

The Cherwell School

# Guide to your Child's Year 7 Progress Review

## PR5



July 2020

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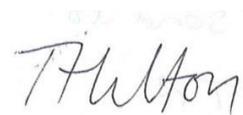
Dear Parents and Carers

As you will see, the students have covered a wide and rich range of topics, from Shakespeare to spreadsheets, Buddhism to basketball, King John to keyboard skills. It is exciting to see students developing so strongly in their skills and knowledge as they become rounded and educated young people. This booklet contains an outline of the content that has been studied science PR3 in January.

The information provided here is designed to provide you with a richer sense of what the students have actually learnt, and make it easier to interpret the levels, bands or grades used to describe student achievement.

We believe that it is healthier and more useful for students to understand their learning in terms of what they have learnt to understand and to do, rather than focusing simply on the score or grade. This Progress Review point might therefore be an opportunity to talk to your child about the content of what they've learnt, and to reflect on their growing bank of skills and knowledge as they progress through their education at The Cherwell School.

Yours sincerely

A handwritten signature in black ink that reads "Tom Hilton". The signature is written in a cursive style and is positioned above the printed name.

Tom Hilton

Assistant Headteacher – Curriculum and Faculties



# SUBJECT: Year 7 ENGLISH

In English lessons so far, Year 7 have completed the following:

- Speaking and listening: Presenting research based on Elizabethan England and Shakespeare's life.
- Reading: Analysis and comprehension of a Shakespeare play.
- Writing: Planning and writing non-fiction and informational texts.

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- An understanding of the plot and key features of a Shakespeare play.
- What the term context means and how to apply this to a text.
- What a formal presentation looks and sounds like.

### CORE SKILLS

#### Speaking and Listening

- How to present in a formal setting.
- How to be an active listener and ask questions.
- Work collaboratively with different people.

#### Reading

- How to identify and explore structural features in a text.
- How to explain and interpret language.

#### Writing

- How to write information texts and the features of information writing.
- How to use plans to structure writing and develop points.
- Using feedback to re draft and improve work.
- How to write in accurate and varied sentences.

## How has the learning been assessed?

Student knowledge and skill has been assessed through:

- A comprehension test focused on the context, language and themes in *The Tempest*.
- An essay on the ideas surrounding power in *The Tempest*.
- A non-fiction article about an aspect of Elizabethan England.
- A formal presentation on Elizabethan England (July).

## What will students learn next year?

Topics will include:

- *Of Mice and Men* by John Steinbeck.
- Naturalistic creative writing.
- Poetry focus, including the influence of form and meter.

# **SUBJECT: Year 7 MATHEMATICS**

In Mathematics lessons since January, a wide range and variety of topics have been covered. For the purposes of this document, we will summarise these topics via teaching group.

## **What have the students been taught to understand and be able to do?**

### **Classes taught by Mr Nollett, Mr Shafqat, Mr Majithia & Ms Overbeck**

- Fractions in the form of equivalence, amount of a whole and ordering.
- Percentages of amounts and calculation with decimals.
- Angle facts, ratio and proportion and multiplicative reasoning.
- Conversion of measures, employing ratio.
- 3D shapes and their properties
- Algebra in the form of simplification of expressions and index laws and the use of brackets. Using algebra to represent any given situation.
- Data interpretation and financial literacy.

### **Classes taught by Mr Coatsworth, Ms Roberts and Ms Knowles**

- Fractions in the form of equivalence, amount of a whole and ordering.
- Percentages of amounts and calculation with decimals.
- Angle facts, ratio, proportion, and multiplicative reasoning.
- Conversion of measures, 3D shapes and their properties.
- Algebra in the form of simplification of expressions and index laws and the use of brackets. Data interpretation and financial literacy.

### **Classes taught by Ms Routh, Mr Darby and Mrs Thomas**

- Multiplying and dividing by powers of 10.
- Order of operations, directed numbers and calculations with negatives.
- Understanding the concept of fractions and their role in the number system.
- Equivalence of fractions and ordering fractions.
- Decimal numbers and place value.
- Scales featuring decimals and round with decimals.
- Calculations with decimals including money.
- Angles facts and a recap on time
- Algebra, including collecting like terms and simplification.
- Financial literacy.

