

The Cherwell School

# Guide to your Child's Year 7 Progress Review



February 2019

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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.

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 hope that, by gaining a sense of what the students are actually learning, along with a preview into what is coming next, you will be better equipped to support your children in their next steps.

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 blue 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:

- Reading: analysis and comprehension of *A Christmas Carol*
- Writing: planning and writing stories inspired by the Gothic genre

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

### CORE KNOWLEDGE

- An understanding of the features of a story including exposition, climax and resolution.
- The story and place of *A Christmas Carol* in the literary and historical context (*including: biographical information on Charles Dickens; poor laws and the workhouse; child labour; Gothic texts tradition and the Industrial Revolution.*)
- The conventions of imaginative writing including how to build detail and use language techniques to engage the reader.
- Sentence accuracy, a range of sentence structures and vocabulary.

### CORE SKILLS

#### Speaking and Listening

- To speak confidently.
- To use non-verbal skills in presentations.
- To emphasise key points in speech.

#### Reading

- How to understand the ideas in a story.
- How to understand and explain language techniques.
- Infer and deduce meaning and interpret language.
- How to link a text to context and explain its significance.

#### Writing

- How to deepen, explore and innovate a story.
- Use language techniques to engage the reader.
- How to use plans to structure writing.
- How to write in accurate sentences.

## How has the learning been assessed?

Student knowledge and skill has been assessed through:

- A comprehension test focused on the context, language and structure of *A Christmas Carol*.
- An essay on the presentation of Scrooge in *A Christmas Carol*.
- An innovated short story using the narrative structure and inspired by the Gothic genre. They also have written using descriptive techniques in the style of Dickens and/or Edgar Allen Poe.

## What is coming up next?

Students will study *The Tempest* by William Shakespeare and will present a project based on what they have read. This will involve:

- Analysing extracts from *The Tempest* (building on skills learnt from Unit 1)
- Writing to inform and explain: an article on Shakespeare's World
- A formal presentation to parents and staff to explain their knowledge of Shakespeare's World

# **SUBJECT: Year 7 MATHEMATICS**

In Mathematics lessons so far, a wide range and variety of topics have been covered. For the purposes of this document, we will summarise these topics.

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

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

- Calculations with multiples, factors, prime numbers, square numbers, square roots and negative numbers.
- Grid method for multiplication
- Calculations using directed numbers
- Rounding with decimals and significant figures, using rounding to estimate, calculations with decimals.
- Calculating perimeter and area including with compound shapes
- Learning metric unit conversions and converting between metric and imperial units.
- Recognizing equivalent fractions and ordering fractions with different denominators. Understanding ratio and dividing quantities into a given ratio
- Using coordinates in four quadrants
- Recalling percentage/fraction equivalents and finding a percentage of an amount

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

- Place value and rounding to the nearest 10, 100 and 1000
- Calculations with directed numbers
- Addition and subtraction on a number line up to 3-digits including worded problems
- Calculating perimeter and area including with compound shapes
- Multiplication as repeated addition and times tables up to 12x12
- Multiplying multiples of 10 by integers and using the grid method
- Calculations with multiples, factors, prime numbers, square numbers and square roots
- Division as the inverse of multiplication and sharing including with a remainder
- Recognising equivalent fractions and ordering fractions with different denominators and finding fractions of an amount

### **Classes taught by Ms Routh, Miss Woodgate, Mr Darby/Dr Panagi and Mrs Thomas**

- Place value (U,H,T,Th, etc) and counting up/down in multiples of tens
- Addition and subtraction including use of number lines and up to 3-digit numbers by linking to place value
- Multiplication as repeated addition and times tables up to 12x12
- Multiplying multiples of 10 and using the grid method
- Division as sharing and including some remainders
- Understanding fractions in pictures and finding equivalent fractions

### **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
- A test taken at the end of every term along with regular low stakes class assessments.

### **What is coming up next?**

The geometry of 3 dimensional shapes and working with algebra.

