

# Parents' guide to the Year 7 Curriculum

**2019 - 2020**

**Comprehensive Excellence**



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July 2019

Dear Parent/Carer,

Thank you for taking the time to read this booklet, it has been designed to provide you with information about the courses your child will be following this academic year. We hope that it will give you a greater understanding of our curriculum and allow you to support your child's education even more effectively.

It must be emphasised that the booklet is no more than a guide. As circumstances change, (for example, the publication and purchase of new text books), the information contained in it may become less accurate. Nevertheless, we expect the booklet to provide you with a source of useful information that will enable you to help your child fulfil their potential.

We have no expectation that any parent will purchase any of the books/resources mentioned in the booklet. Work will never be set with this assumption. However, every year several parents request information about courses and text books. We believe it best if all parents are provided with such information.

If you require further information, please initially contact either you child's tutor or subject teacher.

Yours sincerely,



Mr P Beale  
Deputy Headteacher

# Reepham High School Aims

These aims have been formulated by a group comprising : teachers, pupils, parents, governors.

## **All students are entitled to**

- ◆ A teaching and learning experience which allows them to achieve the highest possible standards
- ◆ The opportunity to develop the skills necessary for life
- ◆ Be supported by the school, parents and community in partnership
- ◆ A school environment which is stimulating and enjoyable
- ◆ Be valued and treated with respect
- ◆ A school which is orderly, tolerant, fair and caring
- ◆ Equal opportunities to the services the school provides

# THE YEAR 7 CURRICULUM

A normal school day has five lessons. Each lesson is one hour long and some subjects may be taught over a double period. There are two lessons before break, one before lunch and a final two in the afternoon. Every morning there is a registration period before lessons begin.

Subject	Yr7 hours	Yr8 hours	Yr9 hours
Maths	7	7	7
English	7	7	7
Science	6	6	6
C.S	2	2	3
Geog	3	4	4
Hist	3	4	4
French/Spanish	6	6	
Art	3	2	2
Music	2	2	
P.E	4	4	4
R.E	2	2	
Tech	4	4	4
Option 1			4
Option 2			4
PSHE	1		1
TOTAL	50	50	50

Citizenship teaching is integrated within all the subjects on the curriculum. PSHE lessons are supplemented by a series of impact days across Years 7 - 10

# HOMEWORK

## 1. The purpose of homework

Homework is given for the following reasons:

- to help pupils develop independent habits of study
- to develop perseverance and self discipline
- to consolidate and reinforce skills and understanding developed at school
- to involve parents and carers in pupils' work
- to permit more ground to be covered and more rapid progress to be made
- to enable our pupils to achieve the highest possible results in public examinations

## 2. How homework is organised

- Pupils are given a journal to record all homework in. This can be a challenge for new students and support from parents and teachers is important to promote routine and accurate recording.
- All departments have their own individual homework policies. A copy of the homework policy can be found on our website. However an approximation of expected time to spend on homework is listed below.

	<b>Subjects per night</b>	<b><u>Approx</u> time per subject</b>	<b><u>Approx</u> time per evening</b>
<b>YEAR 7</b>	2	30 minutes	60 minutes
<b>YEAR 8</b>	2	35 minutes	70 minutes
<b>YEAR 9</b>	2	40 minutes	80 minutes
<b>YEAR 10</b>	1-2	60 minutes	120 minutes
<b>YEAR 11</b>	1-2	60 minutes	120 minutes

Please recognise that these timings are approximate and will depend on the ability of each pupil.

## 3. Types of homework

A range of different exercises could be set as homework :

- writing a formal essay
- questions to answer
- making notes
- drafting an essay
- learning spellings/vocabulary
- researching a topic
- reading
- practising a particular skill
- revision
- preparing a presentation.

#### 4. **The responsibilities of the pupil**

Pupils are expected to:

- always write down a summary of their homework in their homework journal.
- always have their journal with them and get it signed at home by a parent/carer every week.
- complete homework tasks to the best of their ability within the appropriate length of time
- submit homework at the time requested.

It is recommended that pupils get into the habit of doing homework on the night it is set and designating a regular homework time.

#### 5. **How you can help your son/daughter with homework**

- Talk about homework tasks with them.
- Look at their homework and offer praise and encouragement.
- Check their homework journal (and write down a note for the tutor if you have a concern).
- Help your son/daughter to develop study habits and organise themselves. Fix regular times for them to work and make sure they stick to them. A routine (say 4.30-5.30 pm every night), will do much to ensure your son/daughter achieves his/her academic potential.
- Help your son/daughter meet deadlines by reminding them of them.
- Give plenty of praise for hard work.
- Provide a quiet place for your son/daughter to work and/or use the school homework club.