## **How has the learning been assessed?**

Student learning in Maths has been assessed in two main ways:

- Regular teacher, peer and self-assessment of performance in classwork, homework and class discussion.
- Tests taken at the end of every term as well as regular low stakes assessments throughout the year which provide a snapshot of student understanding of new learning up to this point.

# SUBJECT: Year 7 SCIENCE

In Science lessons so far, Year 7 have learned about the following topics: Cells; Skeletal & Muscular systems; States of Matter; the Particle Theory; Reproduction; Forces and Motion; Acids and Alkalis(partial); Space and Energy(partial).

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- The micro structure of animal & plant cells including organelles and their functions; unicellular organisms; diffusion into and out of cells; using microscopes; the seven life processes; how organisms are comprised of cells, tissues, organs & systems.
- The structure of the skeletal system and how we move including major bone and muscle groups; the antagonistic theory of muscle pairs; tendons & ligaments; Types of joint.
- The three states of matter- solid, liquid and gas including particle theory; changes of state; heating and cooling; density; diffusion; pressure; the conservation of mass.
- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation.
- Forces and Motion, including describing motion in terms of speed, types of forces, balanced and unbalanced forces; force diagrams.
- Space and Energy including the Sun, galaxies and seasons, energy in joules, power, paying for energy, energy in food, fuels and heat.
- Acids and Alkalis, including neutralization reactions, the pH scale, indicators, reactions of acids with metals and alkalis.

### CORE SKILLS

- Recall scientific content that they have been taught.
- Describe scientific processes & data by saying what happens.
- Explain scientific processes & data by saying why something happens.
- Comprehend- using an unfamiliar situation to apply their knowledge.
- Analyse, using data in science.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through several module tests containing sections on recall, description, explanation, comprehension & analysis, on cells & the skeletal and muscular system, states of matter & the particle theory, reproduction, and forces and motion. Some classes have also completed the acids and alkalis test. There has also been an End of Year Assessment following the same format as described above covering the following topics: Cells and Reproduction, Solids, Liquids and Gases, and Forces and Motion.

## What will students learn next year?

A further wide range of topics will be covered, including Food and Digestion, Magnetism, Heat, Elements and Compounds and more.

# SUBJECT: Year 7 ART

In Art lessons so far, Year 7 have completed the following units:

- Still life Drawing
- Colour Theory
- Painting

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- How to develop their ideas for a painting.
- How to use and mix colours in a range of media effectively.
- How to blend tone and make objects look three dimensional.
- How to design and make a sculpture.

### CORE SKILLS

- Produce a mixed media final piece.
- How to mix colours using the colour wheel.
- Develop a sculpture using a range of materials.
- Make observational drawings of objects that relate to their class work showing understanding of sketching and tone.
- How to evaluate and analyse the work of another artist and relate it to their own work.
- How to respond to the work of others visually.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- The accuracy of their observational drawings and the progress they have made within these drawings.
- The quality of their still life painting including the mixing of colours to create shadows. A case study on a relevant artist that uses some of these techniques in their work.

## What will students learn next year?

Topics in Year 8 next year will include:

Portraiture; Painting; 3D work; Printmaking.

# **SUBJECT: Year 7 COMPUTING**

In Computing lessons so far, Year 7 have completed the following units:

- Python Programming
- Control Technology

<b>What have the students been taught to understand and be able to do?</b>	
<p style="text-align: center;"><b>CORE KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• How to program in a text-based language.</li><li>• Key programming terminology</li><li>• How technology controls everyday systems and its importance to us.</li><li>• The IPO model and its relevance to real world systems.</li></ul>	<p style="text-align: center;"><b>CORE SKILLS</b></p> <ul style="list-style-type: none"><li>• Program the computer to draw shapes and fill these with colour.</li><li>• Using the individual shapes, be able to draw a house and colour it.</li><li>• Work independently to solve a logical problem.</li><li>• Write simple algorithms in plain English.</li><li>• Design and create flowcharts to control real world systems</li></ul>
<b>How has the learning been assessed?</b>	
<p>Python programming is assessed with an online assessment mainly made up of multiple-choice questions about the core knowledge and terminology.</p> <p>Flowcharts have been assessed by the teacher during lesson time.</p>	
<b>What will students learn next year?</b>	
<p>Topics will include: Database tables and SQL, animations, Python Programming, Digital Graphics.</p>	

# SUBJECT: Year 7 DRAMA

- Unit 1: Foundation Skills and Basic Theatre Craft
- Unit 2: Greek Theatre
- Unit 3: Script Anthology
- Unit 4: Devising (WWI).

