

**Ousedale School**  
Aspire | Believe | Achieve



**Year 7 Guide – 2019/20**

## **Welcome to Year 7 at Ousedale School**

In this booklet you will find details of our Year 7 curriculum; each subject will outline the topics that students will be learning throughout the year along with any other information you need to know about the subject.

Ousedale's KS3 curriculum provides students with the wealth of knowledge needed to access our extensive, rich curriculum. The teaching, learning and confident application of knowledge is the driver behind the KS3 vision.

KS3 is a healthy struggle for learners that will provide students with exciting learning opportunities. The structure of the KS3 curriculum is one that is well sequenced, knowledge rich and provides stretch and challenge for all students. A deep approach to learning will foster students' passions thus informing their future pathway decisions.

KS3 will provide students with the appropriate level of challenge needed to ensure that all are experiencing "the best knowledge in the best order".

### **Measuring achievement in Key Stage 3**

As you may be aware, there is no longer a national set of level descriptors for each subject at Key Stage 3. In order to measure the achievement of our students, we have developed Ousedale School Key Stage 3 Mastery Levels.

When your son/daughter completes an assessed piece of work, it will be judged against the Mastery Level criteria that each subject area has produced; students will be given feedback on how to move to the next level. As part of our assessment procedures, we will send home information regarding your child's achievement on this scale. You will also receive information regarding their Mastery Level target; these will be set using data from CATs testing, Key Stage 2 levels and any baseline assessment that takes place during their first term at Ousedale.

### **Ousedale Mastery Learning**

At Ousedale, we pride ourselves on our Year 7 curriculum that provides students with the best knowledge in the best order. Therefore, to deliver a curriculum that is both rich and balanced, we need to ensure that we have an assessment framework that reflects our students' ability to secure - then master - the best knowledge within their subjects as well as an understanding of how this knowledge works across subject areas. As a result, students are able to widen their understanding of the world and are experiencing the best knowledge available. Consequently, students become masters of knowledge.

## **Ousedale Mastery Assessment**

In order to provide students and parents with clear feedback that reflects what students know and what they can do with their new found knowledge, we use the following assessment levels:

### **Ousedale Mastery Levels:**

<b>Mastering+</b>	Has demonstrated a comprehensive understanding of all concepts and evaluate knowledge within a unit of work and can adapt to new contexts.
<b>Mastering</b>	Has demonstrated a comprehensive understanding of all concepts and evaluate knowledge within a unit of work.
<b>Securing</b>	Has a secure understanding of the main concepts and knowledge when analysing knowledge in a familiar context.
<b>Developing</b>	Has applied the main ideas and knowledge in a unit of work.
<b>Acquiring</b>	Has acquired, can recall and understood some of the main ideas and key aspects of knowledge in a unit of work.

The Ousedale Mastery assessment levels indicate to what extent the students have understood that particular unit of work, based on their performance in mid and end of topic assessments. This fits in with our aim for students to develop a secure understanding of the key knowledge needed for successful performance in each subject.

The idea is that students 'master' knowledge that would be appropriate for a Year 7; this may differ from the student who masters knowledge in year 8 and then 9 as our curriculum spirals up the key stage.

Once students have been awarded an Ousedale Mastery level, they will work with their teacher to celebrate their successes and to address any misconceptions and areas in need of development.

### **Grouping arrangements for Year 7**

Students have been put into ability groups in Maths and English, Science and French using students' Key Stage 2 data. All groups will be reviewed regularly and students will be moved to a more appropriate group if necessary. In all other subjects, students will be taught in mixed ability groups.

### **Homework**

At the back of this booklet you will find a copy of the homework timetable for Year 7. Only core subjects will set homework once a week, in term 1a, to aid students' transition to KS3.

From term 1b:

- Once a week: Maths, English, Science, MFL, History, Geography.
- Once a fortnight: PER, Music, IT, Art, Technology.

As a guide, Year 7 students can expect that each homework task or activity may take up to 30 minutes.

# ACCELERATED READER

## Parent's Guide to Accelerated Reader

AR is a reading program that helps teachers support and monitor children's reading practice. Your child picks a book at their own level and reads it at their own pace. When finished, your child takes a short online quiz to measure how much of the book they understood.

### What is a Renaissance Star Reading test?

Star Reading is an online test used to measure your child's reading level. The test uses multiple-choice questions and takes around 20 minutes.

### How do students select books?

AR includes over 30,000 books. These can be found in the school library as well as public libraries, books shops, homes, etc. Each book is assigned three scores to help your child make a suitable choice:

#### Book Level

Book Levels represent the difficulty of the text. The Star Reading test tells your child what range of Book Levels to read within. This is called the Zone of Proximal Development (ZPD).

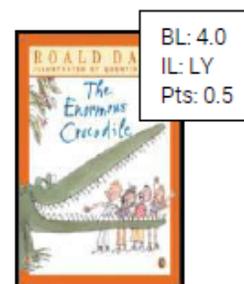
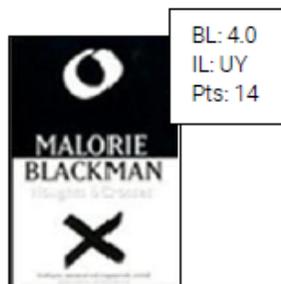
#### Points

Books are assigned Points based on their word count. Points are earned by passing quizzes. Students are set personalised targets each term by their teacher.