# 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 (partial), Acids and Alkalis (partial).

<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> <p>All students will have studied:</p> <ul style="list-style-type: none"><li>• The micro structure of animal &amp; 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 &amp; systems.</li><li>• The structure of the skeletal system and how we move including major bone and muscle groups; the antagonistic theory of muscle pairs; tendons &amp; ligaments; Types of joint.</li><li>• 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.</li></ul> <p>Some students will have started studying:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Acids and Alkalis, including neutralization reactions, the pH scale, indicators, reactions of acids with metals and alkalis.</li></ul>	<p style="text-align: center;"><b>CORE SKILLS</b></p> <ul style="list-style-type: none"><li>• Recall scientific content that they have been taught.</li><li>• Describe scientific processes &amp; data by saying what happens.</li><li>• Explain scientific processes &amp; data by saying why something happens.</li><li>• Comprehend- using an unfamiliar situation to apply their knowledge.</li><li>• Analyse, using data in science.</li></ul>
<b>How has the learning been assessed?</b>	
<p>The knowledge and skills that the students have gained have been assessed through several module tests containing sections on recall, description, explanation, comprehension &amp; analysis, on cells &amp; the skeletal and muscular system, states of matter &amp; the particle theory, and reproduction.</p>	
<b>What is coming up next?</b>	
<p>Upcoming topics in Science include:</p> <ul style="list-style-type: none"><li>• Space and Energy</li><li>• Forces and Speed</li></ul>	

# 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

- Strategies to plan, map and sketch out a well proportioned drawing of a still life object.
- Techniques using tone to show shadow and make objects look three dimensional.
- Colour theory – use of the colour wheel.
- Colour mixing.
- Features of still life paintings.

### CORE SKILLS

- Produce an accurate drawing of a symmetrical object.
- Produce an accurate drawing of an asymmetrical object.
- Blend different tones with their pencil to represent shadow.
- How to mix colours using the colour wheel.

## 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 is coming up next?

Our next topics will focus on:

- Further and advanced painting.
- 3D Construction.

# **SUBJECT: Year 7 COMPUTING**

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

- E-safety presentations
- Desktop Publishing

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

### **CORE KNOWLEDGE**

- File and folder management.
- Navigation of the systems.
- How to stay safe online.
- Cyberbullying – what it is and what to do about it.
- Strong passwords.
- Personal information online.

### **CORE SKILLS**

- Using skills to create a final product aimed at a particular audience and for a particular purpose.
- Using resources to independently gain more skills in different software.
- Use of master slides and hyperlinks in presentations to improve final piece.
- Reproducing professional printed adverts and evaluating them.

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

All practical work is assessed through an online portfolio of work which includes:

- Researching and saving information and images appropriately.
- Working with peers and giving and receiving feedback.
- Creating professional-looking adverts in publishing software.
- Designing and creating professional marketing material.

End of unit tests are used to assess understanding of key terminology and definitions and include some practical exercises in timed conditions.

## **What is coming up next?**

- Throughout the year we will be delivering one-off enhancement lessons dedicated to learning new skills to improve the showcase websites. It is expected that the students use the resources that are provided in these lessons to independently work on their website. This will be assessed at the end of the year.
- Spreadsheet modelling – a tool used across industry; students will learn terminology, basic formulae and functions and the need for future projections.
- Control Technology – IPO model, the importance of technology in modern life, basic hardware and the use of flowcharts for computers to control technologies from basic traffic lights to houses and roller coasters.
- Introducing computational thinking and computation behaviours through BBC micro:bit – students will learn how to program their own pocket sized codeable computer with built-in compass, motion detection and Bluetooth technology.
- Ongoing project – Google Website.

# SUBJECT: Year 7 DRAMA

Year 7 Drama is now taught in four extended units.

- Unit 1: Foundation Skills, introduces the students to the basic knowledge, understanding and skills needed as a foundation for their learning in Drama and Theatre-making at Key Stage 3.
- Unit 2: Introduces students to Greek Theatre and, in particular the role of the chorus.
- Units 3 & 4: Promote acting skills and devising theatre.

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

### CORE KNOWLEDGE

Key terminology for drama and drama skills, such as:

Still Image, Transition, Improvisation, Action & Reaction, Blocking, Characterisation, Hot-seating and Choral Skills.

Key features of collaborative theatre-making and core physical and vocal acting skills, such as:

Vocal skills – Use of Pitch, Pace, Pause, Volume, Tone, and Emphasis

Physical skills – Use of Posture, Gesture, Facial Expression, Movement, and Body Language.

### CORE SKILLS

- Perform as a small group to an audience.
- Interpret stimulus material and create a piece of drama .
- Characterisation.
- Applying transitions between still images.
- Responding to drama performed by others by evaluating its impact on the audience and use of key skills.
- Choral Skills.
- Improvisation techniques.

