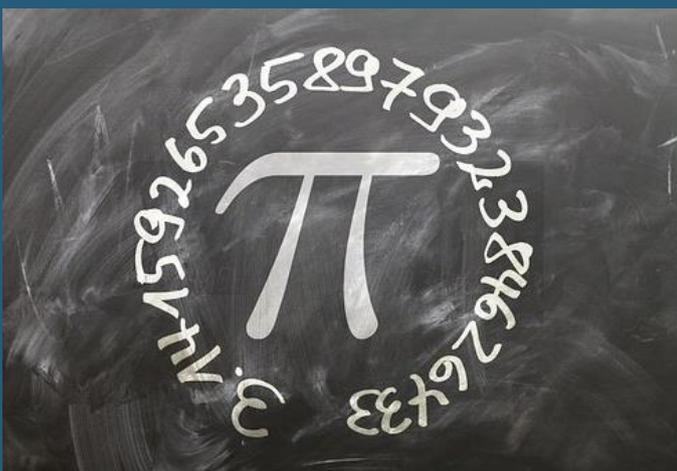
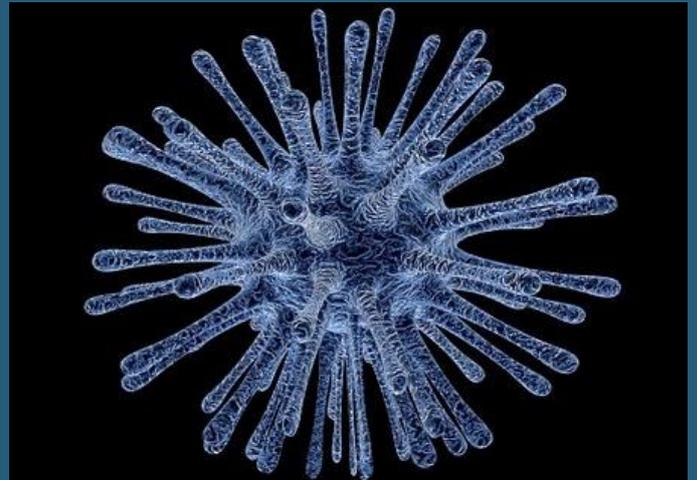


# St Bernard's High School

Year 7

Curriculum Newsletter

Summer 2021



**Welcome to our Summer Term Curriculum Newsletter. Each department has contributed to this newsletter, providing you with information detailing what you can expect students to study this term at St Bernard's High School.**

## **RE**

Students will study the seven sacraments. They will look at examples of how Jesus shows compassion to all people, highlighting his universal nature. Students will go on to study what the Catholic Church teaches about other faiths and will also have the opportunity to learn about Hinduism.

## **English**

Students will explore relationships between characters in Shakespeare's 'Much Ado About Nothing', refining their ability to analyse language, structure and form. They will also learn to make links to relevant contextual factors when explaining why characters behave the way they do.

*Reading assessment:* analysis of Shakespeare's characterisation within an unseen extract

Students also follow the 'Voyages of Discovery' unit where they explore the conventions of a range of fiction and non-fiction. They learn to adapt their writing to suit different purposes.

*Reading and Writing assessment:* GCSE Paper 2 style examination: analysis and persuasive writing.

Students also participate in a class 'Spelling Bee' which is designed to be inclusive to all learners.

## **Maths**

Students will have a focus on topics within the areas of "Shape, Space and Measure", "Ratio and Proportion", "Statistics" and "Graphs" this term, including: 3D objects, volume, simplifying ratios, dividing in a ratio, using proportion to change recipes, pictograms, bar charts, pie charts, averages and range, averages from a frequency table, coordinates, plotting straight line graphs, conversion graphs, travel graphs and other real life graphs.

Students are tested during June 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 Tassomai and will be set homework tasks on these websites in addition to their written homework.

## **Science**

Students study their final two units from "Reproduction", "Elements, Compounds and Mixtures" and "Sound and Light". They will complete a project on "Floating, Sinking and Density".

### Homework

Students are expected to complete a daily homework task for approximately 10 min using the **Tassomai** application. Other tasks will be set as required to support learning for a lesson.