#### Interest Level

The Interest Level indicates for which age group a book is suitable for. It does this based on the content and themes

Interest Level	Age (in years)
LY - Lower Years	5-8
MY - Middle Years	9-13
MY+ - Middle Years+	12+
UY - Upper Years	14+



The two examples above both have a Book Level of 4.0. This is because both have short sentences and simple vocabulary. However, 'Noughts and Crosses' is worth 14 Points because it's quite a lengthy text and is intended for Upper Years' students. Meanwhile 'The Enormous Crocodile' is worth 0.5 Points as it is much shorter, and it is intended for Lower Years.

### How can I help my child become a better reader?

- Make time for them to read at home. Children need to read for at least 20 minutes every day to improve their reading ability.
- Encourage your child to read; discuss books, asking questions about what they have read; and visit your local library.
- Find suitable books for your child at [www.arbookfind.co.uk](http://www.arbookfind.co.uk). Use the Search function to look for specific titles or topics, or go to Advanced Search to browse for books within your child's ZPD and interest level.

To find out more about your child's reading progress, visit Home Connect. This will allow you to track your child's progress towards their targets and to view your child's reading history. Contact the school to find out more.

# ENGLISH

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## *Strengthening the Foundations for Life-long Learning*

All students in Year 7 experience literature, media and non-fiction writing from different times, from our heritage and from cultures different to our own. Students will be taught how to write in different styles and analyse writing in a way that encourages them to discuss, comment on and question the ways in which a writer has manipulated language, constructed characters and sculpted sentences to provoke a particular reaction from the reader or audience.

In Year 7, students have 4 lessons of English a week: 2 lessons of Literature, and 2 of English Core. They will also visit the Library once a fortnight, to develop their knowledge of research and to encourage independent reading. During Literature, students study a main text (either drama, a poetry collection or novel) and, during English Core, students will explore additional texts and media sources which address the need for understanding a wider variety of genres and styles from different times and places. The use of current media (documentaries, articles, news clips, film-media) is encouraged to extend our students' understanding, not only of literature and writing composition, but of the author's intentions and the moral message, which are often globally acknowledged, transcending age, gender and culture. We want our students to see how the text we are studying fits in to the world we know; understanding our history, culture and current affairs is crucial to this approach.

Each term in English is influenced by three overarching themes: Relationships, Identity and Society. The exploration of these themes increases in depth and complexity as students move through Key Stage 3.

### **Autumn Term – Relationships: *Family and Friendship***

- 3 week transition unit: a study of the short story, 'The Landlady' by Roald Dahl
- 'Storm Catchers' by Tim Bowler, a modern novel, supported by heritage poems and extracts as well as current news media

### **Spring Term – Identity: *Discovering Who We Are***

- A study of the Gothic literary movement with a focus on Edgar Allen Poe's 'The Tell Tale Heart' and 'The Raven,' and a collection of Gothic poetry and prose extracts

### **Summer Term – Society: *Diversity, Class and Culture***

- An Introduction to William Shakespeare, with a focus on 'The Tempest', complemented by an exploration of drama as a form, as well as a variety of fiction and non-fiction extracts

In their first year at Ousedale, Year 7 students will be introduced to the Accelerated Reader program, which will monitor how they engage with the texts they read. After a student finishes reading a book, they will sit a brief online test to assess their comprehension and reading knowledge and skills, after which they will be given immediate feedback. Through the Accelerated Reader program, students will access a variety of reading books to suit their year group, whilst simultaneously offering an appropriate level of challenge. In order for teachers to track their progress, Year 7 will sit baseline reading and literacy tests at different points across the academic year.

Students will be grouped – in line with Years 8 and 9 – with other students of similar ability. Student achievement will be monitored closely throughout the year and it may be appropriate to move some students to a different group where they can work alongside other students who share the same strengths and areas for development.

In addition to the formal curriculum, the English Department also offers Enrichment programmes and Aspire sessions and we actively encourage all of our students to enter school-run and external competitions. In recent years we have organised the Carnegie Shadowing group, in conjunction with the librarians at both Newport and Olney campuses. Alongside this, we have had many writers visit the school, including Matt Kileen, Michael Grant, Robert Muchamore and Mark Niel, who have given talks and performances and run workshops for individual students.

