



# Lowton

Church of England High School

## 'YOU ARE THE LIGHTS OF THE WORLD'

### YEAR 7 HALF TERM 2 PARENT GUIDE

# Lowton Church of England High School

## Parents' Curriculum Guide to Year 7 – Autumn Term 2

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>	<p>The focus for this half term is on literature. Students will read R.L. Stevenson's 'Treasure Island'. They will learn about the context of the novel and explore how the central characters are presented.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• How a writer uses language to create specific impressions of characters</li> <li>• How a writer can change our view of a character by the language used</li> <li>• The importance of the context of a text</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Predict what will happen in a novel</li> <li>• Discuss, written and spoken, the effect of language on the reader</li> <li>• Write a formal literature essay, including using quotations</li> </ul>
<b>Maths</b>	<p>The focus of half term 2 is to develop an understanding of geometry. Students will also cover a unit on sequences and rounding.</p>	<p>Students will know about and be able to;</p> <ul style="list-style-type: none"> <li>• Find the perimeter and area of 2D shapes</li> <li>• Calculate unknown angles in polygons</li> <li>• Work out missing terms in a sequence</li> <li>• Round numbers to given decimal places</li> </ul>
<b>Science</b>	<p>Students will cover the science topics: electromagnets, matter and genes.</p> <p>The electromagnets topic will include potential difference and current.</p> <p>The matter unit will include states of matter, change in state and separation techniques.</p> <p>The genes unit will cover variation and adaptation.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• Electrical circuits</li> <li>• States of matter and separation techniques</li> <li>• Environmental and inherited variation</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Draw electrical circuits</li> <li>• Describe the potential difference in series and parallel circuits</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> <li>• Describe the difference between inherited and environmental variation</li> <li>• Explain how organisms adapt to surroundings</li> </ul>
<b>RS</b>	<p>The initial focus for the second half of the autumn term is the life of Jesus. Students will learn about the following:</p> <ul style="list-style-type: none"> <li>• Holy week</li> <li>• Why was Jesus crucified?</li> <li>• Did Jesus rise from the dead?</li> <li>• The Kingdom of Heaven</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 second autumn term is safety and British society. Students will learn about belonging &amp; community, safety and democracy.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• Risks around them in everyday life.</li> <li>• Democracy</li> </ul> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Identify risks to themselves and others.</li> <li>• Demonstrate knowledge of basic first aid.</li> <li>• Understand how the structure of the British government &amp; democracy work.</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 was there a power struggle between the King and Archbishop of Canterbury?</p> <p>How revolutionary was the Magna Carta?</p> <p>The Black Death: What was the real impact of this deadly disease?</p> <p>Was the Peasants' Revolt a total failure?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• The reasons for Becket's death</li> <li>• The significance of the Magna Carta</li> <li>• The significance of the Black Death</li> <li>• The reasons for and significance of the Peasants' Revolt</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate causal analysis of Becket's death</li> <li>• Use significance criteria to evaluate Magna Carta, Black Death and Peasants' Revolt</li> <li>• Write in depth demonstrating explanation and analysis supported by in-depth factual re-call</li> </ul>