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- Unit 1 students teaches students how to work collaboratively with others and to communicate meanings to an audience using basis theatrical techniques and conventions such as Still Images, Transitions, Blocking and Hot-seating.
- Unit 2 teaches students how Greek Theatre influences contemporary drama and to understand the role and skills of the chorus.
- Unit 3 teaches students how to interpret and perform script extracts.
- By the end of Unit 4 students teaches students the basic processes and techniques for devising pieces of non-scripted drama.

### CORE SKILLS

- Unit 1 – Use of physical and vocal acting skills, Characterisation, Action & Reaction and improvisations.
- Unit 2 – Choral Work, Timing and Cueing. Use of unison and canon, Use of peripheral vision.
- Unit 3 – Use of developed physical and vocal skills, Communication of status and character intentions and use of acting skills to convey moods and atmospheres.
- Unit 4 – The development of characters' backstories, use of physical and vocal skills and techniques to develop characterisation, and the use of devising rehearsal strategies.

## How has the learning been assessed?

Assessment of student knowledge, understanding and skills are conducted twice per unit, one as an interim assessment in the form of a factual recall test and the other as an end of unit teacher assessed performance.

## What will students learn next year?

Topics will include Intermediate Skills (focusing on the creation of Dramatic Tension), an introduction to Physical Theatre, Year 8 Script anthology and a devising unit based in *Grimm's Tales*.

# **SUBJECT: Year 7 DESIGN TECHNOLOGY**

In DT lessons in Year 7 so far, students have studied two from the following topics:

Students rotate on a combine from the following: creating a fabric skills book; healthy eating and cooking skills; box frame, timber project; designing a metal tea light holder; electronic moisture sensor; pop-up paper engineered graphic book.

<b>What have the students been taught to understand and be able to do?</b>	
<p style="text-align: center;"><b>CORE KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Existing products / approaches.</li><li>• Key terminology and concepts.</li><li>• Drawing/modelling techniques.</li><li>• Different materials, their properties, uses and provenance.</li><li>• The advantages and disadvantages of different techniques for working with materials.</li></ul>	<p style="text-align: center;"><b>CORE SKILLS</b></p> <ul style="list-style-type: none"><li>• Drawing communication.</li><li>• Designing Products.</li><li>• Planning and sequencing manufacture.</li><li>• Operation of tools, machines.</li><li>• Evaluating.</li></ul>
<b>How has the learning been assessed?</b>	
<p>The knowledge and skills that the students have gained have been assessed throughout each of their projects. Students have been assessed on a piece of written work per half term, and a test at the end of the rotation. Teachers then give an overall making and communication mark.</p>	
<b>What will students learn next year?</b>	
<p>Students will continue with two more rotations in the year, completing the remaining three in year 8.</p> <p>Creating a fabric skills book, healthy eating and cooking skills, box frame timber project, design a metal tea light holder, electronic moisture sensor, and pop up paper engineered graphic book.</p>	

# SUBJECT: Year 7 GEOGRAPHY

In Geography lessons so far, Year 7 have completed the following:

- Map Skills
- Weather
- Kenya
- River Environments

<b>What have the students been taught to understand and be able to do?</b>	
<p style="text-align: center;"><b>CORE KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• The distribution of global ecosystems; the conditions of hot deserts and mountain biomes.</li><li>• The physical and human geography of Africa &amp; Kenya.</li><li>• The environment of urban areas and how these change with population growth.</li></ul>	<p style="text-align: center;"><b>CORE SKILLS</b></p> <ul style="list-style-type: none"><li>• Reading a range of maps to locate places and interpret spatial patterns.</li><li>• To describe the location of a place at a range of geographical scales.</li><li>• To interpret a range of graphs to extract meaning about the conditions.</li><li>• Explain the causes of geographical processes and evaluate the effects of change.</li></ul>
<b>How has the learning been assessed?</b>	
<p>The knowledge and skills that the students have gained have been assessed through</p> <ul style="list-style-type: none"><li>• Class work, including regular knowledge quizzes and recap questions.</li><li>• Verbal contributions.</li><li>• A multiple choice mid-unit assessment.</li><li>• An end of unit assessment using multiple choice questions and extended responses.</li></ul>	
<b>What will students learn next year?</b>	
<p><b>Topics will include</b></p> <ul style="list-style-type: none"><li>• The conditions of the tropical rainforest biome and how humans use them.</li><li>• The causes and effects of population change and migration.</li><li>• The conditions of the polar environment and how humans use them.</li><li>• The physical and human geography of Asia and India.</li></ul>	