#### 6. **Homework**

**Homework will be set in accordance with the homework policy. Year 7-9 pupils will write in the homework on the day it is set.**

If pupils have a problem with meeting a homework deadline they should have a **quiet** word with the teacher **well before the deadline**. If there is a good reason, the deadline will be extended a little. If your son/daughter is having difficulties in submitting homework on time, or difficulties with homework in general, then he/she should see his/her tutor.

#### 7. **Homework club**

If your son/daughter finds it difficult to work at home they might want to work at the school homework club. This takes place between 3.30 and 4.30 pm on Monday to Thursday in the library. A member of staff will be available to supervise.

## LITTLE THINGS MATTER

A) In order to fulfil his/her potential at school your son/daughter needs to be organised. You can help them by:

- Checking the homework (see earlier comments).
- Ensuring that your son/daughter always comes to school with
  - a blue or black pen
  - a pencil sharpener
  - a pencil
  - a planner
  - a ruler
  - basic geometry set
  - a scientific calculator
  - USB Pen
  - an eraser

We strongly recommend that equipment is kept in a pencil case and that it is checked and restocked regularly. Many pupils begin with the correct equipment but quickly misplace key items, while getting into a routine.

B) The presentation of work is important. We expect all formal written work to conform to the following....

- All work should have a title that is underlined with a ruler.
- Work should be dated and if loose a name should be on it.
- Label homework.
- Neat, clear, diagrams and graphs. They should be drawn with a ruler and pencil.
- Check the spelling, punctuation, grammar.

C) While marking work teachers will commonly use the following symbols.

www - what went well  
Pu - punctuation error

hti - how to improve  
Sp x5 - spelling error

D) Throughout Year 7 teacher will focus on 5 key areas when assessing pupils

- Effort
- Independence
- Understanding
- Recall
- Ability to communicate

We firmly believe that a focus on 'attitude to learning' will improve pupils as learners and allow them to be much more prepared for the challenges of GCSEs. We do not grade pupils based on GCSE criteria when they have not started a GCSE course.

## IMPORTANT DATES – YEAR 7

**15th October 2019**  
**28th February 2020**  
**30th April 2020**  
**23rd June 2020**

**“Settling In” Evening**  
**Interim report**  
**Parents’ Evening**  
**Full report**



## ACHIEVEMENT : BOYS AND GIRLS

You are probably aware of the national concern that has been expressed about the academic performance of boys relative to that of girls.

The national GCSE examination results reveal boys doing significantly less well than girls at 16. Indeed, research is suggesting that girls do better than boys at school from the age of 5 to 16!

At Reepham High School & College we want all pupils to succeed and fulfil their potential no matter what their sex or background. Nevertheless, we have been working particularly hard to boost the achievement of boys, and with some success.

We believe that one of the most effective strategies is to work with parents in boosting the achievement of all, but boys in particular.

It is our experience that boys are more likely to :

- Need a little more encouragement to do their homework (a **regular routine** helps them as does rationing the amount of television watching/game playing)
- Need short term specific targets rather than long term ones, (e.g. "You need to do 30 minutes English homework tonight" rather than, "Your homework needs to improve this year")
- Need help getting organised (checking of their homework journals is particularly important)
- Believe academic success depends on ability rather than hard work. This is not true! The level of effort is more important than the intellect in determining how well a pupil does
- Not to want to appear hard working and conscientious. On the quiet many do work hard, but never tell their friends! Tell your son not to believe everything his friends tell him.

## REWARDING EFFORT

Reepham High School & College expects pupils to try their hardest. When a pupil has made a particularly impressive effort he/she can be rewarded in many ways. Some examples are:

- Spoken praise from their teacher, Head of Department or Pastoral Leader.
- The issuing of a merit.
- Special Head of Year, Bronze, Silver, Gold merits.
- At KS3 Pastoral Leader's award certificates both individually and for tutor groups on a termly basis.
- The issue of a subject certificate for hard work in a subject over several weeks.
- The issue of badges for responsibilities.
- Letters and postcards of congratulations sent home.
- Book tokens / gift tokens.
- End of year awards, including certificates, vouchers and trophies.
- Attendance competitions, including tutor group awards, prize draws and reward days.

## HOME-SCHOOL COMMUNICATION

- Please remember that a great deal of information can be found on the school website: **[www.reephamhigh.com](http://www.reephamhigh.com)**
- Go4Schools is a website which records pupils behaviour, attendance and their academic reports. To ensure that this works, please make sure we have your most up-to-date email address
- SIMs Parents Light is an online data collection system. At the start of the year you should receive an invite. This app allows you to update address and contact details as well as giving permissions for your child.

## THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Computers at school and at home can provide many opportunities to support your child's education. Pupils have access to computers at break, lunchtime and after school. If you have a computer with internet access at home your child will be able to access additional school resources as well as educational websites to assist with their learning.

**Email** - Students are issued with an email account that they will have access to anywhere with internet access. The email account will provide communications between student and teacher and also access to online resources that will be subject specific.

**School website** - The school website has many useful links to various student and parental documents. It is up to date with achievements of students and trips that have taken place.

**Microsoft 365** - Using the school outlook emails, pupils can access an online cloud where departments may post resources such as digital copies of homework sheets. Sometimes pupils can also submit work through this system.

**E-Safety** - All students will be provided with E-Safety guidance. This will cover:

1. Social networking
2. Digital footprints
3. Do's and don'ts on the internet
4. Impact Day on E-safety that will involve guest speakers for help and advice

Useful website to provide pupil and parental guidance on E-Safety:

[www.bbc.co.uk/cbbc/topics/stay-safe](http://www.bbc.co.uk/cbbc/topics/stay-safe)

# ENGLISH AND LITERACY

As your child moves from primary to high school, literacy lessons become English lessons. Pupils have seven hours of English in a fortnight and aspects of literacy are also covered within other subjects too. Extra literacy support will be provided for those who need it.

We will set specific targets in English to help your son or daughter improve in English. These targets will be linked to the areas of: effort, independence, understanding, recall and the ability to communicate. It is helpful if you can look at these with them regularly. These targets will be recorded in their English book. We find that children make better progress in English with the support of parents and carers.

## The Curriculum

Our schemes of work are linked to the National Curriculum. English will cover three key strands:

- Reading
- Writing
- Speaking

## Reading

1. Reading for understanding and to interpret
2. Understanding how writers achieve effects in a variety of ways

Texts studied will include print (non-fiction, novels, plays and poems), electronic and multimedia texts. Pupils will comment on and develop their analysis of texts studied in a range of ways from oral discussion moving towards more formal essays.

## Writing

1. Planning, drafting and improving
2. Developing a range of writing styles, which will also incorporate:
  - structure and organisation of writing
  - sentence structure and punctuation
  - development of vocabulary and spelling
  - accurate and appropriate use of grammar(These skills account for 20% of the new GCSE marks)
3. Editing and proof-reading skills

Writing will cover a wide range of forms from story writing to persuasive writing. Pupils are expected to draft and re-draft their writing. The use of a dictionary, a spellchecker and a thesaurus is recommended. Handwriting is also important; not all work will be word processed.

## Speaking

1. Listening and responding to others
2. Speaking and presenting
3. Group discussion and interaction
4. Drama, role-play and performance

## Expectations

We use homework booklets which should be worked on each week. As well as this, we also expect pupils to learn spelling errors from their work and to read regularly for pleasure.

**◆ Key skills being developed**

- ❖ Reading
- ❖ Writing
- ❖ Speaking

**◆ Major areas of study**

Pupils will study the following units in Year 7, with each unit incorporating the key skills of reading, writing and speaking.

**❖ Genre Study: Adventure and Fantasy**

Pupils will be introduced to a range of 'stories' from our past and develop an understanding of how these continue to influence literary writing today. These will include: ancient myths and legends; *Beowulf*; Chaucer; Arthurian legend.

**❖ Prose: Dickens' *A Christmas Carol***

Pupils will develop an understanding of Victorian times and a key author (Charles Dickens) from this time.

**❖ Poetry: Nature**

Pupils will begin by identifying key features of poetry and will move on to analysing and evaluating their effect.

**❖ Non-Fiction: What makes us human?**

Pupils will be analysing a range of non-fiction texts to identify features of their construction. This will lead into the creation of a variety of non-fiction texts for different purposes and audiences.

**❖ Drama: Pullman's adaptation of *Frankenstein***

Pupils will develop an understanding of play scripts and their key conventions as well as developing a knowledge of a key literary text. The unit will also make links to moving image texts.

**◆ Books issued to pupils**

- ❖ Prose, poetry, drama and non-fiction texts studied in class.
- ❖ Homework booklets for each unit of work.

**◆ Books/resources pupils might find it useful to have access to at home**

- ❖ A dictionary
- ❖ A thesaurus
- ❖ A regular reading book
- ❖ A spellchecker may be useful but it does not need to be an expensive model

**◆ Expectations**

We are beginning to use homework booklets to support learning in each unit. Class teachers will instruct individual classes on how to use these. As well as this, we also expect pupils to learn spelling errors from their work and to read regularly for pleasure.