## How has the learning been assessed?

Students basic knowledge and understanding is assessed by four assessment methods:

- A simple interim vocabulary test conducted on week 6 of the 9-week unit.
- Student participation in discussions and Q & A sessions throughout the unit.
- Teacher-observations of how students demonstrate their knowledge and understanding during practical work.
- Student performances are assessed based on the key skills covered in each unit.

## What is coming up next?

Topics for the rest of this year in drama are:

Unit 3: Anthology – The study and interpretation of script extracts, focusing on the development of acting skills.

Unit 4: Devising – The study and interpretation of script extracts, focusing on the development of theatre-making skills.

# **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 is coming up next?</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:

- A unit on Mountains, Deserts and Tropical Environments (Physical Geography)

<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> <p><b>Knowledge of places</b></p> <ul style="list-style-type: none"><li>• Key geographical features of a mountainous, hot desert and tropical environment.</li><li>• Location and names of countries, continents and oceans.</li><li>• Key characteristics of settlements including, site, situation, shape, function.</li></ul> <p><b>Understanding processes</b></p> <ul style="list-style-type: none"><li>• How and why settlements change and develop through time.</li></ul> <p><b>Evaluating perspectives</b></p> <ul style="list-style-type: none"><li>• Explaining the impacts of settlement change on different groups of people.</li></ul>	<p style="text-align: center;"><b>CORE SKILLS</b></p> <ul style="list-style-type: none"><li>• Describe human and physical features.</li><li>• Describe key characteristics of a place.</li><li>• Describe climate graphs for specific locations.</li><li>• Draw and annotate sketch maps.</li><li>• Describe locations using a map.</li><li>• Locate places on a map using grid references, direction and scale.</li><li>• Identify relief using contour lines and features using symbols and a key.</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>• Baseline geographical knowledge test.</li><li>• Keyword tests.</li><li>• Paragraphs to describe different locations.</li><li>• A Settlement Assessment (testing knowledge and skills).</li></ul>	
<b>What is coming up next?</b>	
<p>Geography in the second half of the year will cover topics including:</p> <ul style="list-style-type: none"><li>• Developing practical map reading skills.</li><li>• Learning about meteorology and the weather.</li><li>• A case study of the geography of Kenya.</li></ul>	

# SUBJECT: Year 7 GERMAN

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

- Unit 1: Personal Information
- Unit 2: Family and friends

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

### CORE KNOWLEDGE

Personal information - Greeting people, learning how to pronounce German words, ages and numbers, using the verb 'to be', alphabet, regular verbs in present tense, describing your character, talking about belongings, using the verb 'to have' and the indefinite article.

Family and Pets - talking about pets, pronouns, super pet powers, modal verb 'can', family members, more present tense verbs, describing family members, using adjectives, birthdays, ordinal numbers.

### 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

- Assessment of units 1 and 2, which include:  
Speaking and writing skills.
- Listening and reading comprehension.

## What is coming up next?

Over the next two terms students will be learning to talk about their free time. They will develop strategies on how to work with longer listening texts and how to make their writing more interesting and varied.

Students will learn how to talk about their school and will develop strategies on how to work with longer reading texts and how to improve their speaking.

# **SUBJECT: Year 7 HISTORY**

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

- Anglo-Saxon England
- The Norman Conquest

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

### **CORE KNOWLEDGE**

- The key features of Anglo-Saxon England.
- Key features of Norman England including: the feudal system; the introduction of castles; the Domesday Book; and the increasing dominance of the Church.

### **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.

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

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

- A written assessment on the methods of control used by the Normans.
- Classwork / homework / verbal contributions.

## **What is coming up next?**

Upcoming topics in History include:

- Medieval England.
- The Crusades.
- The Tudors.

# SUBJECT: Year 7 MUSIC

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

- A unit inspired by Stomp
- Keyboards

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

### CORE KNOWLEDGE

- Basic score reading.
- Note lengths, time signatures and pitches and related terminology.
- Finger patterns in right and left hand keyboard.

Instrumentalists have been learning how to add chords to a melody or maintain a part within an ensemble.

### CORE SKILLS

- Maintaining a rhythm.
- Playing a piece fluently with accuracy and expression.
- Composing simple five note melodies.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through Performance and composition exercises, an interim test on the glossary, and a listening test.

- All students have performed a group rhythmic composition based on Stomp
- Performed Ode to Joy on the keyboards.

