

Court Fields School



Year 7

Learning Handbook

Autumn Term 2023



Achieve · Belong · Participate



Welcome to Court Fields School

Dear Parent/Carer,

I am delighted that your child is joining us at Court Fields School in September 2023. We are very proud of our school and our students. We are excited to see your child become part of our community and be able to demonstrate our motto of Achieve, Belong, Participate.

Our aim is for every child to achieve, belong and participate and this is at the heart of everything we do at Court Fields. We believe in the absolute moral responsibility we have for equipping students with the best possible exam results. We know that this opens doors for students and prepares them with a broad range of knowledge, outstanding attitudes and a strong moral foundation. We are ambitious for our students and our school.

You will want to know that your child is safe, happy, valued and given the best opportunities to succeed in whatever their future holds. We are committed to ensuring that this happens, by equipping your child with the knowledge, skills and characteristics of successful, happy learners.

We will ensure that they have access to a high quality curriculum, carefully sequenced to support progressive development of knowledge. They will receive high quality teaching and support, from staff committed to going the extra mile to help them on their learning journey. Pastorally they will have excellent care, support and guidance, provided by a highly skilled team of Heads of Year, Tutors and support staff, led by our Pastoral and Safeguarding Lead, Mrs Westwood.

By ensuring the right balance between highly effective curriculum, personal development and pastoral aspects, we will ensure that your child is able to meet our high expectations of progress, behaviour, attendance and those personal qualities that are embodied by our Court Fields Experience. This will run through all aspects of your child's life at school: in lessons, in student leadership opportunities, in the house system, in our routines and in the wider curriculum.

This guide will enable you to find out more about the learning that your child will experience in Year 7, starting with the Autumn Term. It shows you the intent of our curriculum, in short the what and why of each subject. You will see how the curriculum is implemented in each subject and how it progresses, building secure foundations to ensure fluency in learning. It shares with you what we want our students to know and remember over the course of this term, so that you can help support their learning at home. This link between school and home, especially around learning, will be vital in your child's success.

There are also a range of resources, information and links to help you and your child understand and make the best of the many opportunities available to you, so that your child has the best chances to achieve, belong and participate.

Thank you for placing your trust in us. We look forward to working with you and your family as part of our community at Court Fields School.

With my very best wishes,

Mrs Polly Matthews

Headteacher



Need to contact us?

The easiest and quickest way to contact us is via email. Please see the Communications section on the back page.



Curriculum Intent

Every child at Court Fields School will be supported to achieve their full potential, enjoy a strong sense of belonging and to participate fully in the life of the school and their community.

Learning does not happen unless students feel safe and secure, have positive, trusting relationships with adults around them and perceive these adults as being fair.

Ensuring students have emotional security to learn effectively will always come first in our school.

Our principles are that challenge is at the heart of every lesson for every student.

All lessons are characterised by high quality explanation and modelling, students are supported to practise until they become independent, and feedback and questioning are used strategically so that our students get the best learning experience in every lesson.

Every child has an equal right to a challenging and enlightening curriculum. By teaching our curriculum well, and developing effective learning behaviours, we bring out the best in everyone.

The curriculum at Court Fields School is aimed to provide a personalised experience, designed to meet the needs of all children.

Court Fields Ethos & Values

Every Child Achieves. Every Child Belongs. Every Child Participates.

Our aims are simple. We want every child at Court Fields School to achieve their potential, participate in the school and the wider community, and enjoy a strong sense of belonging.

Our foundations for this are high quality teaching and learning, a broad and balanced curriculum, and a safe environment. We support all of our students to be ambitious, and have a positive attitude towards every aspect of their school life. We are proud of our students.

Our values demonstrate a commitment to developing them as individuals, leaders of others, team players and advocates for those who need support. Our school ethos is one of hard work and empathy, embodied by our values of:

- Integrity
- Respect
- Kindness
- Resilience
- Responsibility



Our Court Fields Experience

All our students will experience a wide variety of enriching activities, character education and personal development over their 5 years at Court Fields. From September 2022 we will be referring to our personal development as The Court Fields Experience. It is vital we prepare our students to be active learners and confident to face the wider world during their lives.

As part of our Court Fields Experience all students will learn across the following aspects of their personal development during their 5 years with us.

- Careers Advice & Guidance
- PSHCE
- Character Education
- Characteristics Development
- Equality, Diversity, and Inclusion
- Extra Curricular and Wider Opportunities
- British Values
- Citizenship
- Social, Moral, Spiritual and Cultural Education

Characteristics of Court Fields Students

The characteristics that we develop in our students, so that they leave us equipped for success in their future, are supported by our Court Fields Experience.

They enable our students to Achieve, Belong and Participate.



I achieve because I am:

- Ambitious** **Inquisitive** **Reflective** **Resilient**



I belong because I have:

- Courage** **Empathy** **Integrity** **Listening Skills**



I participate because I demonstrate:

- Initiative** **Leadership** **Motivation** **Teamwork**

Our Court Fields Routines

The school day begins with our routines, from experience we know students need routine and these simple steps ensure all our students are ready and prepared for the day's learning. All classrooms follow the same welcome routines to ensure a prompt start to each lesson.



We use the following guiding principles in Tutor Time and lessons to ensure that our students know, learn and remember more.

- Relationships, routines and habits for positive learning
- Literacy development, using questioning and discussion, to support oracy, reading and vocabulary
- Using modelling, guided and independent practice
- Safeguarding
- Ensuring that what we do is underpinned by a wide range research and based on solid evidence
- Using high quality adaptive teaching, alongside planning for students' individual needs and ongoing assessment of what students know. This means that we support students' SEND needs effectively in the classroom
- Supporting all our students, and particularly those who are disadvantaged, to learn the essential knowledge that will equip them for their future.

Year 7 Pastoral Team

Head of Year

Mr J Nicholls jnicholls@courtfields.net

Tutors

Mrs L Alge lalge@courtfields.net
Mr B Miles bmiles@courtfields.net
Miss M Murphy mmurphy@courtfields.net
Miss B Channon bchannon@courtfields.net
Miss P Stephenson pstephenson@courtfields.net
Mrs V Tucker vtucker@courtfields.net
Miss A Etherington aetherington1@courtfields.net
Miss B Casson bcasson@courtfields.net
Mrs D Greenfield dgreenfield@courtfields.net
Miss M Evans mevans@courtfields.net

Timings of the School Day

Key Points

- The taught school week is 25 hours.
- The whole school week is 35 hours and 45 minutes.
- In addition to the taught week, there will be 30 minutes tutor/assembly time each day.
- The taught week will consist of 25 one hour lessons based on a one week timetable.

The School session times for each day are:

| Time | Session |
|-------------------|------------------------------------|
| 8:35am | Warning Bell |
| 8:40am - 9:10am | Registration / Assembly / Tutorial |
| 9:10am - 10:10am | Period 1 |
| 10:10am - 11:10am | Period 2 |
| 11:10am - 11:30am | Break |
| 11:30am - 12:30pm | Period 3 |
| 12:30pm - 13:30pm | Period 4 |
| 13:30pm - 14:05pm | Lunch |
| 14:10pm - 15:15pm | Period 5 |
| 15:15pm | End of School |

Home Learning

How Home Learning Supports Progress

Home learning is a valuable habit for all students. Research suggests that efficient home learning can lead to an additional 5 months' progress in each subject across an academic year

Home learning in Year 7 is about forming positive habits. These include:

- Reviewing and revisiting learning from lessons
- Revising previously learned content
- Practicing application of new and prior knowledge
- Becoming independent
- Solving problems

However, we are also aware that time-consuming and resource-heavy home learning tasks can put a strain on students, and also on parents and other family members. We aim to ensure that revision is easy to access, does not require excessive resources and can be completed in a reasonable amount of time.

Homework in Year 7 will focus on ensuring students review and revise content from their lessons and build good revision habits to support future learning. At least once per fortnight, students will be asked to spend time at home revising the content they have learned in lessons, using knowledge organisers and online resources.

In addition, we request that all students read for 20—30 minutes, at least 3 times per week. Students will be supported to use the library during their English lessons to pick texts they find engaging and which are suitable for their reading level. We would encourage students to continue reading to or with parents wherever possible. Studies show that students who continue to read regularly throughout secondary school are likely to achieve substantially higher grades at GCSE.

Knowledge Organisers

Knowledge organisers are single page A4 sheets which lay out the essential knowledge for a unit of study. These may include the following:

- Facts which students need to learn
- Information about key processes and methods used in a subject area
- Diagrams and images to support learning
- Vocabulary needed for the subject area

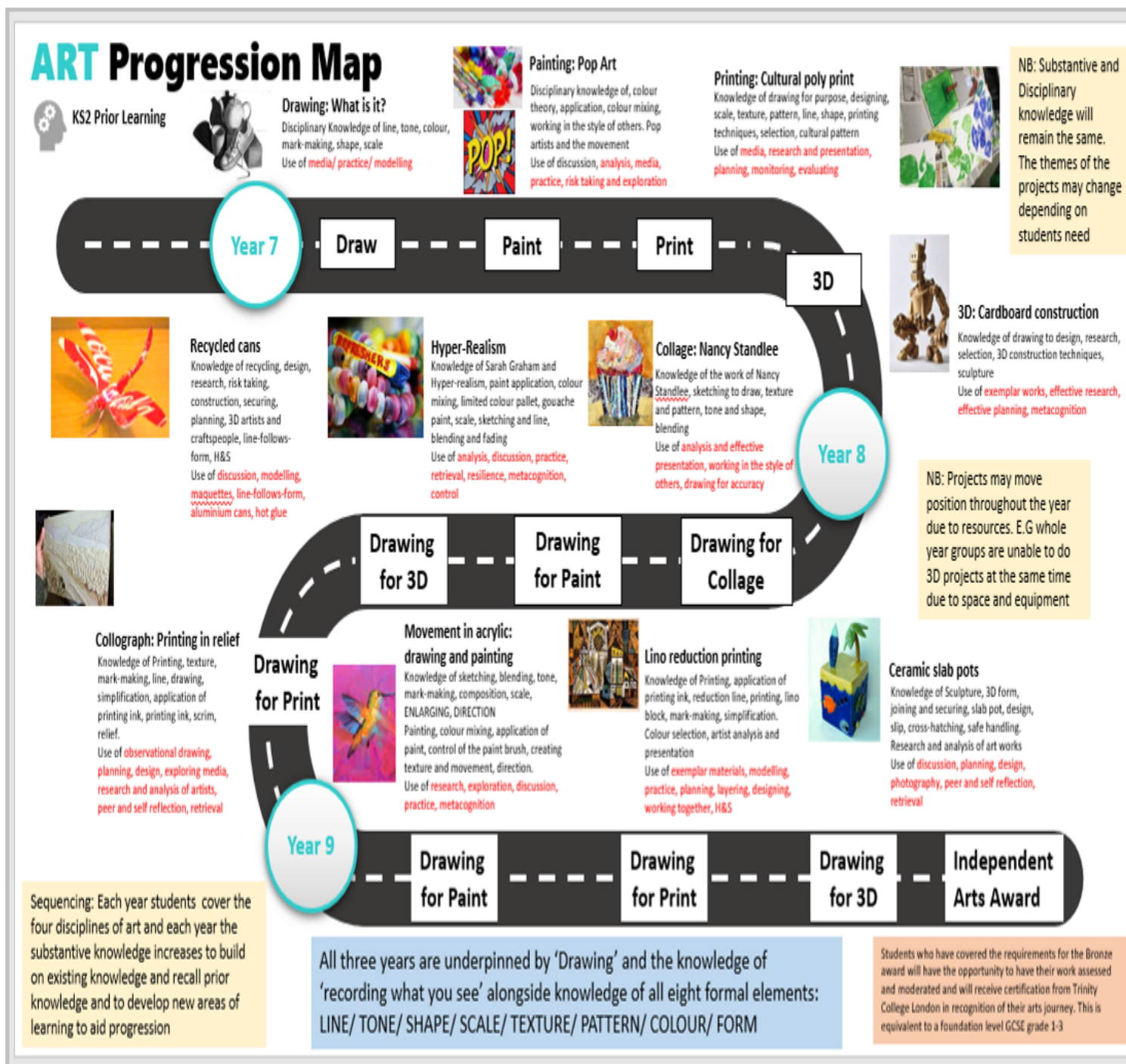
Students will be given knowledge organisers in most subjects, along with a folder to organise these in. We would suggest that students use one of the methods below to revise using their knowledge organiser:

- Look, cover, write, check. This is particularly useful for learning spelling, facts and data
- Create mind-maps using the knowledge organiser. This helps students to draw links between pieces of information
- Dual coding. Students copy out and annotate the information on their knowledge organiser with images. This aids memory and retention.
- Make your own—students can create their own knowledge organisers from memory. This helps to embed learning
- Quizzing. Once students have spent time learning the information on the knowledge organiser, it is helpful if parents / siblings can quiz them to see what they do and do not remember. This helps students to focus only on what they still need to learn

We will be sharing more information on using knowledge organisers through our information videos on our website over the coming months.

Curriculum Subjects - Art

Autumn Term Overview



Disciplinary Vocabulary for Art

Sketch
Tone
Line
Texture
Form

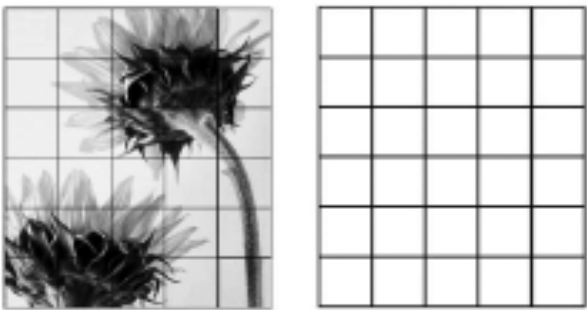
Shape
Composition
Observation
Scale
Colour
Mark-making

Control
Blend
Shade

Recording from Observation

Primary source observational drawing:
Drawing from something real in front of you

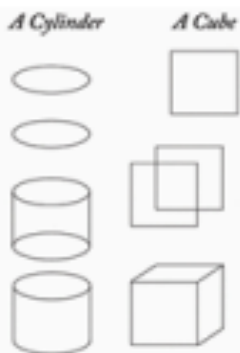
Secondary Source Drawing:
Drawing from an image / photograph



Sketching Out:

When starting a drawing proportioning is very important. To gain accurate **proportioning** you can:

- Use a grid to help you break objects down into simple shapes
- Break complex objects down into simple shapes and add detail and refine



Making something look 3D (solid / giving it form / depth)

In drawing and painting we want to make things appear solid / 3 dimensional when they are not.