**Below are some texts that we recommend for students to enjoy at home:**

### **Year 7**

- Private Peaceful – Michael Morpurgo
- Moriarty – Anthony Horowitz
- Horowitz Horror – Anthony Horowitz
- Skellig – David Almond
- Holes – Louis Sachar
- A Sound of Thunder – Ray Bradbury
- My Name is Mina – David Almond
- The Recruit – Robert Muchamore
- The Coral Island – R. M. Ballantyne
- The Flame Trees of Thika – Elspeth Huxley
- War Horse – Michael Morpurgo
- Wonder – R. J. Palacio
- Treasure Island – Robert Louis Stevenson

# MATHS

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## *Making Maths count!*

The curriculum in Maths aims to ensure that students:

- develop a culture of deep understanding, confidence and competence in maths producing strong, secure learning and progress.
- develop **fluency** in the fundamental skills of maths through practice in different contexts and in problem solving.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **solve problems** by applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

These skills build on from KS2 content and will help prepare students for the complexities of Mathematics in order to be a successful in this subject. We will give opportunities to show links between different areas of Maths and to progress in their mathematical understanding.

In Year 7, students will be set based on their KS2 SATs scores at the beginning of the school year. Following this, students will sit CATs test in the first 2 weeks at Ousedale and then any necessary adjustments will be made to the sets. Pupils are assessed at two points in the year – Autumn and summer term. Assessment results are used to inform set movements.

Students are set homework once a week. All students should have their own scientific calculator and geometry set for use in lessons and for homework.

## Autumn Term

### 1. Algebraic Thinking

- **Exploring Sequences** – students will describe and continue sequences in diagram and number forms, both linear and non-linear.
- **Understanding and using algebraic notation** – students will learn how to use single function machines and series of two function machines with numbers, bar models and letters. They will form and substitute into expressions, including generating sequences and represent functions graphically.
- **Equality and equivalence** – Students will understand equality and equivalence. They will form and solve equations and simplify expressions

### 2. Place Value and proportion

- **Place value and proportion** – Students will be describing and continuing sequences in diagram and number forms, both linear and non-linear. They will work on place value of integers and decimals. Use of number lines whilst comparing and ordering numbers. They will incorporate averages and focus on round up to significant figures

- **Fraction, decimal and percentage equivalence** - students will learn what a fraction is and will be able to represent fractions using diagrams and number lines; they will learn how to apply the 4 operations to fractions and convert between any fraction, decimal and percentage.

## Spring Term

### 1. Application of number

- **Addition and subtraction** – Students will use formal methods of addition with integers and decimals. They will solve problems in the context of perimeter, money, frequency trees and tables.
- **Multiplication and division** – Students will consolidate their understanding of multiplying by 10, 100 and 1000, and formal methods of multiplication and division. They will learn about factors, multiples and primes and develop strategies for finding highest common factors and lowest common multiples. Furthermore, students will calculate averages such as mean, find fraction and percentages of amounts and be introduced to the order of operations.

### 2. Directed Number and fractional thinking

- **Negative numbers** – Students will focus on ordering directed numbers with and without context. They will revisit four operations and order of operations
- **Adding and subtracting fractions** – Students will add and subtract fractions with a common denominator, including answers above one and different denominators. They will also revisit equivalent fractions

## Summer Term

### 1. Lines and Angles

- **Drawing, measuring and notation** – Students will be drawing and measuring lines and angles and use notation for lines and angles. They will gain an understanding of parallel and perpendicular lines and recognise types of triangles, quadrilateral and other polygons.
- **Geometric Reasoning** – Students will be able to calculate angles at a point, on a straight line and vertically opposite angles. They will also calculate missing angles in triangles and quadrilaterals.

### 2. Reasoning with number

- **Number Sense** – Students will use mental arithmetic strategies and use known facts to derive other facts, including algebraic expressions.
- **Sets and probability** – Students will understand and use set notation, draw Venn diagrams and calculate the probability of events
- **Prime numbers and proof** – Students will learn about different types of numbers, including prime factorisations. Students will further develop their skills of calculation with and without a calculator including powers and roots of numbers and use counterexamples in reasoning.

# SCIENCE

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## *The power to understand the world around us and shape its future*

In Science lessons, we strive to engender a long-term interest in Science and provide them with the critical and analytical skills and knowledge that are essential in a highly technical and media-driven world.

Our students to follow a programme of study that will ensure they will have studied the foundational knowledge across Science disciplines, allowing for a smooth transition across Key Stages.

The order of study is shown below. Although the big ideas could be considered as a Biology, Chemistry or Physics topic, there is naturally some cross-over within them and in all of them there is a strong emphasis on developing good practical and investigation skills as well as enhancing student's scientific knowledge and fostering a love of Science.

Students are set according to their ability in Science and movement across sets is informed by regular assessments and progress tracking.

Being a scientist	Separating techniques	Forces
Cells	Reproduction	Acids and alkalis
Space	Ecology	Energy

# COMPUTING AND DIGITAL APPLICATIONS

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## *Programming and Developing our Digital Future*

This year will be split into four blocks of approximately ten weeks of lessons, one hour a week. Each of the topics covered will develop the student's knowledge and skills in digital literacy, decomposition, computation and problem solving. The four blocks are listed below.

### **Block 1** – Introduction to the Network, Internet Safety and Computational Thinking Skills.

Firstly, the students will be given their network and online logins and they will be introduced to the network.

