



Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'

YEAR 7 HALF TERM 4 PARENT GUIDE

Lowton Church of England High School

Parents' Curriculum Guide to Year 7 – Spring Half Term 2

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	<p>The focus for this half term is on poetry from other cultures. Students will experience a range of poetry and will learn how to analyse the different features the writers have chosen to use. Students will learn about the importance of word choice, structural choices and context.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> • Different poetic terms and how/why they are used • The effect of a writer's choices on the reader • The importance of context on both the poet and the reader <p>Students will be able to:</p> <ul style="list-style-type: none"> • Read and extract meaning from several poems from different cultures • Comment on some of the choices the writer has made • Refer to the poem to justify their ideas
Maths	<p>The focus of half term 4 is to develop an understanding of Algebra and statistics. Students will also cover a unit on equations and averages</p>	<p>Students will know about and be able to;</p> <ul style="list-style-type: none"> • Solve 1 and 2 step equations • Work out averages from a table • Work out averages from a chart
Science	<p>Students will cover the science topics: waves, energy, ecosystems. The waves topic will include sound and light. The energy unit will include energy transfers and costs. The ecosystems topic will include interdependence and plant reproduction.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> • Different types of waves and their effects • Energy resources and calculations • Competition, food webs and plant reproduction <p>Students will be able to:</p> <ul style="list-style-type: none"> • State different energy types • Link power, energy, fuel use and costs • Describe the structure of the ear and eye • Describe different waves and how they behave • Discuss the links within a food web • Describe the process of plant reproduction
RS	<p>The initial focus for the first half of the Spring half term is 'What does it mean to be Christian?' Students will learn about the following:</p> <ul style="list-style-type: none"> • What makes a person Christian? • The Bible • Prayer • The Church • Christian diversity – denominations 	<p>Students will know about:</p> <ul style="list-style-type: none"> • Christians beliefs & practices <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe and explain the core theological beliefs held by Christians. • Explain the use and importance of the Bible • Explain the features and importance of the Church and Cathedral • Compare and contrast the differences in beliefs and practices between different Christian denominations.

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PSHE	<p>The focus of this half term will be 'Money'.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Pocket Money • Bank Accounts • Budgeting • Saving 	<p>Students will know about:</p> <ul style="list-style-type: none"> • Managing personal finances <p>Students will be able to:</p> <ul style="list-style-type: none"> • Consider the arguments for and against the distribution of pocket money • Understand the features and suitability of different types of bank accounts • Understand the use and value of budgeting finances, both in the short and long term. • Explain the importance of saving money
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>Why was Mary, Queen of Scots executed?</p> <p>Did good luck save England from the Spanish Armada?</p> <p>Why did Charles I lose his head?</p> <p>Was Cromwell a hero or a villain?</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> • The Catholic threat to Elizabeth I • The reasons why the Spanish Armada was launched • The reasons for the Armada's defeat • The causes of the English Civil War • The consequences of the English Civil War • Different historical interpretations relating to Cromwell's leadership <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify causes, classify causes and evaluate the most important, explaining their thinking • Explain the consequences of events and evaluate their importance in the short and long term • Evaluate and challenge historical interpretations of events and people

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Geography	Students will focus on the new topic of What happens when the land meets the sea to be able to understand coastal processes operating in the UK.	<p>Students will know about</p> <ul style="list-style-type: none"> • The importance of coastal areas • How do rocks break down (weathering) • What is Erosion • What landforms does erosion create? • How does transportation change the coastline? • How does deposition change the coastline? • How has the Holderness coast changed over time? • How is coastal erosion managed at Christchurch Bay? • Are the benefits of coastal protection worth the cost? <p>Students will be able to</p> <ul style="list-style-type: none"> • the processes that give rise to key physical and human geographical features of the world, how these are interdependent and change over time. • use geographical skills to analyse a range of data, to interpret a range of sources of geographical information, to communicate geographical information in a variety of ways. • understand how geographical processes interact to create distinctive physical landscapes that change over time.
French	The focus of this half term is to continue to being able to provide and understand basic personal 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"> • 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 half term is to continue to being able to 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"> • 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	We will complete Greek Theatre this half term and then begin to study Romeo and Juliet.	<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> <p>Pupils will learn and perform the Prologue from Romeo and Juliet and become comfortable with using Shakespeare's language.</p>
Music	Pupils will explore the elements Instruments of the Orchestra. Students will explore the four families of the orchestra and the instruments within them. We will perform as a keyboard orchestra as well as testing the pupils' aural skills in an end of unit listening test.	<p>Pupils will demonstrate the learning and development of the following skills and knowledge:</p> <ul style="list-style-type: none"> • Recognise the different families of instruments and the instruments within them • Perform within an ensemble. • Aurally recognise instruments and families. <p>Develop keyboard skills through performing of melodies.</p>
Art	Students will continue to work on their clay gothic portals using the research and designs from half term 3.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Roll out a slab of clay. • Use their design to create a low-relief. • Add features from their design using slip and texture. • When fired use inks and brushed metallic paint to create a distressed surface.

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Computing	Students will be focusing on Microsoft Excel.	Students will be able to: <ul style="list-style-type: none"> • Create basic formulas • Know the different mathematical symbols • Use AutoSum • Understand Boolean logic • Solve simple problems • Use IF and nested IF • Use VLookup & HLookup • Use Cell Formatting • Use Conditional Formatting
Literacy	This half term students will continue to work on a range of programmes aimed at improving their reading skills (both decoding and comprehension)	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. 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.
PE	PE will be taught on a carousel of sporting activities. During each carousel students will follow one or more of the following sports: Boys: football, rugby, handball, volleyball, fitness, badminton, trampolining and athletics. Girls: football, hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics and dance.	In the sports covered in this half term pupils will: <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.