



Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'

YEAR 7 HALF TERM 1 PARENT GUIDE

# Lowton Church of England High School

## Parents' Guide to Year 7 – Autumn Term - 1

Subject	What will your child learn?	What will my child <b>know</b> , and <b>what</b> will they be <b>able</b> to do by the end of the half term?
<b>English</b>	The focus for this half term is on autobiography. Students will experience different types of autobiographies and will learn how to use the styles and features they discover in their own writing. Students will learn about the importance of purposeful structure in their writing and the effect that sentence variety and vocabulary have on the reader.	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• The different types of autobiographies and how they are organised.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Purposefully structure the events in their writing in order to have impact on the reader</li> <li>• Vary their sentences and vocabulary for effect</li> </ul>
<b>Maths</b>	The focus of half term 1 is to develop an understanding of the basic algebra skills required throughout secondary school. Students will also cover a unit on directed numbers and fractions, decimals and percentages.	<p>Students will know about and be able to;</p> <ul style="list-style-type: none"> <li>• Write basic algebraic expressions</li> <li>• Substitution into expressions</li> <li>• Form and Solve one/two steps equations</li> <li>• Calculate with positive and negative numbers</li> <li>• Be able to simplify, add, subtract, multiply and divide fractions.</li> <li>• Calculate percentages</li> </ul>
<b>Science</b>	<p>Pupils will cover an introductory unit to Science covering basic safety in the lab, equipment and investigative skills.</p> <p>They will also cover the Science topics organisation and matter. The organisation unit will include movement and muscles and typical animal and plant cells.</p> <p>The matter unit will include states of matter, change in state and separation techniques.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• Lab safety</li> <li>• Cell Biology</li> <li>• States of matter and separation techniques</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify risks associated with working in a Science lab and identify key hazard symbols</li> <li>• Identify and draw key pieces of Science equipment</li> <li>• Label typical animal and plant cells and describe the function of various organelles found in both</li> <li>• Explain how the skeleton, muscles and joints work together to aid movement</li> <li>• Describe how particles are arranged in solids, liquids and gases and link these to properties</li> <li>• Explain how to separate different mixtures</li> </ul>
<b>RS</b>	<p>The focus for the first half of Autumn Term is the life of Jesus. Students will learn about the following:</p> <ul style="list-style-type: none"> <li>• Did Jesus really exist?</li> <li>• Was Jesus ordinary or extraordinary?</li> <li>• What did Jesus do with his life?</li> <li>• Jesus' teachings – Love and Forgiveness</li> </ul>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• The life of Jesus</li> <li>• Christian beliefs about Jesus</li> </ul> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Develop their own knowledge and understanding of Christianity.</li> <li>• Develop and express their own views and opinions.</li> <li>• Explain the importance of Jesus.</li> <li>• Examine the significance of Jesus to religious and non -religious people.</li> </ul>

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<b>PSHE</b>	<p>The focus for the first Autumn Term is Values and Safety. Students will learn about the values we share, belonging &amp; community along with safety.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• The values that we share at Lowton Church of England High School</li> <li>• Safety in winter</li> <li>• Risks around them in everyday life.</li> </ul> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of Lowton life.</li> <li>• Identify risks to themselves and others on winter nights.</li> <li>• Demonstrate knowledge of why people take risks.</li> </ul>
<b>History</b>	<p>The focus for this year is the changing nature of power and this theme is used to weave together year 7 topics. We consider big ideas such as monarchy, parliament, democracy, suffrage and class.</p> <p>Enquiry questions are used to focus students' learning. This term's enquiry questions are:</p> <p>Why did William win the Battle of Hastings?</p> <p>How did William use his power to keep control?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• The reasons why William won the Battle of Hastings</li> <li>• How William kept control of England</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate causal analysis of the Battle of Hastings</li> <li>• Identify and explain the different approaches to control that William used</li> </ul>
<b>Geography</b>	<p>During this first term students will solidify their knowledge of places around the world including continents and oceans. Pupils will use Ordnance survey map skills and GIS to locate and describe places in the UK and around the world.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• locate and name the world's continents and oceans</li> <li>• locate and name countries in Europe, North and South America</li> <li>• identify human and physical features of localities</li> </ul> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• locate places using latitude and longitude</li> <li>• use Ordnance Survey map skills, scale, grid references, height, direction, with aerial photos.</li> <li>• use geographical data as evidence</li> </ul>