## What is coming up next?

In terms 4, 5 and 6, learning in Music will include:

- Listening to and analyzing sections of “The Planet’s Suite” by Holst.
- Considering ways in which Holst has recreated the different characteristics of the planets in his music.
- Learning about the origins of Chinese Music and some of the traditional Chinese instruments that are used.
- Learning about the instruments and sections of the orchestra through listening to and studying “Peter and the Wolf” and the “Young Person’s Guide to the Orchestra”.
- Learning how to use the pentatonic scale, drone, and ostinato.

# SUBJECT: Year 7 PE

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

- A key skills unit of work
- Invasion games- including Football, Rugby, Basketball and Netball
- Dance
- Gymnastics

<b>What have the students been taught to understand and be able to do?</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>CHARACTER</b>
<p>Invasion Games:</p> <ul style="list-style-type: none"> <li>• Use a variety of rules for each game to allow for strategic and tactical progression.</li> <li>• To be able to make decisions about whether to pass, dribble or shoot in competitive game situations.</li> <li>• To use appropriate strategies for attacking and defending play.</li> <li>• To know and understand the various positions and/or formations in team games.</li> </ul> <p>Gymnastics/Dance:</p> <ul style="list-style-type: none"> <li>• To be able to identify a stimulus and match movements to that stimulus.</li> <li>• To know how to use linking movements to enable flow.</li> <li>• To understand the importance of body tension.</li> </ul>	<p>Invasion Games:</p> <ul style="list-style-type: none"> <li>• To develop ball control using hands/feet.</li> <li>• To be able to send and receive a ball with accuracy and precision.</li> <li>• To use key skills to dodge/move around an opponent in order to maintain an attack.</li> <li>• To be able to use key skills to block/tackle in order to defend.</li> </ul> <p>Gymnastics/Dance:</p> <ul style="list-style-type: none"> <li>• To choreograph a routine by using a variety of body movements and techniques.</li> <li>• To perform a range of travelling movements on a range of body parts.</li> <li>• To hold a balance demonstrating body tension and control.</li> <li>• Use a combination of aesthetic devices to create interest eg. levels, tempo, dynamics.</li> </ul>	<p>All areas of activity:</p> <ul style="list-style-type: none"> <li>• To be able to work cooperatively and considerately with a variety of people.</li> <li>• To develop a good attitude of sportsmanship.</li> <li>• To develop confidence by leading warm ups and/or small group tasks.</li> <li>• To develop motivation of others by using positive peer feedback.</li> <li>• To demonstrate resilience.</li> <li>• To be able to win and lose graciously.</li> </ul>

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

The knowledge, skills and character of each student is assessed at three points during a five week unit of work.

- Teacher Observation – formatively throughout the unit of work.
- Peer assessment e.g. watching and analysing performance in a dance lesson.
- Self assessment e.g. interpreting their performance in a basketball shooting lesson.
- Use of ICT e.g. watching performance and making comparisons between themselves and a perfect model.

### **What is coming up next?**

In the next few terms students will participate in:

- Basketball/Fitness/Dance/Rugby/Football (depending on their what their group has already participated in).
- Net and Wall games- Tennis.
- Athletics.
- Striking and fielding games – Rounders / Cricket / Softball.

# **SUBJECT: Year 7 RELIGIOUS STUDIES**

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

- A unit on religious and secular sources of authority as a source of beliefs and guidance on practices with a focus on Christianity and Islam.

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

### **CORE KNOWLEDGE**

- Personal/secular sources of authority – conscience, rational thinking, personal experience, family and friends.
- Religious sources of authority from Christianity and Islam – founders of faith, sacred texts.

### **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?**

A two-part assessment on Sources of Authority in which students had to answer the following questions:

- Section 1: Learning About Religions.

Short answer and multiple choice questions on religious and personal/secular sources of authority.

- Section 2: Beliefs and Practices.

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

## **What is coming up next?**

Upcoming RS units include:

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

# SUBJECT: Year 7 SPANISH

In Spanish lessons so far, Year 7 have completed UNITS 1 and 2 of the textbook VIVA 1:

- Unit one- Mi vida
- Unit two- Mi tiempo libre

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

### CORE KNOWLEDGE

- Unit one - Mi vida  
Introducing yourself, pronunciation, using adjectives, talking about personality, brother and suister, birthdays, numbers, pets.
- Unit two - Mi tiempo libre  
Opinions, hobbies, present tense, sports, questioning.

### 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 term listening, reading and writing assessments

## What is coming up next?

Unit 3 - Mi instituto (My school) - School subjects, descriptions, classroom language, consolidation of present tense.

Unit 4 - Mi familia y mis amigos ( My family and friends) - Describing family members, using ser and tener, physical descriptions etc.