We do this by adding **TONE / SHADING**.

When Shading we need to think about the following things...

- **How much pressure we use.**
If we press on harder we get darker tones. Less pressure and we have light tones
- **Which pencil we use** different grades of pencil create different tones.
- **The direction we shade in.**
We can use directional shading. Shading with the form of the object to help make it seem more solid.
- **Adding shadows** will also help to make objects appear more 3D / Solid.

Grades of Pencils

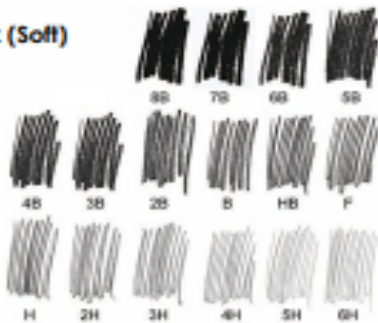
Pencils come in different grades.
The softer the pencil the darker the tone.

H = Hard, B = Black (Soft)

Hard pencils

(H) Are good for light shading and soft pencils **(B)** are good for dark shading

HB (Hard Black) is a good all round pencil



KS3 Year 7 Art & Design

Knowledge Organizer

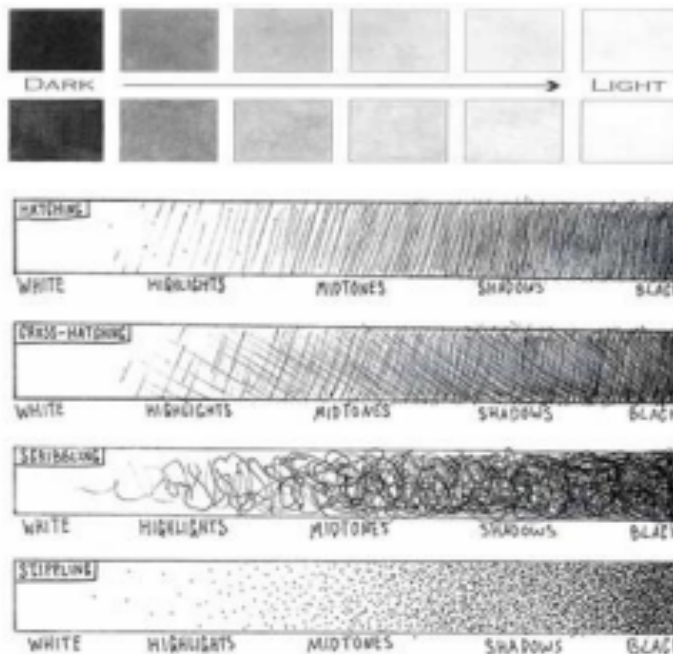
(Visual Recording: Drawing / Painting)

Key Word / Visual Elements Recording from observation

| | |
|----------------------------------|--|
| Viewfinder | A window to select focus area for a drawing |
| Composition | The position and layout of shapes / objects on the page |
| Line | Defines the shape, the edges of something. Should match the tone of shading |
| Shape | The outline of the object / Thing you're drawing |
| Form | Appearing 3 dimensional / solid / having depth |
| Pattern | A repeated shape or line |
| Texture | The feel or appearance of a surface, how rough or smooth it is |
| Scale | The different sizes of shapes |
| Proportion | The size and shape of one object in comparison to another |
| Tone | How dark or light shading is |
| Directional shading | Shading in a particular direction to make something appear solid |
| Mark making | Using different techniques to capture textures. i.e. stippling, scribbling hatching |
| Hatching / Cross Hatching | Shading with parallel lines closer or further way from each other to achieve different tones |

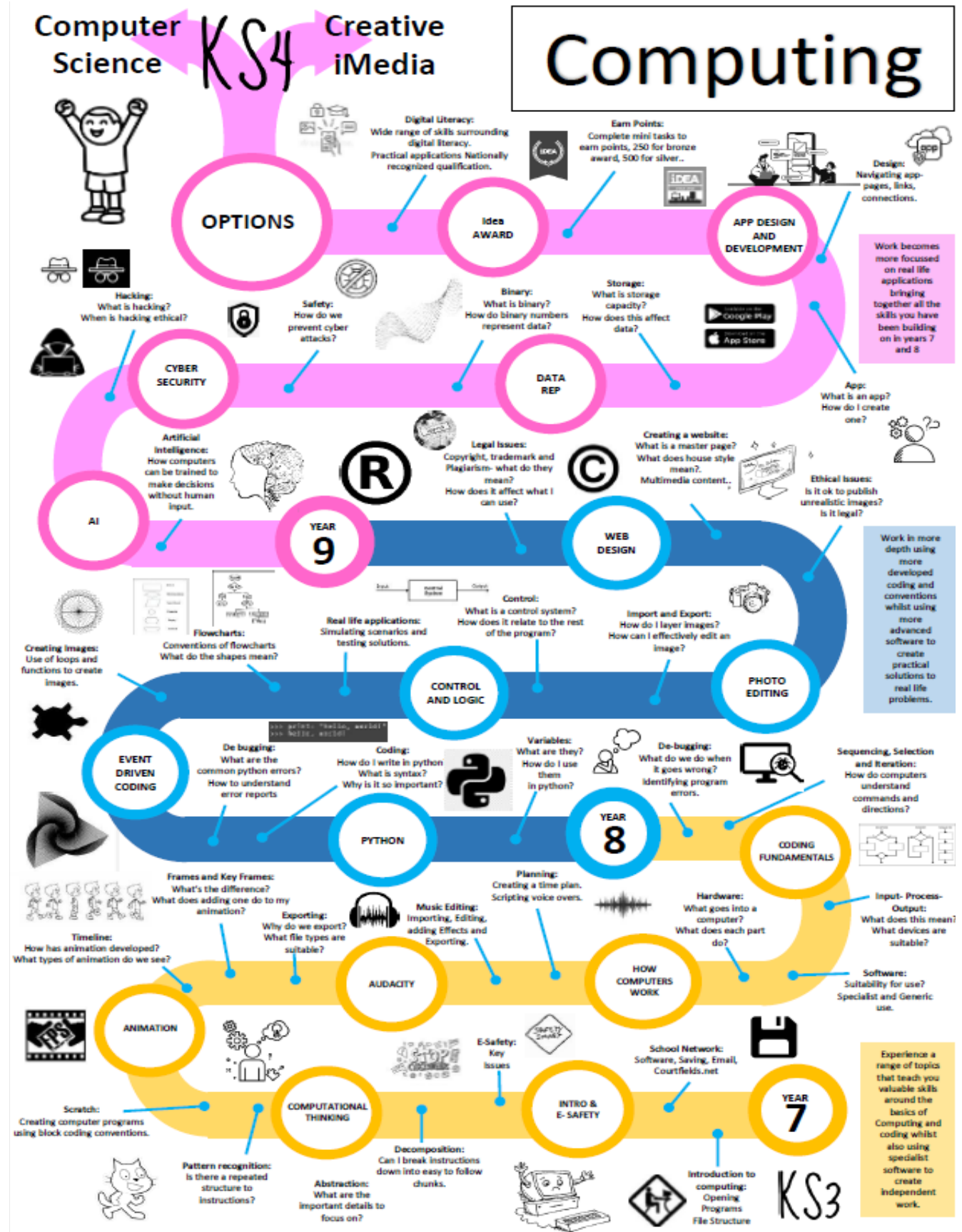
Mark Making

Try using your pencil in different ways to create and capture different surface textures.



Curriculum Subjects - Computing

Autumn Term Overview



Knowledge Organiser - Computing



Computing Knowledge Organiser Year 7 Basics

Specialist Vocab

- Software**– the programmes you use on the computer
- Hardware**– the physical parts of the computer– keyboard, monitor etc.
- File Structure**– organising your files, making them easy to find.
- E-Safety**– staying safe online.

Software

Draw arrows to match the software to the correct use

| | |
|------------|---|
| Word | Presentation software for presenting to a group |
| Excel | Word processing, used for letters and text. |
| Publisher | Spreadsheet software, used for graphs and charts. |
| PowerPoint | DTP, used for combining lots of images and text |

Key Knowledge

- What makes a good password?**
Don't use any obvious information like names or birthdays, use a combination of random words, numbers, capital letters and symbols to make it harder. Most importantly keep your password secret.
- I've received an email which doesn't look right– what should I do?**
Only open emails from trusted senders. Check the email address it has come from, is it genuine? If you open a dubious looking email, do not click any links, and delete it straight away.
- What is malware?**
Malware is malicious software designed to harm your computer– a virus is an example as is spyware as are worms and Trojan horses.
- Why is a virus checker important?**
Malware like viruses can cause a lot of damage to your computer, including causing it to completely fail. Viruses can come from email attachments, programs you have downloaded

Terminology

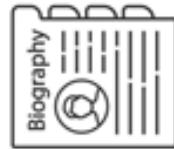
- Phishing**
An email pretending to be from a reputable company to try to get you to share personal information.
- Flaming**
Flaming is the online act of posting insults, often laced with profanity or other offensive language on social networking sites.
- Cyberbullying**
The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Staying Safe Online



Don't talk to strangers

Do not give out personal information



Make sure your social media accounts are set to private

Do not agree to meet online 'friends'



Knowledge Organiser - Computing



Computing Knowledge Organiser Year 7 Basics

Further Reading



Use the link below or scan the QR code to find out more about your current project..

<https://swgfl.org.uk/online-safety/e-safety-facts/#facts>

In the space create a mind map of all the important things people your age need to be aware of to be able to stay safe online. Include what they need to be aware of and give advice for how they can stay safe, use the information on the other side to help you if you get stuck.



Curriculum Subjects - Drama

Autumn Term Overview

Drama Progression Map



KS2 Prior Learning

Drama: What is it? Students arrive at KS3 with varying degrees in drama education. This unit secures the foundation blocks in creating, developing, and refining drama

Shakespeare for Stage

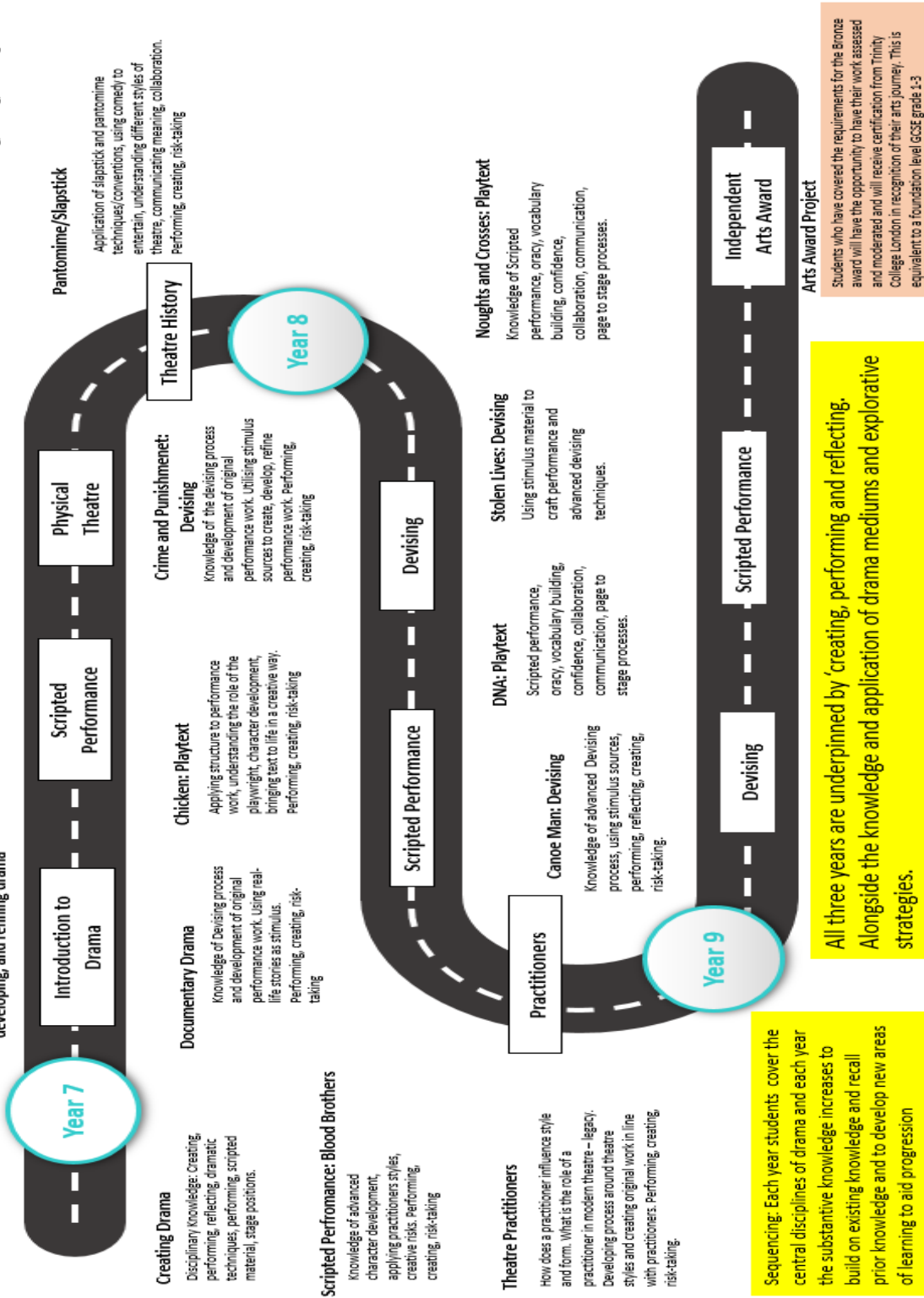
Knowledge of understanding different styles of theatre, history of theatre, how can a text be modernised? Performing/creating processes. What is your responsibility when performing a text?

