



# St Bernard's High School

Year 7

Curriculum Newsletter

Spring 2021



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 their final unit from "Cells", "Particles" and "Energy", complete a project on "Women who changed the world through Science and Technology" and then, study one unit from "Reproduction", "Elements, Compounds and Mixtures" and "Sound and Light".

### 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.

## **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 develop observational drawing skills and basic colour mixing knowledge. They will investigate Pop Art and, towards the end of half term, they will develop their independence for their termly research homework. They will learn about tone and composition and will produce a variety of still life images.

## **Computing**

During the Spring term students began to develop a working knowledge of Microsoft Office (Word, PowerPoint, Publisher) and have begun writing a blog using Microsoft Sway as a reflective journal of their class learning and feedback. The themes of e-safety, digital ethics and influential women will continue into the Spring term as they begin to explore computing hardware (processing power, memory and storage) in the first half term and software (app

development) in the second. Students will be assessed on the quality of their blog posts, a multiple-choice knowledge test and through a short presentation.

All home and class work will be located on Microsoft Teams and can be completed using online apps which are accessible to all devices. Students experiencing difficulties should ask questions on the 'posts' section of their Teams classroom where they can receive support from their peers. Other questions can be directed to Mr Maddison via email or in person.

## **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 20<sup>th</sup> 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 several sports to develop this. In the Spring Term, students will take part in Badminton, Dance, Skill-based Activities, 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. We have also introduced a well-being programme which is running alongside our curriculum to help educate students on general health and well-being issues.

## **PSHE**

- Puberty – personal hygiene, physical and emotional changes
- Healthy Eating and healthy lifestyles
- Smoking
- Drugs Awareness
- Mentoring Opportunities

## **Technologies:**

### **Food and Nutrition**

Students are inducted in health, safety, and hygiene within their lessons, as well as learn about and develop their curiosity of different cooking methods and kitchen equipment. They will be introduced to "The Eatwell Guide" and understand the importance of the different food groups as part of a balanced and healthy diet.

Students will put their knowledge and skills learnt into practice, where they will prepare and cook a range of hot and cold dishes, each contributing to the different areas of the Eatwell Guide, including coleslaw, pasta salad, fruit crumble and garlic bread sticks and dip. Students will be encouraged to evaluate all practical work completed, to reflect and continue to develop their personal kitchen skills. They will be challenged to achieve their bronze award through designing, planning, and making a batch of healthier 'breakfast' muffins.

### **Graphic Communication**

Students will be introduced to the world of graphics and the ways in which graphic design enhances our daily lives. They will begin to understand the processes that must be gone through in order to work to a given brief and create a successful product for their client. This would include researching, designing, making and evaluating.

Students will explore the world of illustration and its use in pop-up books. They will be challenged with the task of designing their own character and then understanding the use of mechanisms to create a 3-dimensional pop-up design. They will investigate the work of Robert Sabuda and use this knowledge to help them create their final outcome. They will continually reflect on their own achievements to begin the process of independently improving their own practice.

### **Textiles Technology**

This year, students learn about the uses of textiles in their world and how textiles products can be used as both educational tools and for entertainment purposes. To this end the theme is 'Educational Puppets' in which students design and manufacture a puppet suitable to teach younger students about healthy eating. They begin with researching different types and styles of puppet, looking at the suitability for their target audience.

Students will learn how to use basic textiles equipment safely whilst developing their hand sewing skills to produce a hand embroidered puppet. Their designs are based the theme of healthy and unhealthy foods.

Students learn a range of stitches and applique techniques which they then use to embellish their final puppet. They also learn to cut a simple pattern to facilitate the making of their puppet. Throughout the project they continually evaluate to aid the quality of their final outcome.

**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.**