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<b>Geography</b>	<p>This unit introduces weather and climate – temperature, rainfall, air pressure, wind, sunshine.</p> <p>The unit begins with a consideration of how the weather affects our everyday lives.</p> <p>Pupils will discover how weather data is recorded and presented using the synoptic code. Students will discover: why it rains and types of rainfall; air masses and types of weather systems that bring our weather, including depressions and anticyclones.</p> <p>Pupils will conduct a geographical enquiry collecting weather data to identify the type of weather system passing over their school. This investigation requires pupils to apply their understanding of the earlier lessons in the unit and further develop their fieldwork and enquiry skills</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• understand the difference between weather and climate</li> <li>• understand the basic principles, processes and patterns of weather and climate</li> <li>• understand the characteristic features of depressions and anticyclones and how they affect the weather</li> <li>• understand how weather affects our daily lives</li> <li>• understand how weather is measured, recorded and forecast – role of the Met Office.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• use the synoptic code, weather charts and satellites to analyse weather patterns</li> <li>• interpret and draw climate graphs for the UK</li> <li>• interpret climate maps for the UK and the world</li> <li>• describe and explain weather patterns and the climate of the UK</li> <li>• use new geographical terminology – weather and climate</li> <li>• conduct a geographical enquiry to identify patterns of weather for a locality for a week</li> </ul>
<b>French</b>	<p>The focus of this half 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>	<p>Students will know how to:</p> <ul style="list-style-type: none"> <li>• Say what they have and don't have in their school bags</li> <li>• Say what is in their classroom with descriptions</li> <li>• Use the indefinite articles - un, une, des - in context</li> <li>• Use the definite articles - le, la, les - in context</li> <li>• Describe their appearance and personality</li> <li>• Give details about their family</li> </ul> <p>Students will be able to:</p> <p>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 the opportunity to write to a penfriend in France.</p>

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<b>Spanish</b>	The focus of this half 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"> <li>• Say when their birthday is</li> <li>• Give details about their family and pets</li> <li>• Use and understand some basic target language phrases in the classroom</li> <li>• Say what they have and don't have in their school bags</li> <li>• Give more detailed opinions about likes and dislikes</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 more detailed opinions and give basic justifications for these opinions. They will have the opportunity to write to a penfriend in Spain.</p>
<b>Drama</b>	Students will continue acquiring and practising basic skills. We will start to apply these skills to more complex stories such as myths and legends.	<p>Students will be able to perform using:</p> <ul style="list-style-type: none"> <li>• Soundscapes</li> <li>• Narration</li> <li>• Thought tracks</li> <li>• Physical theatre</li> <li>• Freeze Frames</li> </ul> <p>Pupils will be learning to recognise when these techniques can be applied in performance and start to use their own imagination when creating short pieces of drama.</p>
<b>Music</b>	The main focus during this half term is Rhythm & Metre. Students will look at rhythms and compose from untuned percussion, performing their compositions for their key assessments.	<p>Pupils will demonstrate the learning and development of the following skills:</p> <ul style="list-style-type: none"> <li>• Understanding basic rhythmic values of traditional notation via 'drink rhythms'</li> <li>• Being able to perform rhythmic ostinato combining together different patterns in different metres.</li> <li>• Compose rhythmic ostinato and perform as part of a group.</li> </ul>
<b>Art</b>	Students will focus on applying their knowledge from the previous half term. They will use colour theory, tonal theory and pattern to produce a final realisation using painting and drawing skills.	<p>When creating a "Zentangle Animal" students will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• How to create a water colour wash using harmonious colours.</li> <li>• How to use line when drawing a Zentangle shape.</li> <li>• How to use Zentangle patterns with pen.</li> <li>• How to use a gradient of tone with colour pencil.</li> </ul>

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<b>Computing</b>	Students will be focusing on Computer Crime & Cyber Security. Students will be looking at different types of Computer Crime and how to prevent them	<p>Student will know about:</p> <ul style="list-style-type: none"> <li>• Different types of email scams</li> <li>• Computer Misuse Act</li> <li>• Protection against malware</li> <li>• Protection of Personal Data</li> <li>• Copyright Law</li> <li>• Health &amp; Safety Concerns with the use of Computers</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify different types of email scams</li> <li>• Explain what is meant by hacking</li> <li>• Explain what different types of malware</li> <li>• Identify Copyright infringements</li> <li>• Suggest solutions to Health &amp; Safety Issues</li> </ul>
<b>Literacy</b>	This half term students are grouped by ability and will 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>
<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 and athletics.</p> <p><b>Girls:</b> 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"> <li>- develop their ability to perform many core and some of the advanced skills</li> <li>- perform with some consistency and to a good standard of accuracy and control, and with 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>