**♦ Major topics**

- ❖ Number and algebra
- ❖ Geometry and measure
- ❖ Ratio and proportion
- ❖ Probability and Statistics
- ❖ Reasoning and problem solving

**♦ Key skills being developed**

- ❖ Simple probability and handling data
- ❖ Calculations with whole numbers
- ❖ Decimals and fractions
- ❖ Percentages
- ❖ Negative numbers
- ❖ Solve simple equations
- ❖ Graphs of simple linear functions
- ❖ Statistical analysis, mean, median, mode, probability
- ❖ Mensuration of triangles and quadrilaterals, symmetry, angle calculation, parallel lines
- ❖ Implementing the numeracy strategy, including key processes and thinking skills
- ❖ Thinking systematically and investigating open ended tasks

**♦ Text books available to pupils in lessons only**

- ❖ Maths links Oxbox 7A, 7B or 7C ISBN: 978-0-19-915279-7
- ❖ Impact Maths by Heinemann ISBN: 0 435 01758 6
- ❖ A homework book may be issued by the teacher.

**♦ Equipment pupils will need**

- ❖ Scientific calculator
- ❖ Ruler
- ❖ Protractor
- ❖ Compasses
- ❖ Rubber
- ❖ Pencil and pens.

**♦ Useful Websites**

- ❖ [www.mymaths.co.uk](http://www.mymaths.co.uk)  
individual logins will be provided for on-line homework
- ❖ [www.emaths.co.uk](http://www.emaths.co.uk)
- ❖ [www.counton.org](http://www.counton.org)
- ❖ [www.nrich.maths.org.uk](http://www.nrich.maths.org.uk)
- ❖ [www.gcse.com](http://www.gcse.com) - Year 10 and 11 only
- ❖ [www.bbc.co.uk/revision](http://www.bbc.co.uk/revision)
- ❖ [www.projectgcse.co.uk](http://www.projectgcse.co.uk)
- ❖ [www.coolmath4kids.com](http://www.coolmath4kids.com)
- ❖ [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)
- ❖ [www.mathsguru.co.uk](http://www.mathsguru.co.uk)
- ❖ [www.mathscareers.org.uk](http://www.mathscareers.org.uk)
- ❖ [www.desmos.com](http://www.desmos.com)
- ❖ [www.mrbartonmaths.com](http://www.mrbartonmaths.com)
- ❖ [www.geogebra.com](http://www.geogebra.com)
- ❖ [www.corbettmaths.com](http://www.corbettmaths.com)
- ❖ [www.transum.org](http://www.transum.org)

**◆ Major topics**

- ❖ Enquiry processes topic
- ❖ Chemistry topics: particle model, separating mixtures, acids and alkalis and metals and non-metals
- ❖ Physics topics: energy, sound, light, speed, magnetism, gravity and the universe
- ❖ Biology topics: cells, microscopy, body systems and health and lifestyle

**◆ Key skills being developed**

- ❖ Cognitive skills
- ❖ Group work
- ❖ Use of basic scientific apparatus
- ❖ Manipulative skills
- ❖ Investigative techniques
- ❖ ICT
- ❖ Graphical analysis
- ❖ Literacy and numeracy

**◆ Text books available to pupils in lessons**

- ❖ Activate 1 by P. Gardom Hulme, J Locke, H Reynolds ISBN: 978-0-19840824-6

**◆ Resources pupils might find it useful to have access to at home**

- ❖ CGP New KS3 Science Complete Study & Practice - Higher ISBN: 978-1-84146385-8
- ❖ CGP KS3 Science Revision Question Cards ISBN: 978-1-7890834-9
- ❖ CGP KS3 Science Year 7 Targeted Workbook (with answers) ISBN: 978-1-78908263-0
- ❖ <https://www.kerboodle.com>
- ❖ <https://www.senecalearning.com>
- ❖ <https://www.educake.com>
- ❖ <https://www.bbc.com/bitesize/science>

## **SUBJECT: Art**

**YEAR: 7**

Year 7 art begins with a period of confidence building with mark making and refinement through drawing and recording. Students will be drawing and recording from natural form looking at the quality of line, shape and tone. This will lead to the major topic work for the year.

### ◆ **Major topics**

- ❖ The importance of drawing from first hand observations.
- ❖ Colour theory and expressive use of colour based on the landscape and environmental work of Friedensreich Hundertwasser.
- ❖ Natural form and pattern, exploring both natural patterns and geometric shapes based on the artwork of William Morris and Bridget Riley.