# SUBJECT: Year 7 GERMAN

In German lessons since January, Year 7 have completed the following units of Stimmt 1:

- Unit 3: Free time
- Unit 4: School

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- Unit 3 Freizeit – Juhu: Learning to talk about free time. Students have developed strategies on how to work with longer listening texts; and how to make their writing more interesting and varied.
- Unit 4 Schule ist klasse!: Students have learnt to talk about their school and have developed strategies on how to work with longer reading texts and how to improve their speaking.

### CORE SKILLS

- Listening for gist and detail.
- Reading for gist and detail.
- Writing and Speaking
- Pronunciation.
- Memorisation strategies.
- Sentence-building.
- Making links (cognates/ semi-cognates).
- High-frequency words.
- Creativity, Performance, Autonomy.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Vocabulary tests and class work activities.
- End of unit assessments, which include Speaking and/or writing skills.
- Listening and reading comprehension.
- End of year assessment.

## What will students learn next year?

Topics will include:

- Holidays (with past tense).
- My free time and interests.
- Food and drink.
- School trips and typical festivals in German speaking countries.

# **SUBJECT: Year 7 HISTORY**

In History lessons since January, Year 7 have completed the following:

- Medieval life in England
- The growth of the Islamic Empire and the Crusades

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

- Medieval life in England: the role of the Church, Magna Carta, Peasants Revolt, Black Death
- The growth of the Islamic Empire. The Crusades: The Islamic World, Saladin, Crusading, the impact of the crusades

### **CORE SKILLS**

- Examine historical evidence in close detail to draw inferences about the past.
- Use the provenance of historical sources to assess and compare their value.
- Identify and explain reasons for differing historical interpretations.
- Examine and evaluate the causes of historical events.

## **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed through:

- Class work, including regular knowledge quizzes.
- Verbal contributions.
- Written assessments on the impact of the Medieval Church and the impact of the Crusades

## **What will students learn next year?**

Topics in History include:

- The impact of the British Empire around the world.
- The Industrial Revolution: Did the benefits outweigh the problems?
- The story of Black America: Slavery to Civil Rights.
- The development of democracy in Britain 1066 – 1900.

# SUBJECT: Year 7 MUSIC

In Music lessons so far, Year 7 have completed the following:

- Instruments of the Orchestra
- Planets Composition Project
- Chinese Music Project
- Vocal Music Project

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- Basic and more complex notation including adding chords to a melody.
- Note lengths, time signatures and pitches with related terminology.
- Finger patterns in right and left hand keyboard.
- Understanding and recognition of the instruments of the Orchestra
- Learning about the music of China
- The Pentatonic Scale and how it is used.
- Understanding and recognition of different voices and styles of singing.

### CORE SKILLS

- Maintaining a rhythm.
- Playing a piece fluently with accuracy and expression.
- Composing simple five note melodies with a Drone and Ostinato.
- Identifying different sections of the Orchestra and different instruments within it.
- Composing descriptive music using a Pentatonic Scale.
- Performing vocal music in a range of different styles.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through Performances, Compositions and Listening tests.

## What will students learn next year?

Topics will include:

- Gamelan Music of Indonesia
- Reggae and Caribbean music.
- Theme & variations, including the different techniques of composing in this style.
- Blues Music including learning about chords and improvisational techniques.



# SUBJECT: Year 7 PE

In Physical Education lessons so far, Year 7 have completed the following:

- Invasion games- including Football, Rugby, Basketball and Netball
- Dance
- Gymnastics
- Health Related Exercise
- Net and Wall games – Tennis
- Athletics
- Striking and fielding games – Rounders or Cricket

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

#### Tactics and Strategy

- The rules relating to each activity.
- A range of strategies and tactics for each activity.