The students will then learn about Internet Safety issues including passwords, code of conducts, malware, phishing, digital footprints, safe use of social media and cyber bullying so that they are aware of how to protect themselves online. They will be completing an online workbook as they are taught and will use the information gathered to produce their own internet safety booklet.

The students will spend a lesson during this module prior to the Bebras Challenge learning about computational thinking and will complete the challenge the following week.

### **Block 2** – Spreadsheet Skills

Students will learn about some formulae, functions and formatting used in Excel so that they will be able to utilise spreadsheets in the future if the circumstance arises.

During the first lessons of this block students will use How2Exel to learn some techniques for formatting and creating formulae within Excel. Once students have completed the worksheets, they will move on to ExcelJurassicPark where they will develop their skills further.

### **Block 3** – Flowol and Scratch

Students will be learning about what algorithms are and how to create simple algorithms in the form of flow charts. They will use what they have learnt to create flowcharts in Flowol to animate a mimic.

The students will review or be introduced to Scratch using some simple tutorials and then go on to complete Pacman tutorials to model basic game programming skills and logic with Scratch. During this process they will be taught about common programming constructs that appear in programming languages

The students will be asked to plan additional changes to their Pacman game and implement the changes. This will develop their programming and computational thinking skills.

### **Block 4** – Website Project

Students learn to use a 'WYSIWYG' in the form of Serif WebPlus using a series of video tutorials.

They make a 5-page interactive website for 'Fishy Friends' with navigation, slideshow gallery and feedback form. The students will then plan their own website for a sports shop, a fashion shop, a musician, a musical group/band or a celebrity fan site. Once their basic plan has been created they will create the designed website.

# ART

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## ***'Creativity takes courage' - Henri Matisse***

In Year 7, Art is the beginning of an “*odyssey in knowledge* “; students will have an introduction to important concepts about making art by studying the formal elements and composition through artists and concepts. After a brief introduction students will begin to gather knowledge about the formal elements throughout the year by exploring artists and concepts both in a practical and academic way. Students will be assessed formally later in the year on how they apply their knowledge to a vocational brief in both their practical and written format.

### Term 1

Students explore Colour through painting using knowledge of artists such as Henri Matisse and Vincent Van Gogh. In the second part of the term its line by exploring drawing looking at Ben Nicholson and Rachel Whiteread

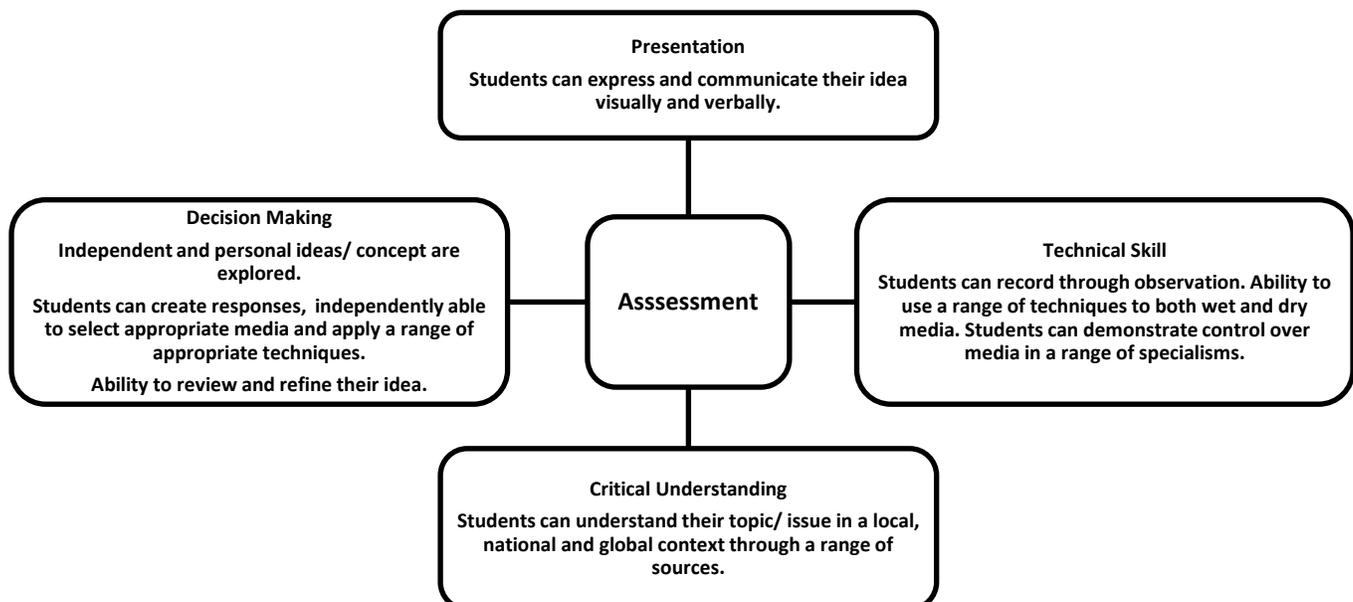
### Term 2

Student’s knowledge is built up of an exploration of tone through the works of Franz Marc and Giorgio Morandi looking at tint initially. In the second part of the term the focus is shifted to texture where students look at Ingrid Calame and Angela Faustina, practically describing implied texture.