Physical Theatre

Knowledge of how we can create performance work using our bodies? What makes clear physical theatre? How do we communicate meaning through our body language? Performing, creating, risk-taking

The Terrible Fate of Humpty Dumpty: Playtext

Using a script to perform effectively, bring out themes and issues, presenting theatre as an educative tool, receiving feedback from an audience. Performing, creating, risk-taking



All three years are underpinned by 'creating, performing and reflecting. Alongside the knowledge and application of drama mediums and explorative strategies.

Sequencing: Each year students cover the central disciplines of drama and each year the substantive knowledge increases to build on existing knowledge and recall prior knowledge and to develop new areas of learning to aid progression

Disciplinary Vocabulary for Drama

| | | | |
|-----------|-------------|-------------|-----------|
| Vocal | Physical | Emotional | Technique |
| Clarity | Stage | Performance | |
| Rehearsal | Explorative | Strategy | |

Knowledge Organiser - Drama

Drama

A. Drama Key Words

Body language is communication by movement or position, particularly facial expressions, gestures and the relative positions of characters.

Body language

Facial expressions

conveys an emotion that tells us about the character and the way they react to a situation.

Gesture

a body movement that conveys meaning, think of a wagging finger to tell someone off.

Proxemics

how the actors/characters are placed on a stage. The distance or level between character/actors shows their relationships and feelings.

Levels

Using different heights onstage to create visual interest. Levels can be used to suggest status - meaning the power or authority one character has over another

Abstract

A symbolic representation of the events, situation and feelings of the Drama.

Masking

When you stand in front of other members of the cast so you are 'masking' the audiences' view of what they are doing.

Improvisation

Performance work that you create yourself and then perform. There are three main types of improvisation: SPONTANEOUS, POLISHED and PARALLEL.

Corpsing

To lose focus and come out of role often to giggle.

Introduction to Drama



C. What Makes a good Still Image?

1. Being Still
2. Facial expressions
3. Body Language
4. Proxemics (no masking)
5. Levels

B. Drama Devices

A still image is a frozen moment on stage where the characters stay still to clearly stop the play and show the audience a moment in time. It is often used to highlight something important that has happened.

Still Image / Freeze Frame

Thought-tracking helps inform an audience about a character. You see it in action when a character speaks out loud about his/her inner thoughts at a particular moment in the drama, or during a freeze frame/still-image.

Greek Chorus

A company of actors who comment (by speaking or singing in unison) on the action in a classical Greek play.

Greek Messenger

A character that comes on stage and tells other characters (and the audience) about action that has happened in the play off-stage. This was often used to inform about bloody battles that couldn't be shown on stage.

Narration

A technique whereby one or more performers speak directly to the audience to tell a story, give information, or comment on the action of the scene or the motivations of characters.

Soundscaping

Using voice and body to create the sound of an environment.

Physical Theatre

A very movement based style of theatre. Often using our bodies to represent things that aren't human

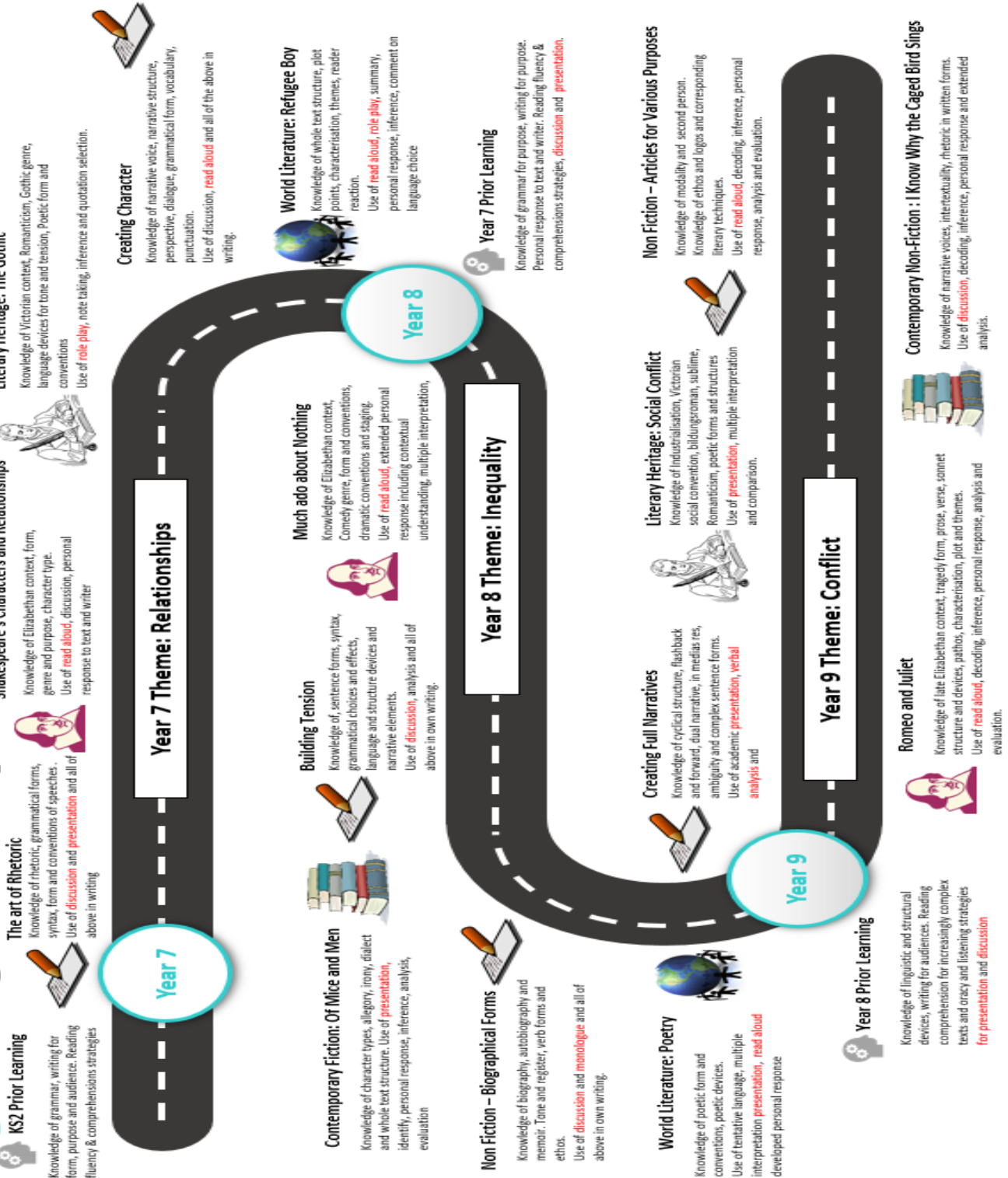
Conscience work

A device to show a character's conscience at work. It is often represented as Angels & Devils to be the good and bad thoughts.

Curriculum Subjects - English

Autumn Term Overview

English Progression Map



Disciplinary Vocabulary for English

Rhetoric
Ethos
Pronoun

Pathos
Persuasive
Conjunction

Logos
Oracy

Knowledge Organiser - English



Knowledge Organiser – The Art of Rhetoric – Year 7

| History of Rhetoric | |
|---------------------------|--|
| Aristotle | An Ancient Greek historian and philosopher who is regarded by many as the father of rhetoric. |
| Cicero | A Roman statesman, lawyer, philosopher and scholar. |
| Sophists | Ancient Greek teachers in 5 th and 4 th centuries BC. |
| Athenian Democracy | The Ancient Greek political system where all male citizens over the age of 20 could vote. It relied heavily on people being very skilled speakers to persuade others to vote for their cause. This is where Rhetoric was born. |

| What is the Aristotelian Triad? | |
|---------------------------------|--|
| Ethos | Persuasion that uses the character of the speaker to appeal to the audience. This is achieved through referring to the speaker's credibility, personality, reputation and expertise. |
| Logos | Persuasion that appeals to logic and reason. The speaker appeals to the audience by using factual evidence, clarity and coherence. |
| Pathos | Persuasion that aims to appeal to the emotions of the audience. The speaker can achieve this through evoking sympathy, stimulating the imagination, and identifying with traditions and beliefs. |

| What do I already know? (Prior knowledge) | |
|---|---|
| Non-Fiction | Writing that is informative or factual. |
| Proper Noun | A word or group of words that is the name of a particular person, place of thing. |
| Personal Pronouns | Pronouns used to replace people, places or things to make sentences shorter or clearer (I, you, he, she, it, we, they, me, him, us, them) |
| Alliteration | Repeating the same letters/sounds or the same kinds of sounds at the beginning of words. |

| Persuasive Techniques (DAFORREST) | |
|-----------------------------------|---|
| Direct Address | The use of proper nouns and personal pronouns to address the audience personally. |
| Alliteration | Repeating the same letters/sounds or the same kinds of sounds at the beginning of words. |
| Anecdote | A short amusing or interesting story about a real incident or person. |
| Fact | Something that is known or proven to be true. |
| Opinion | A view or judgement formed about something, not necessarily based on fact or knowledge. |
| Rhetorical Question | Asking a question that does not require an answer. |
| Repetition | The action of repeating something that has already been said or written. |
| Emotive Language | Words or phrases that encourage the reader to feel a particular emotion. |
| Statistic | A fact or piece of data obtained from a study. |
| Superlative Adjective | An adjective used to describe an object, which is at the upper, or lower limit of a quality (smallest). |
| Triple/Tricolon | A series of three parallel words, phrases or clauses. |

Knowledge Organiser - English



Knowledge Organiser – The Art of Rhetoric – Year 7

| What is rhetoric often used within and for what purpose? | |
|--|---|
| Speech | Speaking formally to an audience. A speech will open using a powerful image, anecdote, or pose a question to the audience. The most effective speeches end with a powerful message. |
| Poem | Poems are a form of Literature that can be used to share ideas or opinions about society. Polemic poetry is poetry used to create debate or highlight a problem. |
| Article | A news article discusses current or recent news. This can be general news that will appeal to most readers or on a specific topic for a particular audience. |
| Letter | A written form of communication that can be used to formally outline an issue or to persuade an employer that you are the right candidate for a job. |
| Action | The purpose of a piece of writing could be to demand that action be taken to change or stop something for happening. |
| Injustice | If something feels unjust, it means it is unfair or undeserved. It may be that a person has chosen to use rhetoric to highlight the poor treatment of a particular group of people. |
| Motivation | Motivating people is to make them feel enthusiastic or driven to believe an idea, or to take action. It may be that the speaker or writer is trying to give people hope or an optimistic outlook. |
| Change | Speakers can highlight key issues and suggest ways to resolve. They will provide a range of ways that people can solve the problem within the speech, letter, article or poem. |

| Tier 3 – Specialist Vocabulary | |
|--------------------------------|--|
| Oracy | Our ability to communicate effectively using spoken language |
| Rhetoric | Effective or persuasive writing or speaking. |
| Discourse | Written or spoken communication. |
| Tone | The writer's attitude/feelings about a subject. |
| Standard English | It is the variety of English, which is used, with only minor variation, as a major world language. |
| Register | A variety of language used for a particular purpose or in a particular communicative situation. |

| Tier 2 - Academic Vocabulary | |
|------------------------------|---|
| Influential | To have a lot of influence over someone or something. |
| Empathetic | Showing an ability to understand and share the feelings of another. |
| Enthusiastic | To have or show an intense enjoyment or interest. |
| Integrity | The quality of being honest and having strong moral principles. |
| Aspirational | A desire to achieve a high level of success. |
| Respectful | To show a consideration and regard for someone or something. |
| Moral | Concerned with the principles of right and wrong behaviour. |
| Additionally | An extra factor or circumstance. |
| Furthermore | In addition to something. |
| Moreover | As a further matter; besides. |
| Alternatively | As another option or possibility. |
| Consequently | As a result of something. |

Curriculum Subjects - French

Autumn Term Overview

French Progression Map

The French-Speaking World

Knowledge of which countries speak French, and why French is an increasingly important commercial and cultural language in today's society.

Knowledge of how to pronounce French words, recognising rules and patterns, and making a correlation between the written and spoken word.

Phonics

Myself & Family

Knowledge and use of the language needed to introduce themselves, giving details such as name, age, birthday, pets, siblings. Use of key verbs in the PRESENT tense.

My Life at School

Knowledge and use of the language needed to talk about aspects of school, such as opinions of subjects, details of timetable and description of school. Use of opinion verbs, connectives and adjectives.

Where I Live

Knowledge and use of the language needed to talk about their house and town. Use of the *il y a*, *on peut* + infinitives including negatives and different prepositions.

Year 7: Myself & Family, School, Where I Live

Tourism in Paris

Knowledge and use of the language needed to talk about tourist activities, and how to request and understand tourist information. Understand the structure of a question and learn how to use the PAST tense to talk about where they went and what they did in Paris.

Free-time activities

Knowledge and use of the language needed to talk about free activities such as TV and film, reading habits and how to use mobile technology. Use of key irregular verbs in the PRESENT tense and give opinions using infinitives.

Year 8

Year 8: Free-time activities, Tourism in Paris, Clothes & Dwellings

Teenage life

Knowledge and use of the language needed to talk about their lives as teenagers, including their personality and how they use social media platforms. Acquire the language needed to arrange to go out and how to describe a date in the past tense.

Healthy life style

Knowledge and use of the language needed to talk about lifestyle in terms of diet and exercise habits, and how to lead a more healthy lifestyle. Knowledge and use of the language needed to discuss different sports and physical activities, and talk about illness and injuries. Use of the NEAR FUTURE tense.

Holidays & Tourism

Knowledge and use of the language needed to talk about holidays - destinations, travel, accommodation, activities and opinions, as well as holiday problems. Use of the CONDITIONAL tense to describe adventure holidays and PERFECT tense to refer to holidays in the past.

Year 9

Year 9: Teenage Life, Healthy Lifestyle, Holidays & Tourism

Clothes & Dwelling

Knowledge and use of the language needed to describe themselves and others, discuss what they like wearing, and to talk about where they live. Use of different tenses: NEAR FUTURE and PERFECT. Use of the adjectival agreement.

