraged to use the PiXL Times Tables App regularly to practise and improve their ability to recall their times tables quickly and accurately.

Science

Students study 2 units in the Spring Term: "Cells" and "Elements, Compounds and Mixtures" and complete a project on "Women who changed the world through Science and Technology".

Homework

Students are expected to complete a daily homework task for approximately 15min using the **Tassomai** application. Other tasks will be set as required to support learning for a lesson.

Assessment: Students will take a written test on each unit. These tests will be available at 3 different levels of challenge: Foundation, Merit and Extension. In the first instance students will make their own choice between the Foundation and Merit tiers.

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 – Italian

Unit 3 Hobbies:

This covers revising opinions and reasons, talking about hobbies and what you like and dislike, saying what your favourite hobbies are, describing your town and saying where you go in your town.

Transcription, translations from and into English.

Grammar: asking questions, using determinative articles and present tense

Unit 4 My family:

Describing your family, talking about members of your family, talking about other's people character and describing your and other's people appearance.

Grammar: Using possessive adjectives, revising present tense of irregular verbs and qualifying adjectives

Assessment: All skills

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 learn how to apply their skills from Term 1 to produce more complex art work. They will develop their understanding of colour theory. They will conclude their Pop Art outcomes from term 1, responding 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. They will then move on to study Op Art and visit a local artist's studio to experience Op Art first hand. This will explore colour and pattern.

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.

Geography

Year 7 students will conclude their Map Skills topic studies, before starting their studies of the population issues topic, which take into account population distribution, what affects where we live, and the factors linked to migration (immigration and emigration), including, 'push' and 'pull' factors.

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

In Term one, Year 7 will be taught the elements of music, including basic notation on the Treble Clef Stave. We implement this into compositional tasks, introducing various structures. We then delve into the world of the Orchestra and the instrumental families that make up the orchestra – identifying each instrument by sight and sound.

In the second term, we move on to 20th century compositional technique of Graphic Score, learning about shapes and symbols representing sounds within music. We then move onto music appreciation and understanding of Film Music, looking at composers such as John Williams, Gabriel Yared, Hans Zimmer, Harry Gregson-Williams.

First Half Term:

Pitch and Rhythm

Notation

Theme and Variation/Rondo Form

Instruments of The Orchestra

Second Half Term:

Graphic Score

Film Music

Composition

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 Badminton, Basketball, 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.

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.