### Term 2

Students will be tested on their knowledge through a practical inspired by a vocational context. There will also be a written element which tests their literacy skill in art. The second half of term sees composition explored in more depth looking at different ways to arrange art, which then leads to Pattern & Shape with African pattern and the work of Bridget Riley serving as inspiration.

## **Assessment**

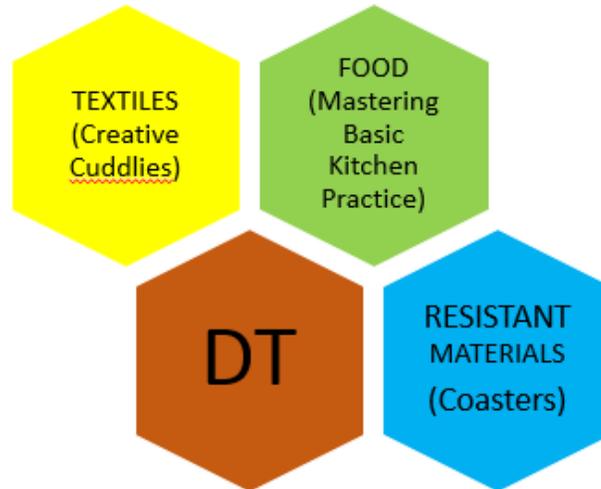


# DESIGN TECHNOLOGY

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## *Design and Inspire the Future*

In Year 7, students study one hour of Design and Technology a week. They will start with a solid introduction to Health & Safety within this specialist department. Students will then study three areas of DT; Food Technology, Textiles and Resistant Materials on a rotation system, so they spend an equal amount of time in each area taught in the specialised rooms and acquire specialist knowledge.



- **Food Technology – Mastering Basic Kitchen Practice**

Through a series of increasingly complex practical sessions, students will learn the Health & Safety essentials needed when working with food. Emphasis is placed on a healthy and balanced diet, but also on the technicalities of baking and good presentation. Furthermore, basic knife skills and safe working practices lay the foundation for the creation of several exciting dishes that students can take home to share with their families. Throughout this rotation, students will be required to bring to school appropriate ingredients in labelled containers.

- **Resistant Materials – Coasters and Coaster Holder**

Students will continue to understand Health & Safety in a workshop, and how to stay safe in practical lessons. Students will gain an understanding of what CAD/CAM means, and will apply this when making a personalised coaster design. Students will learn how to join wood, wood sustainability and the different properties of woods. Students will design a personalised set of coasters and a make coaster holder. This will involve using a variety of hand tools and computer software. For those who wish to have their coaster designs laser cut onto birch, there will be an additional charge of £1. The class teacher will communicate further details at the appropriate time.

- **Textiles – Creative Cuddlies**

Students will continue to understand Health & Safety in a textiles room and will learn how fabrics are formed, the origins and sustainability of textiles, the most appropriate methods of joining materials together and how to add decoration. Students will be learning and developing a variety of hand sewing skills to create a small toy. They will then embellish the toy with a variety of embroidery stitches, beads, sequins, trimmings and other decorative techniques. Students are encouraged to upcycle old fabrics from home in order to make a truly personal cuddly toy. Alternative basic materials are available from the school. . .

# FRENCH

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## *Communication, cultural understanding and widening horizons*

*Teachers will share their passion and expertise for languages so that students will develop a deep knowledge of language structure in the written and spoken form which opens doors to different cultures and experiences.*

Throughout the year students will cover a variety of topics, will learn the grammar which underpins the language as well as expanding their cultural knowledge.

### **Autumn Term**

Students will learn to talk about likes and dislikes, how to describe themselves and others in using a wide range of vocabulary and basic French grammar. Students will also learn to discuss school life, giving opinions and reasons in order to form more complex sentences. In addition, students will discover the differences between French and English school systems.

As well as learning spelling and pronunciation students will cover basic grammar concepts such as gender, accents, agreement of adjectives, how to form commands and questions, use of the negative and how to conjugate common verbs in the present tense.

Students will also be given the opportunity to learn about French celebrities to widen their cultural knowledge alongside discovering how Christmas is typically celebrated in France.

### **Spring Term**

Students will learn to discuss their hobbies including discussing computers and mobiles, which sports they play, and other leisure activities. They will also discuss personal preferences and describe what other people do during their free time.

Students will learn to form the present tense of -ER verbs in particular, including reflexive verbs and extend their knowledge of irregular verbs.

Further topics include discussing activities linked to day to day life in a town or village and giving directions using an authentic French place. Students will use their knowledge of directions to take part in an Easter hunt activity.

### **Summer Term**

In the summer term, students will learn to discuss their holidays and how to buy drinks and snacks in a French speaking country. They will also learn to describe in French what they would like to do.

They will extend their work by adding detail, connectives, opinions, reasons for their opinions and time phrases. Towards the end of the year they will also learn how to use the near future tense.