- understanding and acceptance of people/culture/customs from other countries and language groups • development of language-learning skills, transferable to ANY language
- development of metacognitive, problem-solving and communication skills • extension of students' cultural capital

Disciplinary Vocabulary for French

| | |
|--------------------|----------------------|
| Pronunciation | Phonics |
| Emphasis | Masculinity |
| Singular | Plural |
| Indefinite article | Adjectival agreement |

| |
|------------------|
| Syllables |
| Feminine |
| Definite article |

Knowledge Organiser - French

Section 1 Disciplinary Knowledge

| Numbers | onze | vingt-et-un |
|---------|----------|--------------|
| un | douze | vingt-deux |
| deux | treize | vingt-trois |
| trois | quatorze | vingt-quatre |
| quatre | quinze | vingt-cinq |
| cinq | seize | vingt-six |
| six | dix-sept | vingt-sept |
| sept | dix-huit | vingt-huit |
| huit | dix-neuf | vingt-neuf |
| neuf | vingt | trente |
| dix | | |



Make your sentences more interesting by using connectives.

et and
aussi also
mais but

Les mots essentiels • High-frequency words

et
aussi
mais
très
assez
toujours
Qu'est-ce que ... ?
Qui ... ?

and
also
but
very
quite
always
What ... ?
Who ... ?

 J'aime ...
 Je n'aime pas ...

You can ask questions using intonation just by making your voice go up at the end.

Tu aimes ... ?



Days of the week
Les jours de la semaine
Lundi
mardi
mercredi
Jeudi
vendredi
samedi
dimanche

Prior Knowledge—What do I already know?

| | |
|--------------------|---|
| Verbs | Words for being or actions |
| Adjectives | Words which describe nouns (people/places/things) |
| Connectives | Words which link other words; phrases; sentences or paragraphs together |

Section 2 Grammar Knowledge

Most verbs end in **-er** in the dictionary, e.g. *aimer*. For the present tense, you replace the **-er** ending like this:

j'aime I like
tu aimes you like
il/elle aime he/she likes

To make a verb negative, use **ne ... pas** around the verb.
je n'aime pas I don't like

avoir (to have) is an irregular verb – it doesn't follow the **-er** verb pattern.

j'ai I have
tu as you have
il/elle a he/she has

être (to be) is an irregular verb.

je suis I am
tu es you are
il/elle est he/she is

Qu'est-ce que ... ? What ... ?
Qu'est-ce que tu as dans ton kit de survie? What do you have in your survival kit?
Qu'est-ce que tu aimes? What do you like?

Most adjectives have a different feminine form.

| masculine | feminine |
|-------------|--------------|
| branché | branchée |
| poli | polie |
| intelligent | intelligente |
| charmant | charmante |
| curieux | curieuse |
| généreux | généreuse |
| gentil | gentille |
| modeste | modeste |
| drôle | drôle |

You add **-s** to adjectives when they are used with a plural noun.
Il a les yeux bleus et les cheveux noirs.

The words for 'my' and 'your' are different depending on whether the noun is masculine, feminine or plural.

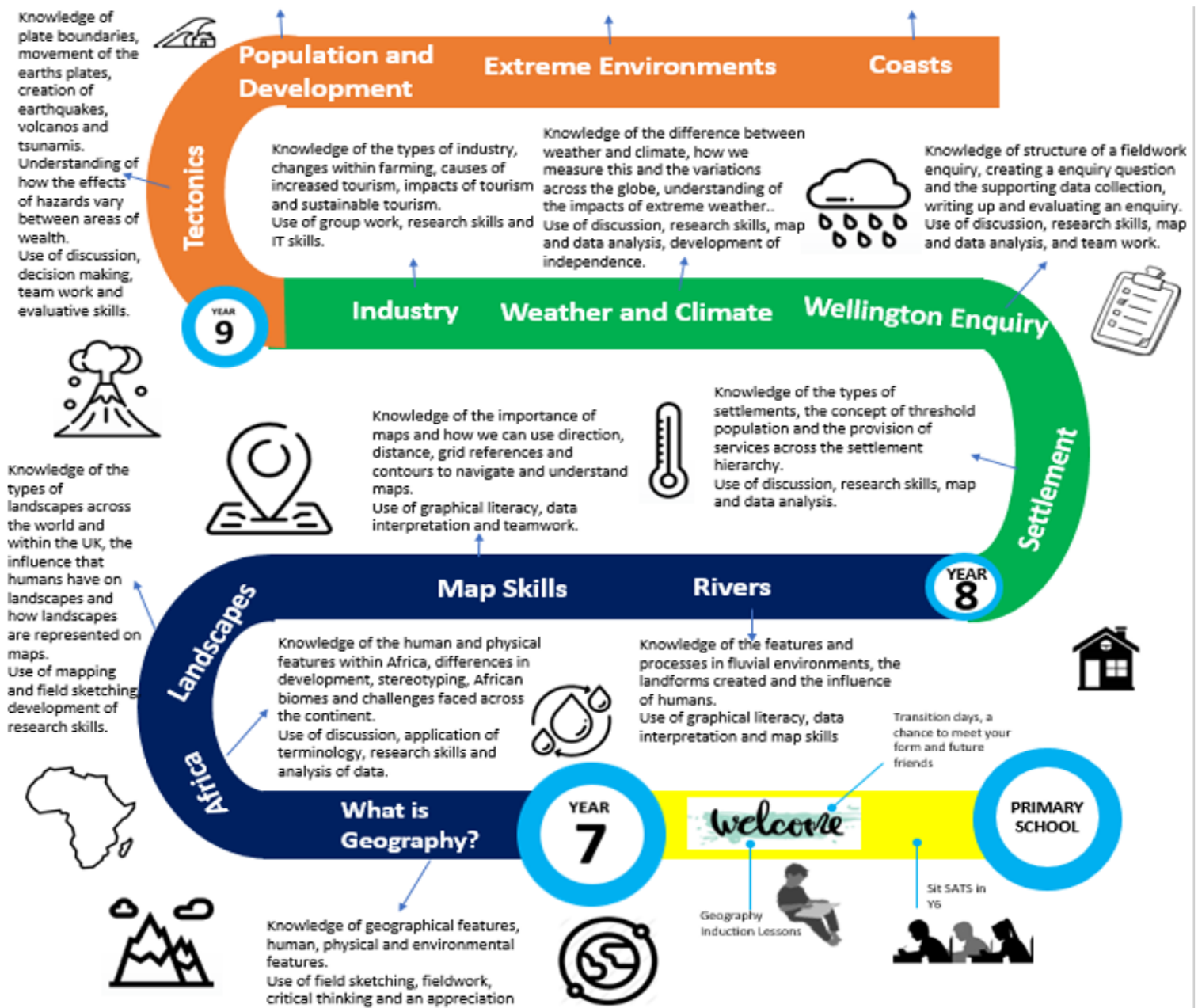
| | masculine | feminine | plural |
|------|-----------|----------|-------------|
| my | mon père | ma mère | mes parents |
| your | ton père | ta mère | tes parents |

| | the |
|--------------------------|-----|
| masculine | le |
| feminine | la |
| before vowel or silent h | l' |
| plural | les |

Curriculum Subjects - Geography

Autumn Term Overview

Geography Progression Map



Disciplinary Vocabulary for Geography

Human Feature
 Field-Sketch
 Continent

Physical Feature
 Scale
 Country

Environmental Geography
 Fieldwork
 Place

Knowledge Organiser - Geography

Year 7 Africa



Common Misconceptions about Africa

- * Africa is a country
- * African's speak African
- * Lack of technology
- * All African countries are poor
- * Africa is a desert

Africa is a continent not a country




| Key Word: | Meaning: |
|-----------------------|--|
| Continent | One of the world's seven large landmasses. Africa is one of them – others include Europe and South America |
| Country | An area of land that has its own government. The continent of Africa contains 54 countries |
| Stereotype | A set idea that people have about what someone or something is like, especially an idea that is wrong. |
| Biome | A large area of land which has the same plants, animals, soil and climate e.g., rainforest |
| Hot Desert | A hot and dry area that received less than 250mm of rainfall per year. E.g., The Sahara |
| Development | How the wealth and quality of life for people differs from place to place. |
| Literacy rate | The percentage of people that can read and write. |
| Infant mortality rate | The number of children, under 5 years old, that die. |
| Life Expectancy | How many years on average a person in a place is expected to live to. |

Africa Enrichment:

Follow me to further reading!




Africa's Physical Features

Mt Kilimanjaro

- Located in Tanzania
- Highest point is 19,341 ft
- It takes 7-10 days to climb.

Sahara Desert

- Covers 30% of Africa
- Crosses 10 countries.
- Has the River Nile flowing through it.

KENYA

| | |
|---|------------------------------|
| Human Development Index (HDI) | 0.579 (147 th) |
| Gross National Income (GNI) per capita \$ | \$1,620 (143 rd) |
| Life Expectancy (per 1000 people) | 63.3yrs (165 th) |
| Infant Mortality (per 1000 people) | 37.1 |
| Literacy Rate | 78% |

ETHIOPIA

| | |
|---|------------------------------|
| Human Development Index (HDI) | 0.463 (173 rd) |
| Gross National Income (GNI) per capita \$ | \$790 (164 th) |
| Life Expectancy | 66.2yrs (147 th) |
| Under 5 mortality per 1000 | 49.6 |
| Literacy Rate | 49.1% |

Development in Africa:

Development is all about how wealth and the quality of life of people living on our planet varies from place to place.

What problems does Africa still face?

Drought- a period of below-average rainfall in a region, resulting in shortages in its water supply, whether atmospheric, surface water or ground water. A drought can last for months or years.

Famine - a widespread scarcity of food caused by several factors including war, inflation, crop failure, population imbalance, or government policies.

Effects of drought – crops and cattle dying, introducing hosepipe bans and use of non-essential water, people leaving their homes in search of better locations, increase in infant mortality, reduced life expectancy, people having to skip meals, rivers and lakes dry up.

Africa's Human Features

Pyramids of Giza

- Located in Giza, Egypt.
- Over 4500 years old.
- Tombs to the great Pharaohs.

Marrakesh

- Known as the 'red city' due to the red brick buildings.



Hot Desert

- Hot in the day (up to 50°C) but very cold at night.
- Hot deserts receive less than 250mm of rainfall per year.
- Spiny shrubs with long roots and thick stems to store water and protect themselves.
- Camels – adapted to survive long periods without water

Can you describe the location of the hot desert and tropical rainforest biomes? What challenges and opportunities do you think people living in Africa face? How might life in Kenya and Ethiopia be different from one another?

Curriculum Subjects - History

Autumn Term Overview



Disciplinary Vocabulary for History

Chronology
Explain
Source

BC
Describe
Evidence

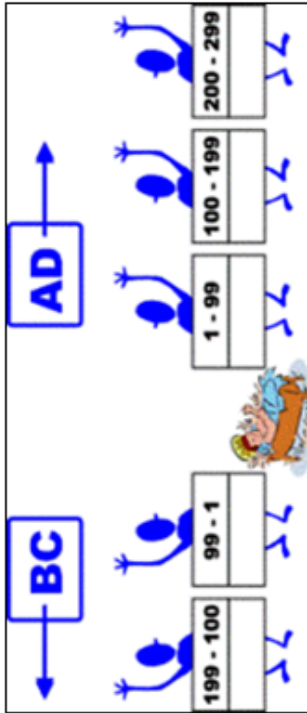
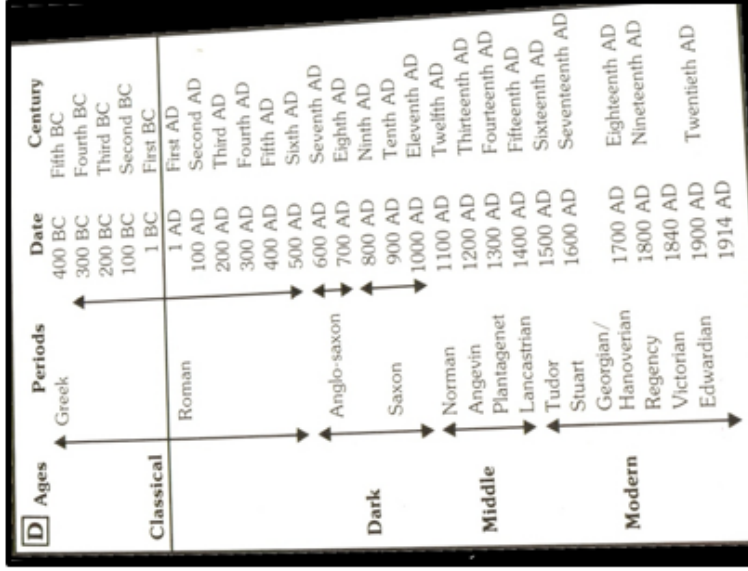
AD
Cause
Reliable

Investigate
Compare
Useful

Knowledge Organiser - History

Historical Skills Knowledge Organiser

| Disciplinary knowledge | |
|------------------------|---|
| 1 | Explain When you provide reasons for your ideas |
| 2 | Describe Give a detailed account of something |
| 3 | investigate When you look into the past or present |
| 4 | Source A piece of evidence |
| 5 | Reliable Evidence that can be trusted |
| 6 | Evidence Contains facts or detail |
| 7 | Cause The reason for something to happen |
| 8 | compare Whether something is similar or different |
| 9 | chronology Order of events |
| 10 | Useful How helpful some evidence or a source is |



| Key terms:- | |
|-------------|--|
| 1 | BC Before Christ |
| 2 | AD Anno Domini |
| 3 | Timeline A line to show events in chronological order |
| 4 | Millenia 1000 years |
| 5 | Century 100 years |
| 6 | Decade 10 years |

What you need to know

| | | |
|----|---|---|
| 1. | What is history? What skills and techniques do we need to use? | You will need to be able to know the variety of language used in history. You will also need to know how to tell what a date is in and if you are told a century what dates are in these. You will also need to know the difference between BC and AD and how these appear on a timeline. |
| 2 | Chronology: How do we use a timeline to show this? | You will need to know what chronology is and how to put various different events in chronological order. You will also need to know how to correctly construct a timeline and put events on it in correct chronological order. |
| 3 | Chronology continued Using our skills to become independent | You will need to use your skills from the previous lesson to construct a timeline of the 21 st century. You will also review all of your knowledge from the previous lessons to revise for an assessment. |
| 4 | Historical skills assessment | |

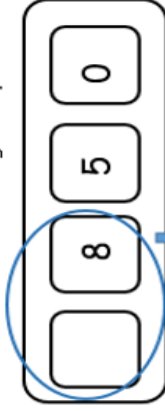
Knowledge Organiser - History

| Keywords | |
|-------------|---|
| Explain | When you provide reasons for your ideas |
| BC | Before Christ |
| Investigate | When you look into the past or present |
| Source | A piece of evidence |
| Reliable | Evidence that can be trusted |
| Evidence | Contains facts or detail |
| Cause | The reason for something to happen |
| Compare | Whether something is similar or different |
| AD | Anno Domini- in the year of our Lord |
| Chronology | Order of events |
| Useful | How helpful some evidence or a source is |
| Describe | Give a detailed account of something |

Source D: A historian's theory about why Tollund Man was killed.