## **MFL – Italian**

### Tutti insieme 1 Unit 5 La mia casa

This covers describing where people live, names and descriptions of rooms, talking about what is in your bedroom and what you do in your room.

Grammar: -ere verbs, prepositions, possessive adjectives, adjectives

### Tutti Insieme 1 Unit 8 Un fine settimana a Milano

This covers talking about plans for the weekend, finding out what you can do in town, finding out what people can do in town and asking and giving directions.

Grammar: use of 'volere' in the present tense + infinitive, use of 'potere' in the present tense + infinitive, use of the impersonal 'si', use of the verbs 'andare', 'girare', 'prendere', 'trovare' + infinitive.

Assessment: All skills

## **MFL - Spanish**

### Unit 5 – My town

This covers describing your town/village, telling the time, ordering in a café, saying what you are going to do at the weekend and learning about Spanish festivals.

Transcription and translations from and into English.

Grammar: using 'a', 'some' and 'many' in Spanish, using the verb 'ir' to go, using the near future tense and using two tenses together.

Assessment: All skills

Revision of topics studied this academic year.

## **Art**

Students will continue to study Pop Art, building on the basic skills from earlier in the year to apply their drawing techniques to more realistic subject matter. Still life is used to emphasise the importance of working from direct observation. Students need to understand how to plan a composition early on, as this will impact all future work. This is initially achieved through collage to make links to Pop Artists with different working methods and to allow students to experiment with different variations before applying their findings about hierarchy, proportion and overlapping to their own printed composition.

Students will build on their colour theory knowledge from the first project to understand complementary colours and how this can draw attention to parts of their composition. As the shapes of Pop Art are usually simplified and the colours are flat, students are gradually introduced to recording forms and colour. Tones can be developed through mark-making.

## **Computing**

In the Summer term, students will continue to develop their understanding and use of programming languages. They will explore the growth and prevalence of apps and will keep a diary of their app usage, with a focus on social media and effects on human behaviour, as well as the e-safety implications.

All home and class work will be located on Microsoft Teams and can be completed using online apps which are accessible to all devices.

## **Drama**

Students will be looking at ways to devise original pieces of Drama as part of a group. They will explore themes around 'fears and phobias' and will use a building block process to add new dramatic techniques each lesson, utilise rehearsal time effectively and perform their work to the rest of the class for assessment.

## **Geography**

Students will continue their studies of the Rivers topic. The students will gain knowledge on the processes that help to shape the river channel, and the features found at each course of the river, including the

source, mouth, confluence and tributaries. The students will then move onto study the Settlements topic. This topic will help students gain knowledge on how settlements were chosen, and how they grow, and change, the different settlement patterns, and how they affect people.

## **History**

Students will begin the summer term with a study into Britain at the time of the Black Death including the long and short term effects of the outbreak of the plague. In the second half term, they will be looking at a thematic study of Migration from 1000-present day and a murder mystery of the Princes in the Tower.

## **Music**

In this term students will cover the following topics:

- Treble clef notation
- Lines and spaces
- Leger lines 1 above and below the stave
- Extension tasks bass
- Developing treble notation and linking it to rhythm work.
- Develop song writing skills
- Graphic Score
- Instruments of the Orchestra
- Theme and Variation/Rondo Form
- Film Music

Assessment: composing skills and pitch/rhythm recognition

## **PE**

Students have participated in a range of activities to date and this term we will be focussing on Fitness, Athletics, Basketball with some striking and fielding towards the end of term.

Students will look at a variety of events in Athletics including jumps, throws and track. Students will also cover a range of fitness activities that will teach them about healthy lifestyles and how to improve and monitor their own fitness levels. In Striking and Fielding, they will learn a series of techniques and strategies in sports like Rounders, Cricket and Tennis.

## **PSHE**

Topics to be covered during this term are:

- Puberty
- Healthy Eating and Smoking
- Drugs and alcohol awareness
- Mentoring or Thinking for Learning
- Desert Island Politics

## **Technologies**

Students will experience one term within each technology specialism including Graphic Communication, Textiles Technology and Food and Nutrition.

### **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 (Curriculum).**