### ◆ **Key skills being developed**

- ❖ Drawing, recording and mark making
- ❖ Exploring the visual elements
- ❖ Line, tone, colour and brushwork
- ❖ Presentation
- ❖ Contextual studies based on the research of other artists

### ◆ **Books/Resources pupils might find it useful to have access to at home**

- ❖ A4 sketchbook – these can be purchased from Art department for £1
- ❖ Pencils – HB, 2B & 3B for drawing and shading
- ❖ Colour pencils
- ❖ A range of other mark making material - fine line pens, biro pens, felt tip pens.

## **SUBJECT: Computer Science**

**YEAR: 7**

In Year 7 Computer Science, students will cover a range of topics. They will investigate online safety and wellbeing, examine computer systems and how they work using binary, create programs using the Python programming language, identify hardware and software, and produce a project on the history of computing. These topics are assessed regularly throughout the year through essays, tests and portfolios.

### ◆ **Major topics**

- ❖ 7.1 Online Safety and Wellbeing
- ❖ 7.2 Binary and Logic Gates
- ❖ 7.3 Computational Thinking and Programming
- ❖ 7.4 Hardware and Software
- ❖ 7.5 History of Computing

### ◆ **Key skills being developed**

- ❖ Online safety, including use of smartphones and the internet
- ❖ Computer systems, hardware, software and how they operate
- ❖ Algorithms, computational thinking and programming in Python
- ❖ Research skills surrounding the history of computing

### ◆ **Books/resources pupils might find it useful to have access to at home**

- ❖ A computer/laptop with access to the internet
- ❖ Microsoft Office (available online through Office 365/school account)
- ❖ Python IDLE (Version 3) installed on a laptop/computer

- ◆ **Major topics**
  - ❖ Meeting and greeting
  - ❖ Numbers and dates
  - ❖ Family, friends and pets
  - ❖ Describing home and village
  - ❖ Places in town
  
- ◆ **Key skills being developed**
  - ❖ Speaking: accent and pronunciation
  - ❖ Writing: using correct spelling and accents
  - ❖ Reading and listening comprehension
  - ❖ Knowledge and understanding of different verb tenses
  - ❖ Cultural knowledge of France
  - ❖ Giving opinions
  - ❖ Translation from and into French
  
- ◆ **Text books available to pupils in lessons only**
  - ❖ Expo 1, ISBN: 978 0 435384 739
  
- ◆ **Books/resources pupils might find it useful to have access to at home**
  - ❖ French/English bilingual dictionary



**♦ Major topics**

- ❖ Habitats of the British Isles
- ❖ The Geography of crime
- ❖ An Introduction to Superpowers
- ❖ Hostile Environments - The Tropical Rainforest
- ❖ River Landscape
- ❖ Energy

**♦ Key skills being developed**

- ❖ Organisation of material
- ❖ Communication of knowledge
- ❖ Research
- ❖ Use of statistics
- ❖ Mathematical skills
- ❖ Map skills
- ❖ independence
- ❖ Presentation of information
- ❖ Empathy
- ❖ Investigative skills
- ❖ Fieldwork
- ❖ Literacy

**♦ Text books available to pupils in lessons only**

- ❖ Progress in Geography by D Gardner
- ❖ Interactions by D. Waugh
- ❖ Connections by D. Waugh
- ❖ Geography 1 by Gallagher and Parish
- ❖ Geography 2 by Gallagher and Parish
- ❖ Geography 3 by Gallagher and Parish

**♦ Books/resources pupils might find it useful to have access to at home**

- ❖ Atlas
- ❖ Local O.S. Map
- ❖ Geography programmes on TV and films relevant to the topic e.g. Planet Earth/ Human Planet
- ❖ Events on the news that are relevant eg. USA, Russia, UK and China relations, Brexit and climate change

**♦ Major topics**

- ❖ The Romans
- ❖ The Anglo-Saxons
- ❖ Medieval Realms
- ❖ The Tudors and the Reformation

**♦ Key skills being developed**

- ❖ Chronology
- ❖ Use of evidence
- ❖ Causation
- ❖ Organisation of material
- ❖ Communication of knowledge
- ❖ Change and continuity
- ❖ Research and enquiry skills
- ❖ Presentation of information
- ❖ Awareness of difference

**♦ Text books available to pupils in lessons only**

- ❖ Medieval Minds by J. Byrom ISBN: 0582 294983
- ❖ Medieval Realms by C. Culpin ISBN: 003272346
- ❖ Medieval Realms by J. Simkin ISBN: 1873598009
- ❖ Conflict People and Power by J. Clarc 0340 730463
- ❖ Think History: Changing Times, 1066-1500 by Martin Collier. ISBN: 0-435-31334-7.