'Why Tollund Man was hanged and buried in the peat bog we shall never know. But he was not treated like a criminal: after he died, they carefully closed his eyes and mouth and carried him to the peat bog, where he was laid to rest with care. This symbolizes a dignified burial. It is reasonable to see Tollund Man as a human sacrifice to the god or gods. Maybe to the goddess of the bog, he who gave men peat and other goods. Early Iron Age societies cremated their dead, only bog bodies had a different burial – perhaps the gods would be appeased by a whole body only and not burnt bones.'

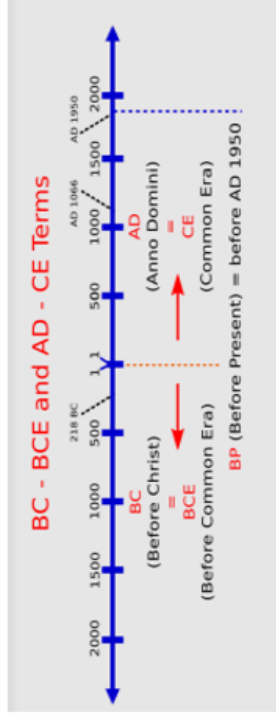
Finding a century
To work out which century a year is in, look at the first two numbers and add 1. Imagine a padlock.



+1 = 9th Century



Tollund Man was found in Bjældskovdal bog in Denmark on the 8th May 1950



Source B

An extract from a newspaper, May 1950

'Tollund Man was lying in a relaxed position, his legs bent against his abdomen. His face was alarmingly well preserved, his lips, nose, eyelids, eyebrows, wrinkles, stubble, hair - a face with its quite personal features, yet common to all mankind. The naked body had been placed in the peat bog, like a sleeping body, a cap on his head, a belt round his waist. A braided leather rope around his neck unveiled the cause of death: by hanging. Behind the apparent peace and tranquillity was a glimpse of horror and drama.'



Source E:

An Earth Goddess of Spring statue, which was found in a nearby bog.

SOURCE C: Scientific Report

AGE

The heart and organs were healthy. The wisdom teeth had grown. These kinds of teeth appear in people around 20 years old. His age is estimated to be about 40 years old.

THE STOMACH

The man had eaten soup at least 12 hours before he died. The soup was made of seeds that could only be found at the Spring.

DATE OF BURIAL

Underneath his body was a thin layer of moss. This moss was formed in Danish peat bogs roughly 2,000 years ago in the early Iron Age. Carbon dating of Tollund man's hair show that he died around 350 BC.

CAUSE OF DEATH

X-rays showed that the head was undamaged. The rope around his neck was probably the cause of death. The noose had left clear marks on the skin under his chin and at the side of his neck but there was no mark at the back of the neck where the knot was. It is impossible to tell if the neck had been broken because the bones were very crumbly.

Curriculum Subjects - Maths

Autumn Term Overview

Maths Progression Map



KS2 Prior Learning

Geometry:

- Measures of line and angle
- Area and perimeter of rectilinear shapes
- Name and know the properties of 2D and 3D shapes
- Accurately measure and draw lines and angles
- Find missing angles in triangles, quadrilaterals, on a line and round a point



$$\begin{array}{r} \times \div \\ + = \end{array}$$

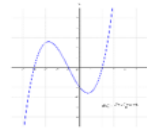
Number and calculating

- Can order positive and negative integers and decimals
- Understand inverse operations
- Find, add and subtract fractions
- Use ratio

$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Algebra

- Understand algebraic notation
- Use function machines

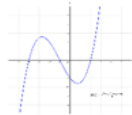


Year 7



Graphs and sequences

- Plot linear graphs
- Recognise parallel and perpendicular lines
- Solve equations graphically
- Generate sequences from term to term and position to term rules



Number and calculating

- Can order positive and negative fractions
- Prime factor decomposition
- Order of operations
- Equivalence of fractions, decimals, percentages and mixed numbers
- Apply ratio to real life situations

$$\begin{array}{r} \times \div \\ + = \end{array}$$

Year 8



Probability and statistics

- Understand the meaning of probability
- Find averages
- Read data in tables and bar charts



Probability and statistics

- Probability of things not happening
- Carroll Diagrams
- Stem and Lead diagrams
- Scattergraphs
- Find averages from graphs



$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Algebra

- Substitution
- Solve linear equations and inequalities
- Expand and factorise linear expressions

Year 9

Geometry:

- Use bearings
- Change units of area, volume and compound measures
- Pythagoras' theorem
- Calculate with pi
- Calculate lengths in similar shapes
- Parts of a circle
- Angles on parallel lines

Number and calculating

- Estimation
- Calculations with decimals
- Percentage increase and decrease
- Rates of change

$$\begin{array}{r} \times \div \\ + = \end{array}$$

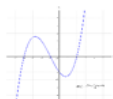
Graphs and sequences

- Use gradient and intercept to find the equation of a line
- Plot quadratic graphs
- Solve quadratic inequalities
- Find and use nth term

$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Algebra

- Work with identities
- Solve more complex equations
- Represent solutions to inequalities on number lines
- Expand and factorise more complex equations



Probability and statistics

- Listing outcomes
- Venn Diagrams
- 2 way tables
- Use data grouped in tables
- Pie charts
- Use trends



Disciplinary Vocabulary for Maths

Measure

Area

Transformation

Perimeter

Volume

Symmetry

Circumference

Angle

Metric

Convert

Deliberate Practice in Maths

Our approach to home learning in maths differs slightly to other subjects.

Research has shown that the best way to learn and retain mathematical knowledge is through observing a process, having it explained to you, and then deliberately practicing the process yourself. For this reason, the maths faculty use an online platform called Sparx Maths for all home learning. Please see the information below about Sparx Maths.

Sparx Maths can be accessed via the school website here: <https://www.courtfields.net//sparx-maths.htm>

- ◆ Sparx Maths has been evaluated and validated by the University of Cambridge.
- ◆ Pupils are set 1 hour of challenging but achievable maths homework work per week, which focuses on what they are learning in lessons and retrieves prior knowledge so it transfers into your child's long term working memory.
- ◆ This doesn't have to be done in 1 sitting, it can be broken down into more manageable chunks.
- ◆ Your child's teacher will talk them through how to log onto Sparx Maths.
- ◆ Part of the homework will involve times tables practise, to support basic numeracy.
Sparx uses algorithms to create homework bespoke to your child, at the right level of challenge for them.
- ◆ Sparx Maths contains over 43,000 questions used to set the right level to challenge pupils without questions being too hard, and your child is given instant feedback on how they have done in each question.
- ◆ There are over 10,000 support videos to support children if they are stuck.
- ◆ Pupils are rewarded with XP for their efforts on homework, no matter what level they are working at.
- ◆ Sparx provides carefully scaffolded pathways through topics, based on 10 years of research, to support learning at a pace unique to each individual.
- ◆ Children's confidence and resilience will grow once they realise they can answer *all* of the questions they are given *correctly*
- ◆ As well as compulsory work, children can do further independent questions to extend their knowledge. This is known as XP boost homework.
- ◆ There is also an 'independent learning' section where pupils can practise questions on any topic they choose and attempt questions at any level, whenever they want.
- ◆ Parents are sent weekly email outlining whether their child's current homework has been done or not, to encourage children to complete their homework in good time each week (so it is not left until the night before it is due!).
- ◆ Parents can also see how their child is progressing with their work on Sparx.
- ◆ So Sparx can get an accurate picture of your child's understanding, they should always initially attempt questions without any parental support.
- ◆ The Maths Department offer a Sparx Maths support clinic on Wednesday after school (3:15 – 4:00) to support any children struggling with their homework or for those looking for a quiet place to study. This is an open invitation and all children are welcome to attend

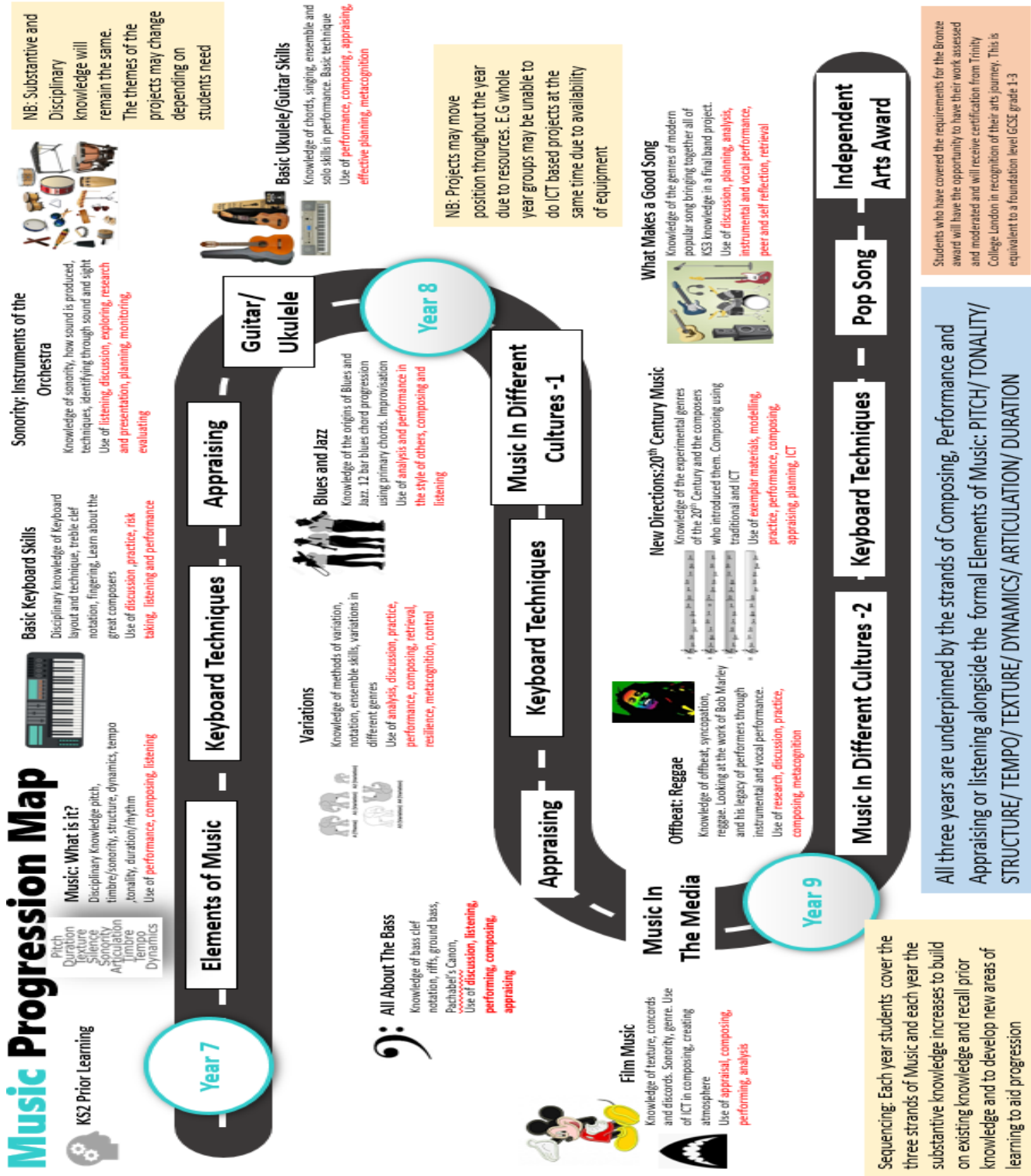
sparx

Maths. Reimagined.

www.sparx.co.uk

Curriculum Subjects - Music

Autumn Term Overview



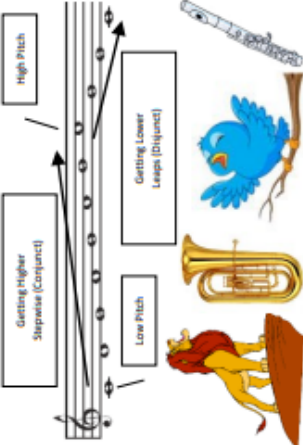





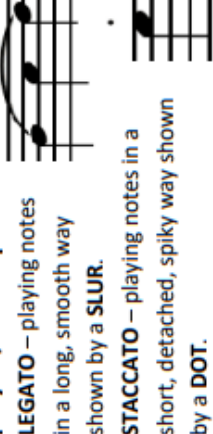
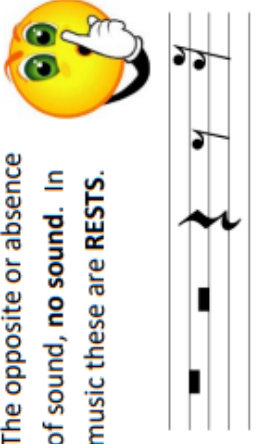
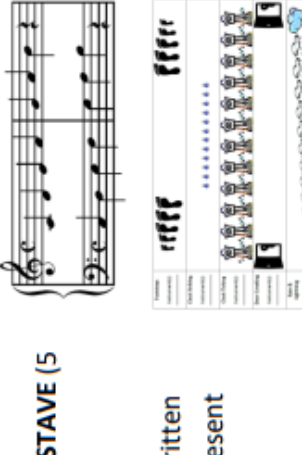
Disciplinary Vocabulary for Music

| | | | | |
|----------|--------|-----------|----------|----------|
| Elements | Pitch | Duration | Dynamics | Silence |
| Texture | Timbre | Sonority | Tempo | Tonality |
| Pulse | Rhythm | Structure | Notation | |