#### Attitude and Leadership

- How to show sportsmanship and the importance of fair play across all games.

#### Physical Skills

- The techniques used for a range and variety of activities.

### CORE SKILLS

#### Tactics and Strategy

- To analyse their performances compared to previous examples and demonstrate improvement to achieve their person best.
- How to select a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- How to perform skills which develop their ability to outwit opponents.

#### Attitude and Leadership

- To support their peers and show empathy and sensitivity in each area of activity.

#### Physical Skills

- How to control and manage body position and form in gymnastics, fitness and athletics.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed at three points in a six-week unit of work.

- Teacher Observation.
- Peer assessment e.g. watching and analysing performance in a dance lesson.
- Self-assessment e.g. looking and interpreting their performance in a fitness lesson.
- Use of ICT e.g. watching performance and making comparisons between themselves and a perfect model.

## What will students learn next year?

Invasion games including: Football, Basketball, Rugby and Netball, Dance, Gymnastics.



# SUBJECT: Year 7 RELIGIOUS STUDIES

In Religious Studies lessons so far, Year 7 have completed the following:

- A unit on Buddhist teachings as a source of beliefs and guidance on practices.
- Currently undertaking a unit on scriptural narratives as a source of beliefs and guidance on practices (focus on Hinduism, Buddhism, Judaism, Christianity, Islam and Sikhism).

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- Life of the Buddha/Four Sights.
- The Nature of Impermanence.
- The Wheel of life.
- The Four Noble Truths.
- The Eightfold Path.
- The Five Precepts.
- Buddhism and violence.
- Scriptural narratives from Hinduism, Buddhism, Judaism, Christianity, Islam and Sikhism.

### CORE SKILLS

- Enquire into and analyse belief systems and world views.
- Enquire into and analyse how beliefs can be put into practice in a contemporary community.
- Express and explain their own opinion/arguments.
- Support their arguments with reasons and/or evidence.
- Reflect on, evaluate and discuss their own experiences and knowledge.

## How has the learning been assessed?

The knowledge and skills the students have gained have been assessed through a two-part assessment on Buddhism in which the students had to answer the following questions:

Section 1: Learning About Religions.

Short answer and multiple choice questions on Buddhism.

Section 2: Beliefs and Practices.

Respond to the statement 'The Buddha's ethical teachings are a useful guide for life, even if you are not religious' using learnt knowledge and a reasoned, supported personal response.

A two-part assessment on scriptural narratives as a source of beliefs and guidance on practices in which students had to answer the following questions:

Section 1: Learning About Religions

Short answer and multiple choice questions on scriptural narratives studies

Section 2 Beliefs and Practices.

Respond to the statement 'Religious stories are a useful guide for life, even if you are not religious' using learnt knowledge and reasoned, supported personal response.

## What will students learn next year?

Topics will include:

- Indigenous Spirituality – The First Australians
- Beliefs and Practices
- Philosophy of Religion – Argument for the existence of God.

# SUBJECT: Year 7 SPANISH

In Spanish lessons since January, Year 7 have completed UNITS 3, 4 of the textbook VIVA 1:

- Unit 3: Mi instituti (My school)
- Unit 4: Mi familia y mis amigos (My family and friends)

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- Unit 3 - Mi instituto (My school)  
School subjects, school descriptions, teachers and opinions on subjects and school; consolidation of present tense.
- Unit 4 - Mi familia y mis amigos (My family and friends) Describing yourself and family members using ser (to be) and tener (to have); physical descriptions.

### CORE SKILLS

- Listening for gist and detail.
- Reading for gist and detail.
- Writing and Speaking.
- Pronunciation.
- Memorization.
- Sentence-building.
- Making links (cognates/ semi-cognates).
- Creativity, Performance, Autonomy.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Vocabulary tests and class work activities.
- End of unit listening, reading and speaking assessments; end of year listening, reading, translations /writing test.

## What will students learn next year?

Topics will include:

- Holidays (with past tense).
- My free time and interests
- Food and drink.
- Making plans with friends.