**♦ Books/resources pupils might find it useful to have access to at home**

- ❖ Any books on the Romans, Anglos - Saxons, the Middle Ages, the Normans, or the Crusades
- ❖ Films on the Middle Ages
- ❖ History programmes on TV and films relevant to the topic
- ❖ Events on the news that are relevant

**Major Topics:**

**The Elements of Music** – Students explore the elements of music through listening activities and composition based on writing music to a story.

**Key skills being developed:**

- ❖ Knowledge of the elements of music
- ❖ Interpreting, following and using Graphic Scores as a means of notation
- ❖ Composing to a brief
- ❖ Italian terms in relation to tempo, dynamics and articulation

**Voiceworks** - Students explore songs through class and group activities.

**Key skills being developed:**

- ❖ Vocal skills
- ❖ Group performing
- ❖ Unison and Harmony singing
- ❖ Understanding of basic textures.

**Rhythm and Pulse** – Students explore rhythm through performing and composing activities.

**Key skills being developed:**

- ❖ Rhythm grid notation
- ❖ Recognition of note values in standard notations and their names
- ❖ Rhythmic dictation
- ❖ Understanding and conducting simple time signatures

**Performance Development** – Students learn and perform pieces either on keyboard or their own instrument and at an appropriate ability to the student.

**Key skills being developed:**

- ❖ Learning good practice routines.
- ❖ Developing performance skills on keyboard or own instrument
- ❖ Learning and practicing reading standard music notation with focus on pitch.

**Music From India** – Students study the key features of traditional Indian music through performing and composing activities.

**Key skills being developed:**

- ❖ Recognise and construct Ragas and Talas
- ❖ Aurally identifying Indian musical instruments
- ❖ Using and recognising Indian Musical Vocabulary

**The Cover band** – Students work in small groups to create a cover version of a song.

**Key skills being developed:**

- ❖ Group Working Skills
- ❖ Understanding the different layers that make up a song
- ❖ Using aural skills to be able to perform parts of songs
- ❖ Melodic and rhythmic dictation

**Books/resources pupils might find it useful to have at home**

Access to a keyboard (or own instrument) for practising pieces and working on composing ideas

Computer and access to the internet.

## **SUBJECT: Personal, Social, Health & Economic Education** **(P.S.H.E.E.)**

**YEAR: 7**

- ◆ **Major topics** (Taught through lessons and tutor time).
  - ❖ Transition: Introduction to Reepham High School and its systems
  - ❖ Study Skills, including key skills, thinking skills and communication skills
  - ❖ Managing emotions & Resilience
  - ❖ Anti-bullying and friendship
  - ❖ Growth mindset
  - ❖ Safety, including internet safety, CPR and road safety.
  - ❖ Healthy living
  - ❖ RSE including puberty & LGBTQ+
  - ❖ British Values
  - ❖ Target setting and reflection
- ◆ **Key skills being developed**
  - ❖ Knowledge, understanding and the development of oneself
  - ❖ Better understanding of the relationship between the individual and society
  - ❖ Better understanding of conflict resolution in relationships

The P.S.H.E.E. curriculum in Year 7 contains a unit of work on relationships. This will involve at times consideration of sexual matters. We will endeavour to notify parents in advance of this unit being taught, as parents have a statutory right to remove their child from sex education by notifying the school in writing.

## **SUBJECT: Physical Education**

**YEAR: 7**

- ◆ **Major focus**

The Year 7 curriculum aims to engage students with PE and a range of sports to create interest, enjoyment and passion for the subject. The curriculum has been planned to include sports that are highly engaging and focus on the fundamental skills of each sport. Students will:

  - ❖ Learn how to outwit opponents through participation in games activities, such as netball, football and rugby.
  - ❖ Be able to use accurate replication of actions, phrases and sequences through participation in gymnastic activities, such as gym.
  - ❖ Be able to explore and communicate ideas, concepts and emotions through participation in dance activities.
  - ❖ Be able to perform at maximum levels in relation to speed, height, distance, strength or accuracy through their participation in athletic activities.
  - ❖ Be able to identify and solve problems to overcome challenges of an adventurous nature through participation in various outdoor activities.
  - ❖ Learn how to exercise safely and effectively in order to improve health and wellbeing through participation in fitness and health activities.
- ◆ **Key skills being developed**

The PE curriculum should enable all young people to become:

  - ❖ Successful learners who enjoy PE, learning, making progress and achieving in sport.
  - ❖ Confident individuals who are able to live safe, healthy and fulfilling lives in PE.
  - ❖ Responsible citizens who make a positive contribution to society in PE.
  - ❖ Physical skills relevant to activities.
  - ❖ An understanding of how the body reacts to exercise.
  - ❖ An appreciation of the importance of exercise.
  - ❖ The ability to analyse and improve performance
  - ❖ The ability to exercise safely.