Students who make excellent progress in French may have the opportunity to study Spanish in Year 8.

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# GEOGRAPHY

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## *Geographers solve global problems*

Geography seeks to open students' eyes and minds to the wider world around them. Geography students are aware of the real life application of geography, and have the knowledge and skills to be able to be part of this in the future. Our curriculum offers the fundamental principles that underpin geography, as well as more pertinent issues that are a significant part of our ever changing world. We aim to develop geographers that have the passion to take on and change the world.

In Geography this year, the theme that will underpin the learning is Amazing World. Students will discover some of the most fascinating places on Earth, learning and developing geographic skills along the way. Our department vision, Geographers Solve Global Problems, underpins each topic. Students will look at big global issues and what we can do, as geographers, to help.

Over the course of Key Stage 3 students will establish and develop a range of geographical skills; including map work, atlas skills and enquiry skills. The development of these skills will be integrated within lessons and will progress throughout the year.

### Term 1a – Amazing Places

An awe and wonder topic, introducing Geography as a subject which explores the world in which we live. We will focus on ecosystems, exploring global biomes and their characteristics. Students will understand how to locate places and then explore some of the most amazing places on Earth.

### Term 1b – Human Planet

Students will look at the global population, exploring how it has changed over time. We will explore the issues that arise from changing population patterns, and what can be done to manage this. Students will then explore changing population patterns as a result of migration.

### Term 2a – Amazing India

This topic will look at the vast contrasts across the Indian subcontinent. This will include changes in landscape, populations and culture. Students will consider how India is changing, and think about the importance of the region in the context of globalisation.

### Term 2b – Power of the Planet

A tectonics unit. Students will explore the theory of continental drift and how this causes tectonic hazards. We will explore earthquake events and volcanic eruptions to see what impacts these have in tectonically active regions.

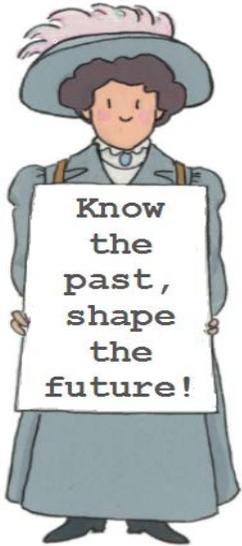
### Term 3 – Geographic Investigations

During the summer term Year 7, will work towards developing geographic investigation skills. Each student will complete their own geographic investigation, including setting an appropriate geographic question, collecting individual data, presenting their results and concluding their findings.

# HISTORY

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*Know the past, shape the future!*



In History this year, Year 7 will be taking an extensive journey through almost 1000 years of British History. Starting with what England was like before the Norman Conquest and with how life has changed for people over this time period. Students will end the year studying how medicine has developed over time. Students will look at key moments and events, as well as studying key concepts and themes over the centuries. Concepts such as democracy, equality, conflict, new ideas and inventions will be taught throughout the year.

## **Autumn Term – British History, Medieval Realms 1066-1500**

Students will look at how Britain was ruled between 1066 and 1500 during the first half term, and then look at what life was like for ordinary Britons during the second half term. Key events will include: the Norman Conquest, How William ruled England, the importance of religion in medieval society, Magna Carta, Crusades, Peasants Revolt and the Black Death.

## **Spring Term – British History, Tudor Dynasty and the English Civil War**

Students will look at how Britain was ruled between 1500 and 1750 during the first half term, and then look at what life was like for ordinary Britons during the second half term. Key events will include: the Break with Rome, Elizabethan England, English Civil War and the Great Fire of London.

## **Summer Term – Medicine through time**

Students will embark on a breadth study, studying medicine through time. Students will focus on the development of medicine and public health in Britain from Medieval times, to the present day. Students will study the development of cures and medical procedures and the impact this has had on society throughout the centuries.

## **Key Themes studied in year 7**

- Democracy
- Extremism
- Conflict
- Ideologies/new ideas
- Religious Tension
- Key individuals
- Economic Development
- Society/Culture
- Communication and New Technology
- Equality and Diversity

# MUSIC

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## *Where words fail, Music speaks.*

Students will cover all musical elements in a variety of projects that encompass the 3 strands of musical learning; Performing, Composing and Listening and appraising. The projects cover a wide range of musical genres to give students a varied musical understanding. Further to the curriculum, to enhance students' musical experience we offer a variety extra-curricular music ensembles, clubs and workshops to enrich students' lives. Throughout the year students will complete units on:

### **Term 1a: Elements of Music**

- Learning the building blocks of music through singing in groups.
- Developing performance through part singing and individual keyboard work.
- Widening students' appreciation of music with an introduction of numerous musical cultures.

### **Term 1b: Rhythm**

- Learning how to read, understand and perform rhythmic notation.
- Developing performance and composition skills through group work with accuracy.
- Expanding musical knowledge through rounds and ostinato.

### **Term 2a: Pitch**

- Learning how to read music notation, focusing on the treble and bass clefs.
- Developing performance skills via paired work.
- Expanding musical composition through Music ICT.