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<b>French</b>	The focus of this half term is on 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"> <li>• Greet a native speaker and introduce themselves</li> <li>• Say how old they are and use numbers up to 31</li> <li>• Say when their birthday is</li> <li>• Give basic opinions about likes and dislikes</li> <li>• Use and understand some basic target French phrases in the classroom</li> </ul> <p>Students will be able to: Begin to confidently express themselves in French and to understand other speakers. They will be able to express basic opinions.</p>
<b>Spanish</b>	The focus of this half term is on 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"> <li>• Greet a native speaker and introduce themselves</li> <li>• Say how old they are and use numbers up to 31</li> <li>• Use and understand some basic target language phrases in the classroom</li> <li>• Give basic opinions about likes and dislikes</li> <li>• Describe their personality</li> </ul> <p>Students will be able to: Begin to confidently express themselves in Spanish and to understand other speakers. They will be able to express basic opinions.</p>
<b>Drama</b>	Pupils will be taught some basic dramatic techniques that will be used and refined throughout their Drama journey to Yr11.	<p>Pupils will know what the following terms mean and be able to apply them in practical work:</p> <ul style="list-style-type: none"> <li>• Freeze frame</li> <li>• Thought track</li> <li>• Narration</li> <li>• Physical theatre</li> <li>• Soundscape</li> </ul>
<b>Music</b>	Following a baseline assessment to measure your child’s ability at recognising changes in sound, we will introduce the elements of music. We will also focus on being able to read music and find our way around a keyboard.	<p>Pupils will demonstrate the learning and development of the following skills:</p> <ul style="list-style-type: none"> <li>• Understanding of the elements of music through explanation and performance/composition.</li> <li>• Ability to read notes on the stave in treble clef.</li> <li>• Ability to find notes on the keyboard with the support of a guide.</li> </ul>
<b>Art</b>	The Formal Elements are the focus for the whole autumn term. Skills based tasks in the first half term will lead to a final piece entitled “Zentangle Animals”.	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Colour Theory.</li> <li>• Regular and irregular pattern.</li> <li>• Tonal Values.</li> </ul> <p>Pupils will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• Gradients of tone using pencil and paint.</li> <li>• Mix primary colours to create secondary colours.</li> <li>• Mix warm and cold colours</li> </ul>

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<b>Computing</b>	<p>Students will be taught the potential dangers online and how to protect themselves.</p> <p>Students will be taught how to use the school computers and systems, including login and password details.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• Digital footprint</li> <li>• Cyberbullying</li> <li>• Online Grooming</li> <li>• Online Gaming</li> <li>• Sexting</li> <li>• Fake News</li> <li>• Other Online Risks &amp; Dangers</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Protect themselves online from potential dangers</li> <li>• Student will know who to report any concerns to</li> <li>• Students will know how to report any concerns</li> </ul>
<b>Literacy</b>	<p>Students will learn a variety of reading techniques and will look at different ways of recording information that they have read.</p> <p>They will also complete their literacy screening programme.</p>	<p>Students will have read the “Grange Enders” transition novel and will be more confident in reading aloud.</p> <p>They will be able to discuss the experiences of the characters in the novel and to compare this to their own transition to high school.</p>
<b>PE</b>	<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><b>Boys:</b> Football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics</p> <p><b>Girls:</b> Football, Hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics, dance</p>	<p>In the sports covered in this half term pupils will:</p> <ul style="list-style-type: none"> <li>- develop their ability to perform many core and some of the advanced skills</li> <li>- skills will be performed with some consistency and to a good standard of accuracy, control and fluency some of the time</li> <li>- display the physical fitness required to perform with some effectiveness</li> <li>- start to show a knowledge of making the correct decisions required to perform</li> </ul>

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<p style="text-align: center;"><b>Design Technology (Rotation 1)</b></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"> <li>• Basic health and safety regulations within the workshop environment</li> <li>• How to use the work of others to inspire their own designing</li> <li>• The design process and iterative design theory</li> <li>• How and why we create prototypes</li> <li>• Presentation techniques</li> <li>• Basic workshop skills and machinery use</li> <li>• Product Development techniques</li> <li>• Basic electronic systems flow</li> <li>• Materials theory</li> <li>• Specialist techniques</li> <li>• Stock materials and sizes</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List basic health and safety regulation for the workshop environment</li> <li>• Look at the work of Memphis designers and show the influence of this in their own work</li> <li>• Show their use of a cyclical design process and iterative design through portfolio work and practical improvements</li> <li>• Create prototypes that reflect their designs</li> <li>• Present ideas in a range of different ways</li> <li>• Use the sanding discs, basic electronics equipment, vacuum former and laser cutter</li> <li>• Show a basic understanding of materials theory related to their product</li> <li>• Critically evaluate their work to produce an action plan of points to improve.</li> </ul>
<p style="text-align: center;"><b>Food Technology (Rotation 1)</b></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"> <li>• Health and safety regulations in the food preparation room</li> <li>• Four C's of food hygiene – cleaning, cooking, chilling and cross-contamination</li> <li>• How to use kitchen and cooking equipment safely and effectively</li> <li>• About the nutritional value in some fruit</li> <li>• How the eat well guide assists with healthy eating choices</li> <li>• To complete a star chart</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare and cook simple recipes with supervision</li> <li>• How to design a simple recipe and develop improvements based on the eat well plate</li> <li>• Control their own work area and develop independent working practice within the food room</li> <li>• Evaluate their own and products of others to critically analyse and inform their own ideas.</li> </ul>