## **SUBJECT: Philosophy, Religion and Ethics (PRE) YEAR: 7**

- ◆ **Major topics**
  - ❖ Develop a personal philosophy for life
  - ❖ Nature of God
  - ❖ Theories of creation
  - ❖ Relationships with the divine.
  - ❖ Prejudice & discrimination
  - ❖ Celebrations
  - ❖ Special places
- ◆ **Key skills being developed**
  - ❖ Begin to form philosophical arguments
  - ❖ Form a logical ethical debate
  - ❖ Express a personal viewpoint
  - ❖ Show awareness of different beliefs and lifestyles
  - ❖ Develop empathy skills
  - ❖ Compare and contrast different religious places.
- ◆ **Text books available to pupils in lessons only**
  - ❖ Think RE 1, ISBN: 0435 30717 7
- ◆ **Books/resources pupils might find it useful to have access to at home**
  - ❖ The Bible
  - ❖ The Usborne book of World Religions £6.99 (ISBN: 0 7460 1750 2)
  - ❖ [Www.bbc.co.uk/religions](http://www.bbc.co.uk/religions)

## **SUBJECT: Spanish YEAR: 7**

- ◆ **Major topics**
  - ❖ Meeting and greeting
  - ❖ Numbers and dates
  - ❖ Talking about school
  - ❖ Family, friends and pets
  - ❖ Describing home and village
- ◆ **Key skills being developed**
  - ❖ Speaking: accent and pronunciation
  - ❖ Writing: using correct spelling and accents
  - ❖ Reading and listening comprehension
  - ❖ Knowledge and understanding of different verb tenses
  - ❖ Cultural knowledge of Spain
  - ❖ Giving opinions
  - ❖ Translation from and into Spanish
- ◆ **Text books available to pupils in lessons only**
  - ❖ ¡Mira! 1, ISBN: 978 0 435387 655
- ◆ **Books/resources pupils might find it useful to have access to at home**
  - ❖ Spanish/English bilingual dictionary

**♦ Major topics**

- ❖ Knife skills
- ❖ Washing up
- ❖ Using equipment
- ❖ Temperature control
- ❖ Colour coded chopping boards
- ❖ Using the cookers
- ❖ The Eatwell Guide

**♦ Key skills being developed**

- ❖ Pupils will develop their knowledge and understanding of ingredients and healthy eating
- ❖ Pupils will develop basic food preparation and cooking techniques
- ❖ Pupils will develop their knowledge of consumer food and drink choice
- ❖ Pupils will be able to apply their knowledge to make informed choices
- ❖ Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently
- ❖ Pupils will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users
- ❖ Pupils will evaluate and test their ideas and products and the work of others

Text books available to pupils in lessons only

Exploring Food and Nutrition - Hodder Education ISBN 978-5104-5022-2

**♦ Books/resources pupils might find it useful to have access to at home**

- ❖ [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

**♦ Major topics**

- ❖ Safety
- ❖ Plastics (introductory theory)
- ❖ Materials
- ❖ Graphics
- ❖ Basic technical drawing techniques, clock
- ❖ Sustainability

**♦ Key skills being developed**

- ❖ Safety awareness
- ❖ Introductory designing and making skills
- ❖ Working individually and with others to consider the needs of others

**♦ Text books available to pupils in lessons only**

- ❖ Foundation Course (Collins CDT) by M. Finney & P. Fowler ISBN: 0-00-322053-2

**♦ Resources available on school computer network**

- ❖ Pro desktop
- ❖ 2D design
- ❖ Millcam Designer

**♦ Books/resources pupils might find it useful to have access to at home**

- ❖ "How it works" type books
- ❖ CD ROMs (if computer is available at home) especially "cut-away" illustrations
- ❖ General knowledge information on materials
- ❖ [www.dtonline.org/apps/infopage/app.exe?3&1&1&0&1&0](http://www.dtonline.org/apps/infopage/app.exe?3&1&1&0&1&0)
- ❖ [www.howstuffworks.com](http://www.howstuffworks.com)
- ❖ [www.dtonline.org/areas/7/4/index.htm](http://www.dtonline.org/areas/7/4/index.htm)
- ❖ [www.membrane-switches.co.uk/640/start640.html](http://www.membrane-switches.co.uk/640/start640.html)
- ❖ [www.technologystudent.com](http://www.technologystudent.com)