### **Term 2b: 'Cops and Robbers' Blues**

- Learning the basics of singing in a blues style introducing the concepts of 'blue' notes.
- Developing performance skills within ensemble singing and keyboard work.
- Expanding musical knowledge through swing and shuffle rhythms alongside introducing improvisation.

### **Term 3a: African Music**

- Learning complex rhythms through traditional djembe drumming.
- Developing compositional techniques through ensemble performance.
- Expanding musical knowledge through syncopation, polyrhythms and call and response.
- Widening students' appreciation of music with an understanding of social influence on musical cultures.

### **Term 3b: Soundscape**

- Learning how to compose using a variety of 'moods'.
- Developing compositional technique with paired composition using sequencing software.
- Expanding musical knowledge through pedals and ostinati.

# PE

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## *Creating healthy active lifestyles*

Our Vision in PE is to Inspire Healthy Active Lifestyles.

Through a range of sporting opportunities we are committed to providing high quality physical education for all.

Through learning opportunities we will give students the knowledge and capabilities to demonstrate leadership, awareness of safety, fostering the spirit of fair play and respect.

We will engage students to show determination and the resilience to enhance theoretical understanding and apply this to physical education. Providing the opportunity for future pathways and careers that are underpinned by the knowledge gained.

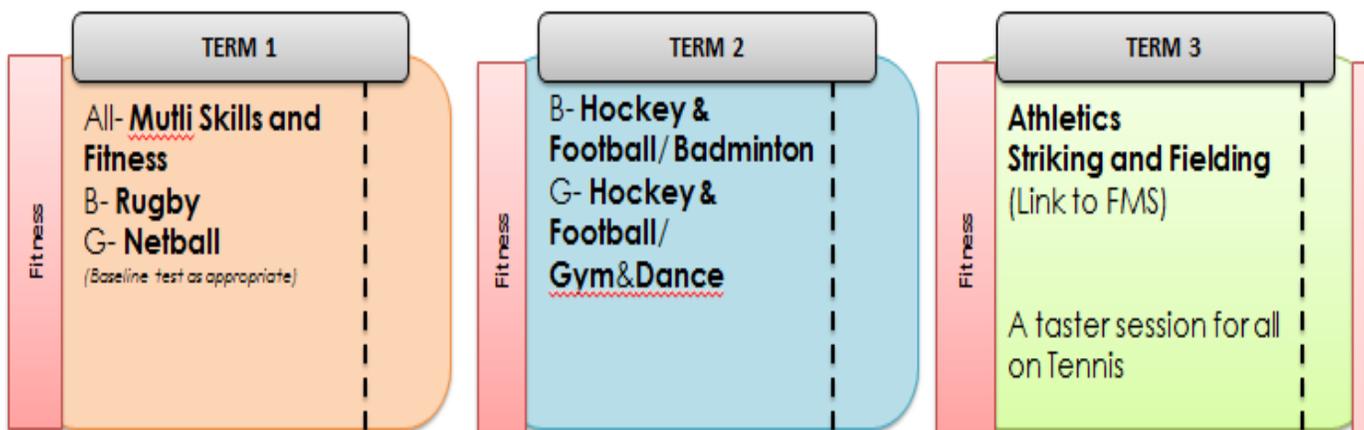
Overall developing the well-being of every student so they can engage in lifelong participation and develop the skills they need to contribute to society.

In Year 7, all of their PE lessons will be practical based. We will look at Physical Competencies, Physical Activity, healthy active lifestyles in terms of physical outcomes but also look at personal competencies such as social, emotional and metacognitive skills.

Within the resources we have, we want to offer students a rich and balanced curriculum with a chance to try activities that will give them transferable skills and the confidence to go on when leaving school to lead healthy active lifestyles. Our subject package, for year 7, is wide-ranging and this allows student to experience a varied range of activities.

Our assessments are teacher based and focused on the lessons we deliver. We do however want to recognise and celebrate all sporting achievements and talents and so we encourage this. PE homework is to be active outside of lesson time.

In year 7, students will complete the following programme:



# PHILOSOPHY, ETHICS & RELIGION

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## *Exploring belief, embracing difference, promoting respect*

PER provides the opportunity to discover and explore a range of philosophical, ethical and religious beliefs and worldviews. Students are encouraged to reflect on, question and analyse views different to their own, whilst developing the values of tolerance and respect.

In year 7, we want to create exciting learning opportunities that seek to deepen students' knowledge by giving them a basic understanding of world religions, whilst introducing philosophical and ethical thinking. We encourage tolerance and understanding of others, as well as a chance to reflect on their own beliefs and opinions. Mostly we hope to create a passion for the subject and a thirst for learning through engaging subject matter and a key question for each topic that challenges students to think and encourages active enquiry.

### **1. Introduction to PER: *What is PER?***

An introduction to the different elements of PER, including an overview of world religions, consideration of arguments for and against the existence of God and reflection on ultimate philosophical questions.

