



Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'

YEAR 7 HALF TERM 3 PARENT GUIDE

Lowton Church of England High School

Parents' Curriculum Guide to Year 7 – Spring Half Term 1

Subject	What will your child learn?	What will my child know , and what will they be able to do by the end of the half term?
English	The focus this half term is on the completion of 'Treasure Island' and moving on to narrative writing based on adventure. Students will work on narrative structure and using language to generate a desired response from the reader.	Students will know about: <ul style="list-style-type: none"> • The different hooks and types of narrative openers. • Literary devices. Students will be able to: <ul style="list-style-type: none"> • Writing in first and third person. • Write creatively purposefully using language and literary device for effect.
Maths	The focus of half term 3 is to develop an understanding of Algebra and Geometry. Students will cover a unit on sequences and one on angles.	Students will know about and be able to; <ul style="list-style-type: none"> • Generate terms in a sequence • Work out the nth term of a sequence • Work out interior and exterior angles of any polygon
Science	Students will cover the science topics: genes, reactions and forces. The genes topic will include variation and human reproduction. The reactions unit will include acids and alkalis and metal/non-metal reactions. The forces unit will cover speed and gravity.	Students will know about: <ul style="list-style-type: none"> • Different forces and their effects • Chemical reactions • Environmental and inherited variation Students will be able to: <ul style="list-style-type: none"> • State the unit of force • Make and use the formula for speed • Describe the characteristics of chemical reactions • Identify acids and alkalis on the pH scale • Describe the difference between inherited and environmental variation • Explain how organisms adapt to surroundings
RS	The initial focus for the first half of the Spring half term is 'What does it mean to be Muslim?' Students will learn about the following: <ul style="list-style-type: none"> • Founders - The Prophet Muhammad (PBUH) • Beliefs - The 5 pillars of Islam • Prayer - Salat • Charity - Zakat • Fasting - Sawm • Pilgrimage - Hajj 	Students will know about: <ul style="list-style-type: none"> • The life of the Prophet Muhammad (PBUH) • Muslim beliefs and practices Students will be able to <ul style="list-style-type: none"> • Develop their own knowledge and understanding of Islam. • Develop and express their own views and opinions. • Explain the importance of the 5 Pillars. • Examine the significance of people and places to contemporary Muslims.

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PSHE	<p>The focus of this half term will be 'Well being'.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Getting the most out of their leisure time • Exercise, diet and sleep • Anxieties and worries • Managing exams stress 	<p>Students will know about:</p> <ul style="list-style-type: none"> • Looking after their physical, mental and emotional well being. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify risks to their physical and mental health • Consider how healthy their lifestyle is • Adapt their behaviour to improve their well being. • Become aware of the signs of physical and emotional distress in others • Know who to speak to for further support regarding all well being related issues.
History	<p>Continuing our focus on power struggles as the key factor for determining change, Year 7 will engage with the following enquiry questions:</p> <p>Was the Black Death a disaster for all?</p> <p>Crown v. Church: Why was there a 'Religious Rollercoaster' during the Tudor period?</p> <p>Does Bloody Mary deserve her nickname?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • How the Black Death affected England's population • How the Black Death was one causal factor of the Peasants' Revolt • The religious changes that happened in England thanks to the Protestant Reformation • That Queen Mary I has been labelled as a bad queen and why interpretations of her are negative <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the key features of the Black Death and its positive and negative consequences • Explain the causes of the Peasants' Revolt • Correctly describe the key changes in religion across the Tudor monarchs and give reasons for these changes • Explain how the religious changes were part of a power struggle between the Catholic Religion (Papacy) and the English Crown • Evaluate and challenge interpretations of Mary I

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Geography	<p>Exploring England This unit introduces important human geography concepts that will be progressed through future units in the course: population change, population distribution, migration types, world population movements, urbanisation, impact of urbanisation on a city, employment and land use e.g. tourism.</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • understand the geographical concepts and ideas – population distribution, change, growth, migration, urbanisation • understand that population change occurs at different rates and times in different countries • understand the decisions that people make to migrate • understand how migration changes settlements • understand what is considered inherently ‘British Culture’ • understand employment structures in the UK and compare these with another European country. <p>Students will be able to:</p> <ul style="list-style-type: none"> • interpret statistics, graphs, models, population density maps, to investigate population • consider decisions that people make to change where they live • identify the latitude and longitude of cities • use a range of historical data • identify change, comparing 1890 OS map with a current OS map • start to formulate arguments, develop the ability to identify questions and sequences of enquiry to write descriptively, analytically and critically, to communicate their ideas effectively, to develop an extended written argument
French	<p>The focus of this half term is on being able to build on the knowledge they have acquired in the first term and provide and understand basic information in the target language. Students will practise using the four key skills in Modern Foreign Languages: Listening, Speaking, Reading and Writing.</p>	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Describe themselves • Talk about likes and dislikes • use regular er verbs with je/tu/il/elle • Use avoir with je/tu/il/elle • Use some adjective agreements (singular) • Talk about other people • Use some adjective agreements (plural) • Describe a musician • Use the present tense <p>Students will be able to: Begin to confidently express themselves in French and to understand other speakers. They will be able to express more detailed opinions and give basic justifications for these opinions. They will have another opportunity to write to a penfriend in France.</p>