**♦ Major topics**

- ❖ Metal bottle opener
- ❖ Safety
- ❖ Sustainability
- ❖ Materials
- ❖ Metals
- ❖ Marking out, sawing, filing, brazing
- ❖ Finishing
- ❖ Presentation and marketing

**♦ Key skills being developed**

- ❖ Safety awareness
- ❖ Introductory designing and making skills
- ❖ Working individually and with others to consider the needs of others

**♦ Text books available to pupils in lessons only**

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- ❖ [www.howstuffworks.com](http://www.howstuffworks.com)
- ❖ [www.dtonline.org/areas/7/4/index.htm](http://www.dtonline.org/areas/7/4/index.htm)
- ❖ [www.membrane-switches.co.uk/640/start640.html](http://www.membrane-switches.co.uk/640/start640.html)
- ❖ [www.technologystudent.com](http://www.technologystudent.com)
- ❖ Schools 365 Technology pages



**♦ Major topics**

- ❖ Safety
- ❖ Equipment
- ❖ The sewing machine
- ❖ Fabric construction
- ❖ Joining fabrics
- ❖ Hand embroidery
- ❖ Batik and tie dye techniques

**♦ Key skills being developed**

- ❖ Safe working
- ❖ Designing and making
- ❖ Research - Indian cultures
- ❖ Problem solving
- ❖ Practical applications of the sewing machine and other equipment
- ❖ Organisation, evaluation

**♦ Text books available to pupils in lessons only**

- ❖ Textiles in Action by Judith Christian-Carter and Bridget Crabtree ISBN: 0-19-8327358
- ❖ D & T Design and Make IT Textiles Technology for Key Stage 3 by McArthur/Shepard

**♦ Books/resources pupils might find it useful to have access to at home**

- ❖ Computer, internet.
- ❖ Reference books with sections relating to modern applications of textiles.
- ❖ Scrap fabrics (mainly plain or coloured cotton).
- ❖ Threads – all types eg machine, embroidery
- ❖ Cutting out shears, pins, tape measure, hand sewing needles
- ❖ Sewing machine

## **EDUCATION, WORK AND CAREERS**

At Reepham High School & College we work hard to try and make what we do as relevant as possible to the world of work. Within lessons teachers consciously attempt to develop the skills, knowledge and understanding that employers want. The timetable is regularly collapsed for “impact days” when pupils work together in groups to solve real world problems. All pupils have the opportunity to get involved in extra curricular enterprise activities.

Within this broad context every pupil also benefits from receiving high quality careers education. The intention is to enable our pupils to make informed choices and to develop their work related knowledge and skills. Careers education is delivered through:

- ❖ Careers guidance interviews with qualified careers adviser, Mrs Osborne
- ❖ Careers Fair for Years 9-13 in Reepham College foyer with Reepham College, City College Norwich, Easton College, Apprenticeship providers, Armed Forces, Norfolk & Norwich University Hospital, the Police and a diverse range of employers
- ❖ Year 7 Futures Day
- ❖ Year 8 visit to Norfolk Careers & Skills Festival
- ❖ Year 9 CV skills workshop; Speed networking events with employers
- ❖ Year 10 Employer Speaker mornings and Work Experience block
- ❖ Year 11 Careers Day
- ❖ PSHEE careers lessons
- ❖ Tutor time - online careers website
- ❖ Assemblies with education establishments and inspirational speakers
- ❖ Lunchtime talks with employers

### **Up to date careers information is available through**

- ❖ careers office situated in Maths block
- ❖ careers webpage on school website
- ❖ the careers noticeboard and careers corner in the library
- ❖ Twitter @RHSCCareers

### **If you seek further advice about careers guidance please contact**

- ❖ Careers guidance adviser and work experience co-ordinator – Mrs S Osborne

### **Useful web sites**

- ❖ [www.reephamhigh.com/for-parents-carers/careers-advice/start-online-careers-and-learning-resource/](http://www.reephamhigh.com/for-parents-carers/careers-advice/start-online-careers-and-learning-resource/)
- ❖ National Careers Service - <https://nationalcareersservice.direct.gov.uk/>
- ❖ Find an Apprenticeship - <https://www.gov.uk/apply-apprenticeship>
- ❖ I Can Be A ... - <https://www.icanbea.org.uk/>