Knowledge Organiser - Music

BUILDING BLOCKS

Exploring the Elements of Music

| | | | |
|---|--|--|---|
| <p>A. Pitch</p> <p>The highness or lowness of a sound.</p>  | <p>B. Tempo</p> <p>The speed of a sound or piece of music.</p> <p>FAST: <i>Allegro, Vivace, Presto</i></p> <p>SLOW: <i>Andante, Adagio, Lento</i></p> <p>GETTING FASTER – Accelerando (accel.)</p> <p>GETTING SLOWER – Ritardando (rit.) or Rallentando (rall.)</p>  | <p>C. Dynamics</p> <p>The volume of a sound or piece of music.</p> <p>VERY LOUD: <i>Fortissimo (ff)</i></p> <p>LOUD: <i>Forse (f)</i></p> <p>QUITE LOUD: <i>Mezzo Forte (mf)</i></p> <p>QUITE SOFT: <i>Mezzo Piano (mp)</i></p> <p>SOFT: <i>Piano (p)</i></p> <p>VERY SOFT: <i>Pianissimo (pp)</i></p> <p>GETTING LOUDER: <i>Crescendo (cresc.)</i></p> <p>GETTING SOFTER: <i>Diminuendo (dim.)</i></p>  | <p>D. Duration</p> <p>The length of a sound.</p> <p>SHORT → LONG</p>  |
| <p>E. Texture</p> <p>How much sound we hear.</p> <p>THIN TEXTURE: (<i>sparse/solo</i>) – small amount of instruments or melodies.</p> <p>THICK TEXTURE: (<i>dense/layered</i>) – lots of instruments or melodies.</p>  | <p>F. Timbre or Sonority</p> <p>Describes the unique sound or tone quality of different instruments voices or sounds.</p>  <p><i>Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.</i></p> | <p>G. Articulation</p> <p>How individual notes or sounds are played/techniques.</p> <p>LEGATO – playing notes in a long, smooth way shown by a SLUR.</p> <p>STACCATO – playing notes in a short, detached, spiky way shown by a DOT.</p>  | <p>H. Silence</p> <p>The opposite or absence of sound, no sound. In music these are RESTS.</p>  |
| <p>I. Notation</p> <p>How music is written down.</p> <p>STAFF NOTATION – music written on a STAVE (5 lines and spaces)</p> <p>GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.</p>  | | <p>J. How Music Works</p> <p>Music can create an atmosphere or ambience e.g., supermarkets and restaurants.</p> <p>Music can create an image e.g., in response to art, a story, a poem, a character, a situation – this is called PROGRAMME MUSIC.</p> <p>Music can be calming e.g., end of an evening in clubs and bars.</p> <p>Music can be used for spiritual reasons e.g., worship, meditation, reflection, hymns and chants, yoga, and spiritual reflection.</p> <p>Music can be used for commercial purposes e.g., advertising, TV themes.</p> | |

Curriculum Subjects - Science

Autumn Term Overview

Science Progression Map



Scientific reading

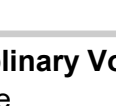
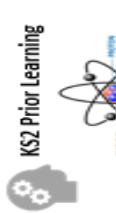
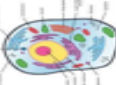
Knowledge of Key Scientific Vocabulary to understand links between substantive knowledge and current Scientific issues



Physics
Knowledge of reaction forces, principles of wave behaviour, Principles of Energy and Space. Knowledge of electricity and magnets. Basic knowledge of series circuits investigating the extension of a spring, understanding theories behind the force of gravity. Developing theories and Scientists working collaboratively using peer review. Understanding the ideas of Newton and Galileo.

Chemistry
Knowledge of particles, atoms and elements and Chemical reactions, understanding how to complete word equations and chemical formulae. Knowing how Mendeleev's work developed the modern Periodic table.

Biology
Knowledge of Cells, Reproduction and ecosystems, using a microscope, flower dissection, investigating the impacts of pesticides in food chains.



KS2 Prior Learning



Year 7 Theme: Cells, reproduction and health, life processes, Particles, Atoms and elements, Chemical reactions. Forces and Motion, waves and energy, electricity and magnets, space

Year 8 Theme: Cells, Reproduction and health, variation and inheritance, Atoms and elements, reactions and Earth. Forces and Motion, waves and energy, electricity and magnets, space

Year 9 Theme: Cells, Variation and inheritance, life Processes and interdependence, Atoms and elements, reactions and Earth. Forces and Motion, waves and energy, electricity and magnets, space

Year 7

Year 8

Year 9

Physics
Knowledge of forces from year 7 and links to particles from chemistry to understand waves. Knowledge of forces leads to understanding motion and forces effecting motion. Links to atoms and particles to understand electricity and charge. Knowledge of parallel circuits. Electromagnets. Investigating electromagnets. Understanding the theory behind the big bang and how Scientists collaborated. Knowledge of Copernicus and Galileo and understanding how these Scientists worked.

Biology
Knowledge of Particles and atoms from year 7. Progression to separation methods, more complex chemical reactions, conservation of mass and simple balancing of symbol equations. Use chemical reactions to understand the reactivity series of metals. Knowledge of particles leads to rocks and their formation and the structure of the Earth.

Chemistry
Knowledge of the digestive system and cells from year 7 and 8. Understanding the importance of enzymes in the digestive system. Knowledge of photosynthesis in more detail. The structure of the leaf, chemical reactions for photosynthesis and respiration. How to balance from atoms and chemical reactions in chemistry. Fermentation and review of structure of bacteria from cells year 7. new technologies in Science, links to inheritance

Chemistry
Knowledge of the periodic table from year 7 and 8 to understand the patterns and reactions in group 7, 1 and 0. Links to atoms to balance more equations and deeper understanding of conservation of mass. Use of reactivity series in year 8 to understand displacement reactions. Write balanced equations. Knowledge of more complex reactions such as thermal decomposition. Review Mendeleev and his importance to Science. Understanding the impact of humans on Earth. Links to Earth structure and extraction of metals.

Working Scientifically Scientific attitudes
Learn about the development of theories and understanding how Scientists work collaboratively
Experimental Skills and Investigation
Understanding Variables, following Scientific methods, recognising Scientific equipment, drawing Scientific equipment
Analysis and Evaluation
Making conclusions from data, basic evaluation
Measurement
How to use measuring equipment such as stop watches, measuring cylinders, how to measure accurately

Scientific Reading
Knowledge of Key Scientific Vocabulary to understand links between substantive knowledge and current Scientific issues. Making non biased discussions around the literature and linking to substantive and disciplinary knowledge.

Working Scientifically Scientific attitudes
Learn about the development of theories and understanding how Scientists work collaboratively into more complex theories
Experimental Skills and Investigation
Understanding Variables, Writing Scientific methods, drawing Scientific equipment,
Choosing correct scientific equipment with some support.

Analysis and Evaluation
Making conclusions from data, evaluating the validity of Scientific methods
Measurement
Explaining why it is important to use certain measuring equipment. Understanding the importance of accuracy



Scientific Reading
Knowledge of Key Scientific Vocabulary to understand links between substantive knowledge and current Scientific issues. Making non biased discussions around the literature and linking to substantive and disciplinary knowledge. Students look at more challenging articles around the substantive and disciplinary knowledge.

| Disciplinary Vocabulary for Science | | | |
|-------------------------------------|-------------|-----------|-------------|
| Particle | Mixture | Substance | Solid |
| Gas | Melting | Freezing | Boiling |
| Condensation | Sublimation | Diffusion | Pressure |
| | | | Liquid |
| | | | Evaporation |
| | | | Material |

Knowledge Organiser - Biology

Science Theme: Cells, Tissues, Organs and Systems



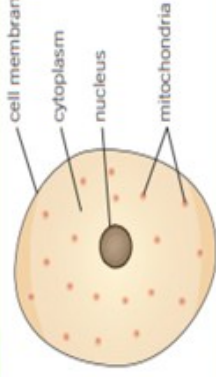
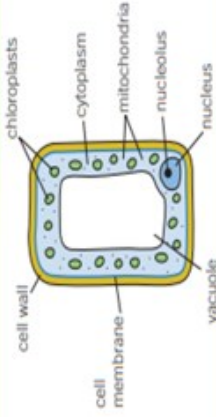
Wider world and careers: Careers in microbiology, cancer research scientists, doctors, nurses, corona virus, lifesaving medicines, understanding diseases, personalising medicines, immunity against disease, growing organs, reproduction

Knowledge Organiser – Year 7 Science – Cells

Section 1 Knowledge – Plants and Animal Cells

All living things (organisms), are made of **cells**. Some are only made of a single cell, for example, bacteria. A person is made up of millions of cells joined together.

Plant and animal cells



Cells have smaller structures inside them, called components, that each have an important function.

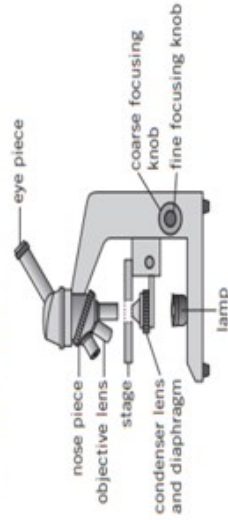
Section 2 Knowledge – Observing Cells

Microscopes

Cells can only be seen under a microscope. A microscope magnifies an object using lenses.

Remember that:

- the specimen needs to be thin so light can pass through
- a dye can be added to make the object easier to see.



Using a microscope

- Move the stage to its lowest position.
- Place the slide/object on the stage.
- Choose the objective lens with the lowest magnification.
- Look through the eyepiece and turn the coarse-focus knob slowly until you see the object.
- Turn the fine focus knob until it comes into focus.
- Repeat steps 1–5 using a higher magnification lens.

Section 3 Knowledge – Observing Cells

Specialised cells

Specialised cells have special features that allow them to do a specific job or function:

| Cell type | Function | Special features | Diagram |
|----------------|---|---|---------|
| root hair cell | absorb water and nutrients from soil | <ul style="list-style-type: none"> root hair creates a large surface area no chloroplasts as no light underground | |
| plant cells | carry out photosynthesis | <ul style="list-style-type: none"> found at the top surface of leaves packed with chloroplasts thin with a large surface area to absorb more light | |
| red blood cell | transport oxygen around the body | <ul style="list-style-type: none"> contain haemoglobin which joins to oxygen no nucleus disc shaped to increase surface area | |
| animal cells | carry electrical impulses around the body | <ul style="list-style-type: none"> long and thin with connections at each end | |
| sperm cell | carry male genetic material | <ul style="list-style-type: none"> streamlined head and a long tail lots of mitochondria to transfer energy | |

Knowledge Organiser - Biology

Science Theme: Cells, Tissues, Organs and Systems

Wider world and careers: Careers in microbiology, cancer research scientists, doctors, nurses, corona virus, lifesaving medicines, understanding diseases, personalising medicines, immunity against disease, growing organs, reproduction



Knowledge Organiser – Year 7 Science – Cells

Section 4 Knowledge – Movement of Substances

Movement in and out of cells

Particles move in and out of cells by **diffusion**.

During diffusion, particles spread out from where they are in **high concentration** to where they are in **low concentration**.

Diffusion in water is called **osmosis**.

Glucose and oxygen move from the blood **into** cells by diffusion.

Carbon dioxide moves **out of** cells to the blood by diffusion.

Section 5 Knowledge – Unicellular Organisms

A unicellular organism only consists of one cell. They have no fixed shape and are adapted to carry out many different functions.



- Microscopic organism found in fresh water
- Contain chloroplasts and make their own food by photosynthesis
- Eye spot that detects light
- Flagellum allows movement towards light to make more food

Amoeba



- Nucleus controls growth and reproduction
- Move by moving part of their body and the rest follows slowly in the same direction
- Eat bacteria, algae, and plant cells by engulfing them
- Reproduce by splitting in half (binary fission)

Section 6 Knowledge – Structure of Bacteria

Key Words

Nucleus – Controls the cell and contains the genetic material

Cell Membrane – Controls what substances can get in and out of the cell

Cytoplasm – The liquid that makes up most of the cell. Where most chemical reactions take place.

Mitochondria – The cell component, where respiration takes place

Cell wall – The plant cell component that surrounds the cell and provides support

Vacuole – The plant cell component that contains cell sap and helps to keep the cell firm

Chloroplast – The plant cell component where photosynthesis takes place

Respiration – A chemical reaction where food and oxygen are converted into energy, water, and carbon dioxide

Photosynthesis- The process plants use to make their own food, glucose. In photosynthesis, carbon dioxide and water react together to make glucose and oxygen

Organism – A living thing

Observation – Carefully looking at an object or process

Specialised Cell – A cell whose shape and structure enable it to perform a particular function

Diffusion – The movement of particles from an area of high concentration to an area of low concentration

Osmosis – The movement of water particles from an area of high concentration to an area of low concentration

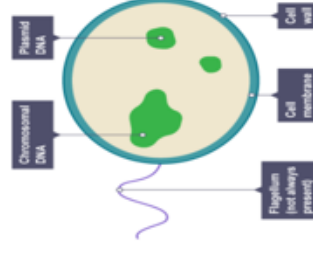
Concentration - A measure of the mass or amount of substance dissolved in a given volume of liquid

Unicellular – Made of only one type of cell

Flagellum – A tail like structure that allows euglenas to move

Section 6 Knowledge – Structure of Bacteria

| Component | Function/description |
|-----------------------------|--|
| Cell wall | Tough outer layer of the cell, which provides strength and support to the cell. |
| Large circular DNA molecule | Bacteria do not have a nucleus and their genetic material (DNA) is not arranged into chromosomes. |
| Cell membrane | Permeable inner layer that surrounds the cell and controls which substances can pass into and out from the cell. |
| Cytoplasm | Liquid that makes up most of the cell in which chemical reactions happen. This is mainly water. |
| Plasmids | Small circular section of DNA that can move from one bacterium to another. |



What do I already know? (Prior knowledge)

Animals and Plants are made up of different parts e.g. roots, stem, leaves, flowers

Knowledge Organiser - Physics

Science theme: Motion and Forces

Wider world and careers: Careers in engineering, transport, space exploration, telecommunications, manufacturing, robotics and architecture



Knowledge Organiser – Year 7 Science – Forces

Section 1 Knowledge – Introduction to Forces

What are forces?