### **2. Christianity: Love, forgiveness and reconciliation: *Should we always forgive?***

Exploring the key beliefs and practices of Christianity, leading into the themes of love, sacrifice, salvation and forgiveness, with a focus on Desmond Tutu's role in seeking reconciliation in post-apartheid South Africa.

### **3. Hinduism: Life after Death: *Is this the only life there is?***

Exploring the key beliefs and practices of Hinduism, leading into a wider consideration of different beliefs about life after death, including the concept of reincarnation.

### **4. Sikhism: Equality: *How is the Sikh belief in equality demonstrated in practice?***

Exploring the key beliefs and practices of Sikhism, with a primary focus on the role of equality within the religion and worship. This term also offers students the opportunity to visit a Gurdwara and see how these beliefs are reflected in the Sikh place of worship.

### **5. Buddhism: Suffering: *Why do we suffer?***

Exploring the key beliefs and practices of Buddhism, leading into Buddhist responses to suffering in the world in comparison to the responses of other religions.

### **6. Art in Heaven: *What is the relationship between belief and art?***

Exploring the way art and symbolism is used in religion, leading to the creation of a piece of art work that reflects a spiritual theme (as part of the national NATRE spirited arts competition).

# PSHE

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## *A healthy mind in a healthy body*

Think different.

Learn about yourself; learn more from others.

Value diversity.

Be ready for the online world.

Get involved in your community.

Secure the skills to have a happy and successful life.

Be an inspiration.

Year 7 will be taught in form groups for PSHE and the course will be delivered by their form tutor.

### **The topics covered this year include:**

**Respect and Manners:** Within this topic students will look at effective communication and interpersonal skills as well as the need to be respectful towards others.

**Friendships and Relationships within the home:** how to sustain good relationships with friends and family members.

**Healthy Lifestyles:** how to maintain a healthy diet; the importance of exercise and the choices to ensure a healthy standard of living.

**Respecting the Environment:** how to look after the environment in the school and the wider community.

# WELLBEING

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## *The best thing you will ever do is to believe in yourself*

This is a discreet subject on the Year 7 timetable incorporating the transition from Primary to Secondary school. Wellbeing puts the individual student at the heart of learning and looks at a variety of factors that Year 7 students face when arriving at secondary school. There are 6 topics covered:

- Introducing the Ousedale Standard – looking at organisation, the planner, resilience and understanding progress reviews.
- Building healthy relationships – looking at social media and the implications this can have on relationships, empathy, mediation and working with others around them.
- Personal Health – Looking at eating habits, keeping clean, dealing with stress and anxiety, sleeping patterns and the importance this has on an individual.
- British Values – focussing on the government initiative of democracy, rule of law, mutual respect and tolerance and individual liberty.
- Families – Focussing on the different types of families and dealing with change.
- World events – focussing on events that have happened around the world that have influenced and shaped the world we live in today.

There are no assessments within this timetabled subject but an attitude to learning grade will be recorded and sent home. Wellbeing will also look at revision methods and how to prepare students for progress reviews in the future.

# Important dates

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9 <sup>th</sup> – 15 <sup>th</sup> September	CAT Testing and STAR Baseline Testing
2 <sup>nd</sup> October	Year 7 Meet the Tutor Evening
16 <sup>th</sup> October	ACE Day
22 <sup>nd</sup> – 24 <sup>th</sup> October	School Production – Beauty and the Beast
14 <sup>th</sup> November	Autumn Music Concert
2 <sup>nd</sup> – 6 <sup>th</sup> December	Charities Week
18 <sup>th</sup> December	Christmas Carol Service
6 <sup>th</sup> February	ACE Day
14 <sup>th</sup> February	Staff Training Day
25 <sup>th</sup> March	Spring Gala Concert
31 <sup>st</sup> March	ACE Day
29 <sup>th</sup> April	Year 7 Parents' Evening
11 <sup>th</sup> - 22 <sup>nd</sup> May	STAR Baseline Re-Testing
10 <sup>th</sup> June	KS3 Achievement Awards
2 <sup>nd</sup> July	Staff Training Day
8 <sup>th</sup> – 10 <sup>th</sup> July	ACE Days

# Useful Contacts

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If you have any queries, in the first instance please contact your child's Form Tutor. Other useful contacts include:

**Jeremy Stormer**

Director of Pastoral & Academic Standards

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**Sophie Myers**

Year 7 PAL

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## Homework Timetable 2019-2020

### Year 7 (Olney Campus)

Y7 OL	Monday	Tuesday	Wednesday	Thursday	Friday
7MTM	Maths Science IT	PER Technology Art	English	Languages Music History	Geography
7SYC	Maths Science Music	History IT Technology	English	Languages Art	Geography PER
7AD	Maths Science	History	English Music	Languages PER IT	Geography Technology Art
7MRM	Maths Science	Geography IT	English	Languages Music History	PER Technology Art

**Note:**

- Only **core subjects (English, Maths and Science)** to set homework once a week, **in term 1a** to aid students' transition to KS3.

**From term 1b:**

- Once a week: Maths, English, Science, MFL, History, Geography.
- Once a fortnight: PER, Music, IT (week 1), Art, Technology (week 2).