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Spanish	The focus of this term is on being able to build on the knowledge they have acquired in the first half term and provide and understand basic information in the target language. Students will practise using the four key skills in Modern Foreign Languages: Listening, Speaking, Reading and Writing.	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Say what they like to do • Use opinions using me gusta + infinitive • Say what they do in their spare time • Use some AR verbs in the present tense • Talk about the weather • Use cuando (when) • Say what sports they do • Use the verbs hacer and jugar • Read about someone's favourite things • Understand more challenging texts. <p>Students will be able to: Begin to confidently express themselves in Spanish and to understand other speakers. They will continue to be able to express more detailed opinions and give basic justifications for these opinions. They will have the opportunity again to write to a penfriend in Spain.</p>
Drama	The focus on this half term will be Greek Theatre.	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Use choral speaking. • Show status • Show emotions (using Stanislavski techniques) • Use mime work <p>Students will be able to work with greater co-operation and be growing in confidence as they perform in front of the class. They will understand the historical significance of ancient Greek Theatre.</p>
Music	Pupils will explore the elements 'Harmony' & Melody. Through a range of performance tasks, students will learn about types of chords, develop keyboard skills through melodies and also sing in harmony.	<p>Pupils will demonstrate the learning and development of the following skills:</p> <ul style="list-style-type: none"> • Recognise the differences between major and minor triads. • Sing within an ensemble using harmonies. • Develop keyboard skills through performing of melodies.
Art	This half term students will be researching Gothic Architecture to design and make a piece of Ceramics.	<p>Student will learn about:</p> <ul style="list-style-type: none"> • Pointed Arch • Semi circles • Portal • Flying Buttress • Ribbed vaults • Gargoyles • Stained Glass • Rose Window • Tall Pillars • Detail • Layers <p>Students will be able to:</p> <ul style="list-style-type: none"> • Design a Gothic portal by looking at images of Gothic Churches, doorways and windows. Adding detail and shading to make the design look 3D. • Roll out a slab of clay. • Add detailed and neat Gothic low-relief features using slip and texture.

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Computing	The focus this half term will be on Understanding how the computer works.	<p>Students will know:</p> <ul style="list-style-type: none"> • Software • Hardware • Input devices • Output Devices • Storage Devices • CPU • RAM • ROM • The Fetch Execute Cycle <p>Students will be able:</p> <ul style="list-style-type: none"> • Identify different component parts of the computer. • Identify the correct piece of hardware for the given task • Identify the correct piece of software for the given task • Identify the correct storage device for the given task • Explain the purpose and differences between RAM & ROM • How computers process information
Literacy	This half term students will continue to work on a range of programmes aimed at improving their reading skills (both decoding and comprehension)	<p>Students following the Read to Achieve course will further develop a variety of reading skills to prepare them for the demands of the secondary curriculum, and eventually their GCSE examinations.</p> <p>Students following the Corrective Reading Programme (C, B2, B1 or A) will develop their confidence in reading. They will focus on closing any gaps in decoding and / or comprehension so that they are able to successfully access the secondary curriculum.</p>
PE	<p>PE will be taught on a carousel of sporting activities. During each carousel students will follow one or more of the following sports:</p> <p>Boys: football, rugby, handball, volleyball, fitness, badminton, trampolining and athletics.</p> <p>Girls: football, hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics and dance.</p>	<p>In the sports covered in this half term pupils will:</p> <ul style="list-style-type: none"> - develop their ability to perform many core and some of the advanced skills - skills will be performed with some consistency and to a good standard of accuracy, control and fluency some of the time - display the physical fitness required to perform with some effectiveness - start to show a knowledge of making the correct decisions required to perform

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<p style="text-align: center;">Design Technology</p>	<p>Design Technology will be taught on a carousel therefore this guide provides information on the curriculum students will be following for the duration of the carousel block. This will often exceed the half term.</p> <p>In year 7 students will change subject half way through the year to Food Technology. This overview is for the half year rotation.</p> <p>Through looking at the work of the Memphis design era and that of Ettore Sottsass, students will focus on basic designing and making skills, workshop health and safety and developing and understanding of the materials they are working with. They will produce a night light as their main project.</p> <p>Students will complete a range of both practical and theory lessons.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Basic health and safety regulations within the workshop environment • How to use the work of others to inspire their own designing • The design process and iterative design theory • How and why we create prototypes • Presentation techniques • Basic workshop skills and machinery use • Product Development techniques • Basic electronic systems flow • Materials theory • Specialist techniques • Stock materials and sizes <p>Students will be able to:</p> <ul style="list-style-type: none"> • List basic health and safety regulation for the workshop environment • Look at the work of Memphis designers and show the influence of this in their own work • Show their use of a cyclical design process and iterative design through portfolio work and practical improvements • Create prototypes that reflect their designs • Present ideas in a range of different ways • Use the sanding discs, basic electronics equipment, vacuum former and laser cutter • Show a basic understanding of materials theory related to their product • Critically evaluate their work to produce an action plan of points to improve.
<p style="text-align: center;">Food Technology</p>	<p>Food Technology will be taught on a carousel therefore this guide provides information on the curriculum students will be following for the duration of the carousel block. This will often exceed the half term.</p> <p>In year 7 students will change subject half way through the year to Design and Technology. This overview is for the half year rotation.</p> <p>Students will focus on basic food technology skills, hygiene and common cooking techniques.</p> <p>Students will complete a range of both practical and theory lessons and will be expected to bring their own ingredients.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Health and safety regulations in the food preparation room • Four C's of food hygiene – cleaning, cooking, chilling and cross-contamination • How to use kitchen and cooking equipment safely and effectively • About the nutritional value in some fruit • How the eat well guide assists with healthy eating choices • To complete a star chart <p>Students will be able to:</p> <ul style="list-style-type: none"> • Prepare and cook simple recipes with supervision • How to design a simple recipe and develop improvements based on the eat well plate • Control their own work area and develop independent working practice within the food room • Evaluate their own and products of others to critically analyse and inform their own ideas.