A **force** can be a *push* or a *pull*.

Forces can be measured using a **newtonmeter**.
Forces are measured in **newtons (N)**.



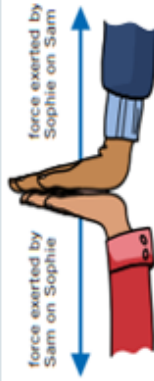
Contact forces occur when objects are touching, for example:

- **friction**
- **drag forces (air resistance and water resistance)**
- support forces (e.g., **reaction forces**)

Non-contact forces work at a distance, for example:

- **gravity**
- **magnetic force**
- **electrostatic force**

Forces always occur in pairs.
The pairs are called **interaction pairs**.

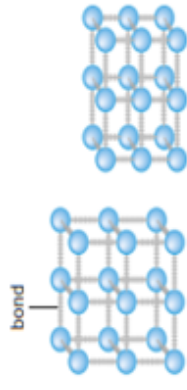


Section 2 Knowledge – Reaction Forces

Reaction forces

When you stand on the floor:

- your weight pushes the particles in the floor together
- the bonds between the particles are **compressed**
- the compressed particles push back and support you.



A support force that balances the weight of an object is called the reaction force.

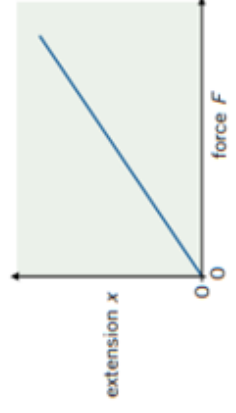
Upthrust is another example of a support force.

Section 3 Knowledge - Hooke's Law

Hooke's law

Some objects – like springs – can be **stretched** when pulled.
The amount they stretch by is called the **extension**.
A force called **tension** makes a spring return to its original length (unless it has gone beyond its **elastic limit**).

Hooke's law states that the extension of a spring doubles when you double the force. This means there is a **linear** relationship between force and extension.



What do I already know? (Prior knowledge)

Objects will move differently on different surfaces.

Knowledge Organiser - Physics

Science theme: Motion and Forces



Wider world and careers: Careers in engineering, transport, space exploration, telecommunications, manufacturing, robotics and architecture

Knowledge Organiser – Year 7 Science – Forces

Section 4 Knowledge – Balanced and Unbalanced Forces

Balanced and unbalanced forces

When the forces acting on an object are the same size, but act in opposite directions, we say that they are **balanced**.

The balanced forces cancel out, and the object is in **equilibrium**.



If the forces are not the same size, and do not cancel each other out, we say they are **unbalanced**.

The larger the difference between unbalanced forces, the quicker the object will change speed.



Key Words

Push – A type of force

Pull – A type of force

Contact Force – A force that acts when an object is in contact with a surface, air or water

Non-Contact Force – A magnetic, electrostatic or gravitational force that acts between objects not in contact

Interaction Pair – When two objects interact there is a force on each one that is the same size but in opposing direction

Newtonmeter – A piece of equipment used to measure weight in Newtons

Newton (N) – The unit of force, symbol N

Deform – To change shape

Compress – To squash into a smaller space

Stretch – An object can be stretched if you exert a force on it

Reaction – The support force provided by a solid surface like the floor

Extension – The amount by which an object gets longer when a force is applied

Tension – A stretching force

Elastic limit – The point beyond which a spring will not return to its original length when the force is removed

Hooke's Law – A law that says that if you double the force on an object the extension will double

Balanced – Forces acting on an object that are the same size but act in opposite directions

Equilibrium – When the forces in a system are balanced

Unbalanced – Opposing forces on an object that are unequal

Driving force – The force that is pulling or pushing something

Resistive force – Any force that acts to slow down a moving object

Knowledge Organiser - Chemistry

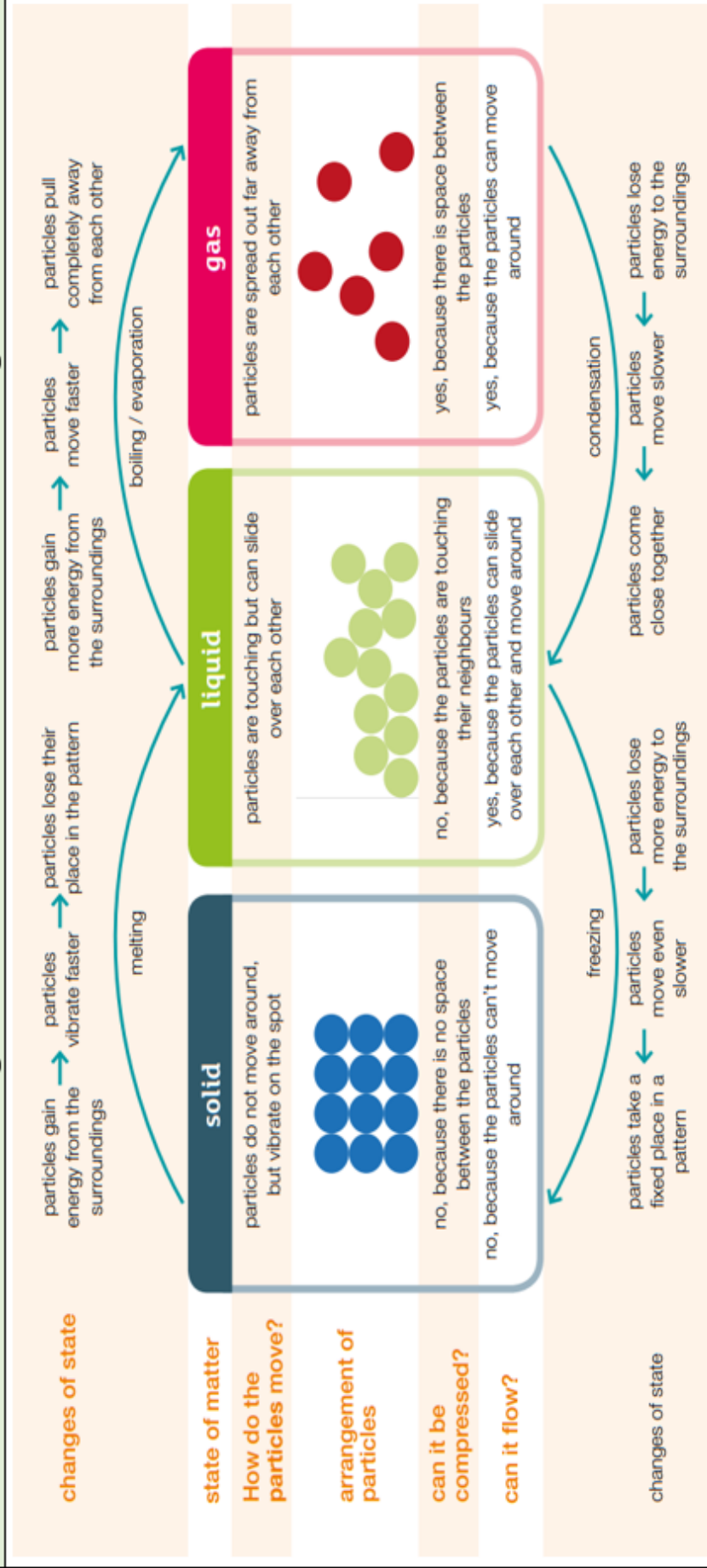
Science Theme: Particles



Wider world and careers: Careers in forensic science, chemical engineer, environmental chemist, lab technicians, environmental chemist

Knowledge Organiser – Year 7 Science – Particles

Section 1 Knowledge – Particle Model, States of Matter and Changes of State



⊕

What do I already know? (Prior knowledge)

- Materials can be grouped together depending on whether they are solids, liquids or gases.
- Materials change state when they are heated or cooled
- Evaporation is when a liquid changes to a solid. Condensation is when a gas turns to a liquid.

Knowledge Organiser - Chemistry

Science Theme: Particles

Wider world and careers: Careers in forensic science, chemical engineer, environmental chemist, lab technicians, environmental chemist



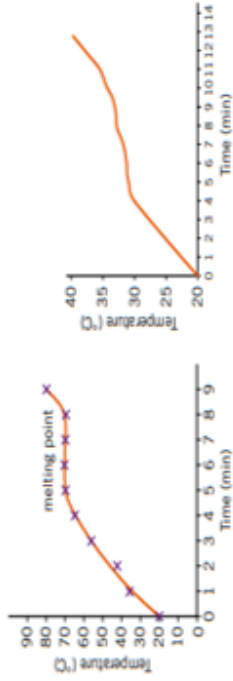
Knowledge Organiser – Year 7 Science – Particles

Section 2- Melting and Boiling Points

Melting and boiling points

Melting point — the temperature at which a **substance** melts
Boiling point — the temperature at which a substance boils

If you heat a **solid** and plot a graph of temperature against time:



the melting point will appear as a flat line if the substance is **pure** (has only one type of particle).

If you don't see a flat line, the substance is a mixture (has different types of particle).

Section 3 – Diffusion

Diffusion

Particles move about randomly in liquids and gases and spread out through **mixtures**. This process is called diffusion. How quickly diffusion happens depends upon three variables:

| Variable | Effect on diffusion |
|-----------------|--|
| temperature | diffusion is faster at higher temperatures because particles move faster when hotter |
| particle size | diffusion is slower with larger, heavier particles |
| state of matter | diffusion is: <ul style="list-style-type: none"> • fast in gases • slow in liquids • doesn't happen in solids |

Section 4 – Gas Pressure

Gas pressure

Gas particles move around, colliding with the walls of a container they are in. This causes a force called pressure. It depends on three variables:

| Variable | Effect on gas pressure |
|--------------------|---|
| temperature | Pressure increases at higher temperatures because particles move faster and therefore collide more frequently with the container. |
| particle size | Pressure increases with greater numbers of particles because there are more particles colliding with the walls of the container. |
| state of container | Pressure decreases as the size of container increases because particles have more space to move around, so they don't collide with the walls of the container as often. |

Key Words

Material – The different types of stuff that things are made from

Particle – The tiny things that materials are made from

Mixture – Made up of substances that are not chemically joined together

Substance – A material that is not a mixture. It has the same properties all the way through

Property – A quality of a substance or material that describes it appearance of how it behaves

Solid – A substance that cannot be compressed and it cannot flow

Liquid – A substance can flow but not be compressed

Gas – A substance that can flow and be compressed

Melting – The change of state from solid to liquid

Freezing – The change of state from liquid to solid

Boiling – The change of state from liquid to gas that happens when bubbles of the substance in its gas state form throughout the liquid

Evaporation – The change of state from liquid to gas that happens when particles leave the surface of the liquid. It can happen at any temperature

Condensation – Change of state from gas to liquid

Sublimation - Change of state from solid to gas

Diffusion – The movement of particles from an area of high concentration to an area of low concentration

Pressure – Force exerted over an area

Curriculum Subjects - Spanish

Autumn Term Overview

Spanish Progression Map



The Spanish-Speaking World

Knowledge of which countries speak Spanish, and why Spanish is an increasingly important commercial and cultural language in today's society.



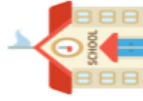
Phonics

Knowledge of how to pronounce Spanish words, recognising roles and patterns, and making a correlation between the written and spoken word.



Myself & Family

Knowledge and use of the language needed to introduce themselves, giving details such as name, age, birthday, pets, siblings. Use of key verbs in the PRESENT tense.



My Life at School

Knowledge and use of the language needed to talk about aspects of school, such as opinions of subjects, details of timetable and description of school. Use of opinion verbs, connectives and adjectives.



Food & Drink

Knowledge and use of the language needed to talk about food and drink, including their opinions, details of restaurant. Knowledge of the traditional / typical dishes of Spain and other Spanish-speaking communities



Technology and Media

Knowledge and use of the language needed to talk about spare time activities, focusing upon mobile technology, music and TV. Knowledge and use of language needed to make arrangements to go out. Awareness and use of the CONDITIONAL tense.



Holidays & Tourism

Knowledge and use of the language needed to talk about holidays - destinations, travel, accommodation, activities and opinions. Use of the PRETERITE tense to describe one-off actions and events in the past.



Where I Live

Knowledge and use of the language needed to talk about their house and town. Use of the NEAR FUTURE tense to refer to upcoming events.

Everyday Life

Knowledge and use of the language needed to talk about their likes and dislikes, describe a typical week. Use of the NEAR FUTURE tense to discuss upcoming events



Cinema

Knowledge and use of the language needed to talk about film and cinema. Knowledge of important films from Spain and other Spanish-speaking communities



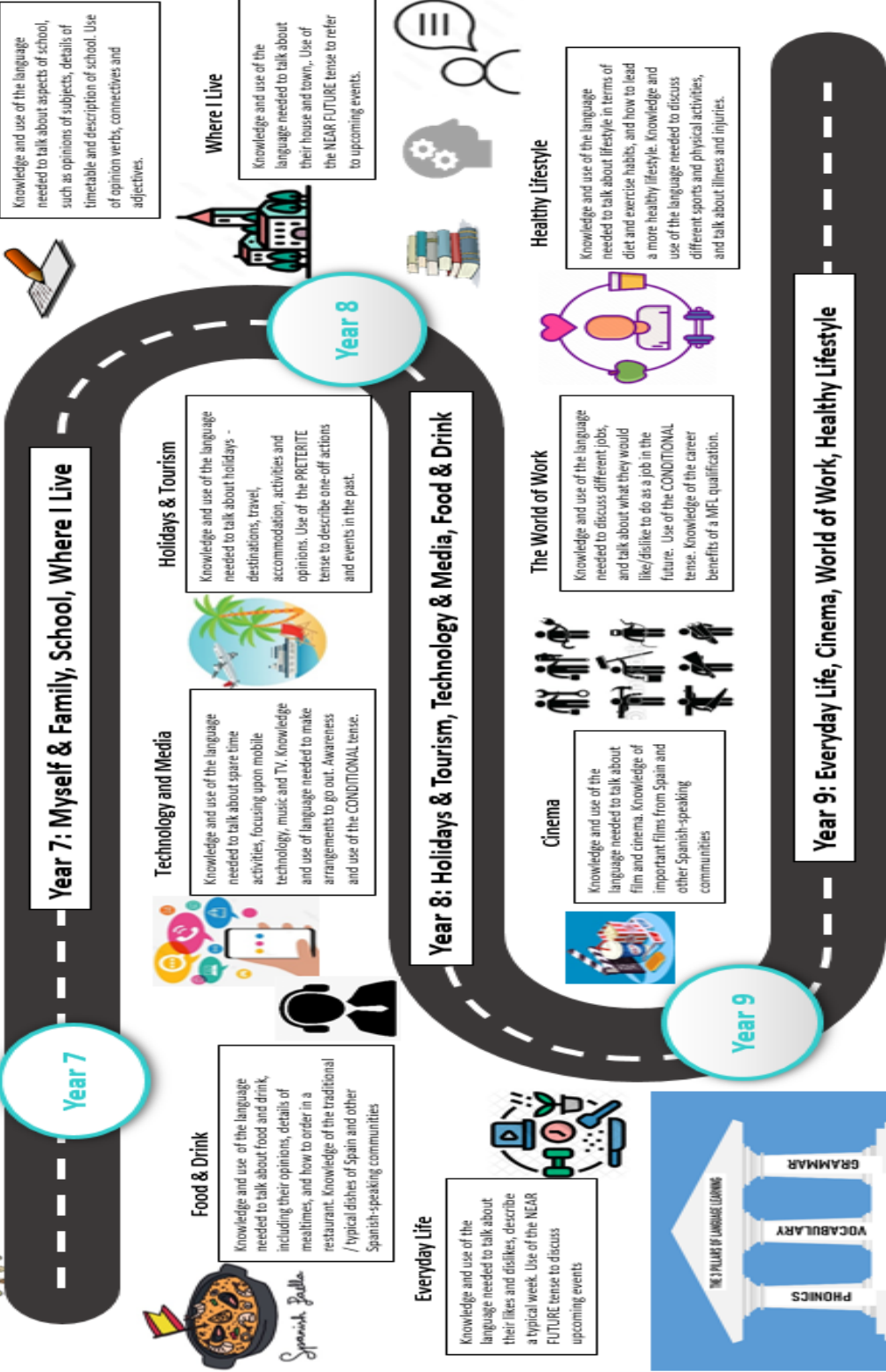
The World of Work

Knowledge and use of the language needed to discuss different jobs, and talk about what they would like/dislike to do as a job in the future. Use of the CONDITIONAL tense. Knowledge of the career benefits of a MFL qualification.



Healthy Lifestyle

Knowledge and use of the language needed to talk about lifestyle in terms of diet and exercise habits, and how to lead a more healthy lifestyle. Knowledge and use of the language needed to discuss different sports and physical activities, and talk about illness and injuries.



• understanding and acceptance of people/culture/customs from other countries and language groups • development of language-learning skills, transferable to ANY language
• development of metacognitive, problem-solving and communication skills • extension of students' cultural capital

Disciplinary Vocabulary for Spanish

Pronunciation
Gender
Singular

Phonics
Definite articles
Plural

Syllables
Indefinite articles

Emphasis
Adjectival agreement

Knowledge Organiser - Spanish

Knowledge Organiser – Spanish

Section 1 Disciplinary Knowledge

Using connectives

You can make your sentences more interesting by using connectives:

- o **y** and **también** also, too
- o **pero** but

Look at the texts in exercise 5 and see how connectives are used.

Palabras muy frecuentes - High-frequency words

High-frequency words are ones that you will meet and need to use often, so make sure you know them. Create your own dictionary of high-frequency words.

- o **tengo.../no tengo...** I have/I haven't
- o **soy.../no soy...** I am/I am not
- o **y** and
- o **pero** but
- o **también** also, too
- o **muy** very
- o **bastante** quite
- o **un poco** a little

Pronunciación

r and **rr** are different sounds in Spanish.

r Touch your tongue behind your front teeth to get a Spanish **r**.

rr Sounds like an engine revving - put your tongue just behind your front teeth and growl like a dog!



Zona Cultura

Here are some of the most popular names in Spain. How would you pronounce them?

- | | |
|------------------------|------------------------|
| Nombres de niño | Nombres de niña |
| Iván | Sofía |
| Jaime | Ana |
| Samuel | Julia |
| Alejandro | Claudia |
| Daniel | Irene |
| David | Ángela |

Making your writing interesting

Look at how Antonio makes his message interesting. He uses:

- o connectives - **y**, **pero**, **también**
- o intensifiers - **muy**, **bastante**, **un poco**
- o verbs: to talk about himself and others - **soy**, **tengo**, **vivo**, **es**, **son**
- o adjectives: to describe himself and others - **soy bastante sincero**, **es tonta**
- o negatives - **no soy tímido**

Prior Knowledge—What do I already know?

Verbs Words for being or actions

Adjectives Words which describe nouns (people/places/things)

Connectives Words which link other words; phrases; sentences or paragraphs together

Section 2 Grammar Knowledge

Gramática

In Spanish, all nouns are either masculine (m) or feminine (f). There are four words in Spanish for 'the':

| | singular | plural |
|------------------|-------------------------|----------------------------|
| masculine | el tigre (the tiger) | los tigres (the tigers) |
| feminine | la jirafa (the giraffe) | las jirafas (the giraffes) |

Gramática

Spanish verb endings change to show the person the verb refers to. Regular verbs work like this:

- ¿Cómo te llamas? What are you called?
- Me llamo... I am called...
- ¿Dónde vives? Where do you live?
- Vivo en... I live in...

Gramática

Tener (to have) is an irregular verb.

- tengo I have
- tienes you have
- tiene he/she has

When you give your age in English, you say: 'I am twelve.' In Spanish, you say: **Tengo doce años**. What does this mean, literally?

Gramática

Ser (to be) is an important irregular verb.

- soy I am
 - eres you are
 - es he/she/it is
- To make a sentence negative, put **no** before the verb.
- No soy tímido. I am **not** shy.
No es verdad. It is **not** true.

Gramática

Adjectives have masculine and feminine forms, and singular and plural forms.

If an adjective ends in -o in the masculine form, it changes to -a in the feminine form. If it ends with any other letter than -o, it stays the same.

| | singular | masculine | feminine | plural | masculine | feminine |
|----------|----------|-----------|----------|---------|-----------|-----------|
| amarillo | amarillo | blanco | verde | azul | amarillos | amarillas |
| blanco | blanco | verde | azul | blancos | verdes | azules |
| verde | verde | azul | rojo | verdes | rojos | rojas |
| azul | azul | rojo | negro | azules | rojos | rojas |
| rojo | rojo | negro | gris | rojos | negros | grises |
| negro | negro | gris | rojo | negros | grises | rojas |
| gris | gris | rojo | negro | grises | rojos | negros |
| rojo | rojo | negro | gris | rojos | negros | grises |
| negro | negro | gris | rojo | negros | grises | rojas |
| gris | gris | rojo | negro | grises | rojos | negros |

Gramática

In Spanish, the word 'y' changes, depending on whether a noun is masculine or feminine. The words for 'and' in Spanish are:

| | masculine | feminine |
|---------|-----------|----------|
| and | y | e |
| brother | hermano | hermana |
| sister | hermano | hermana |

Herminando means either half-brother or stepbrother. Herminando means either half-sister or stepsister.

Gramática

Adjectives have masculine and feminine forms. Many adjectives end in -o or -a in the singular.

| | masculine | feminine |
|-----------|-----------|-----------|
| tímido | tímido | tímida |
| simpático | simpático | simpática |
| tranquilo | tranquilo | tranquila |
| divertido | divertido | divertida |

Knowledge Organiser - Spanish



Knowledge Organiser – Spanish

Section 4 Vocabulary Knowledge

Saludos Greetings

| | | | |
|----------------|---------------|------------------|----------------------|
| ¡Hola! | Hello! | ¿Cómo te llamas? | What are you called? |
| ¿Qué tal? | How are you? | Me llamo... | I am called... |
| Bien, gracias. | Fine, thanks. | ¿Dónde vives? | Where do you live? |
| fenomenal | great | Vivo en... | I live in... |
| regular | not bad | ¡Hasta luego! | See you later! |
| fatal | awful | ¡Adiós! | Goodbye! |

¿Qué tipo de persona eres? What sort of person are you?

| | | | |
|-------------|-----------|-------------|-------------|
| Soy... | I am... | listo/a | clever |
| divertido/a | amusing | serio/a | serious |
| estupendo/a | brilliant | simpático/a | nice, kind |
| fenomenal | fantastic | sincero/a | sincere |
| generoso/a | generous | tímido/a | shy |
| genial | great | tonto/a | silly |
| guay | cool | tranquilo/a | quiet, calm |

Mi pasión My passion

| | | | |
|-----------------|------------------|-----------|----------|
| Mi pasión es... | My passion is... | el fútbol | football |
| Mi héroe es... | My hero is... | la música | music |
| el deporte | sport | el tenis | tennis |

¿Tienes hermanos? Do you have any brothers or sisters?

| | | | |
|-----------------|---------------------------|----------------------------|---------------------------------------|
| Tengo... | I have... | un hermanoastro | a half-brother/stepbrother |
| una hermana | a sister | No tengo hermanos. | I don't have any brothers or sisters. |
| un hermano | a brother | Soy hijo único/hija única. | I am an only child. (male/female) |
| una hermanastra | a half-sister/step-sister | | |

¿Cuántos años tienes? How old are you?

| | | | |
|------------------------------|-----------------------------|------------|-----------|
| Tengo... años. | I am... years old. | mayo | May |
| ¿Cuándo es tu cumpleaños? | When is your birthday? | junio | June |
| Mi cumpleaños es el... de... | My birthday is the... of... | julio | July |
| enero | January | agosto | August |
| febrero | February | septiembre | September |
| marzo | March | octubre | October |
| abril | April | noviembre | November |
| | | diciembre | December |

¿Tienes mascotas? Do you have pets?

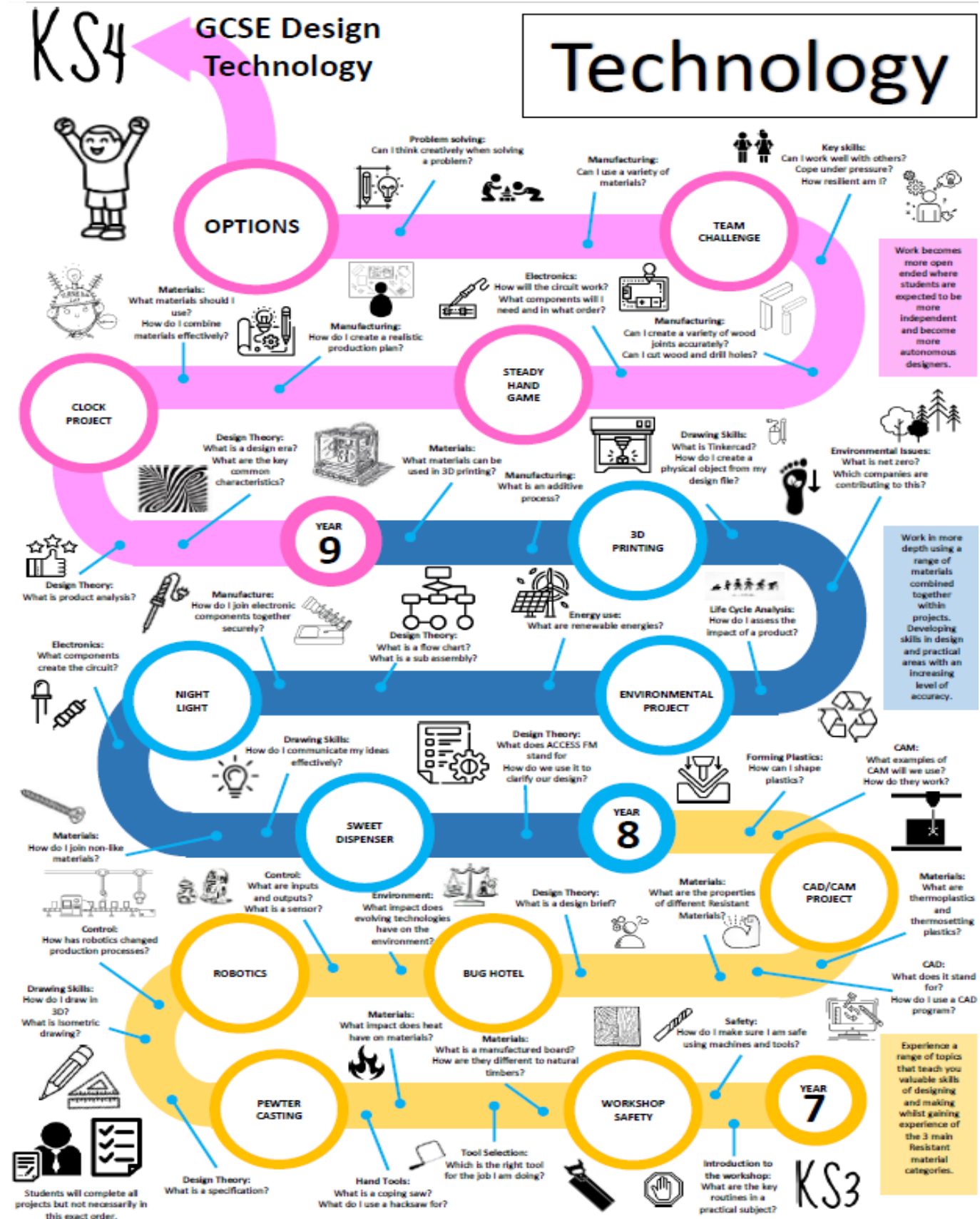
| | | | |
|------------|--------------|--------------------|------------------------|
| Tengo... | I have... | un pez | a fish |
| un caballo | a horse | un ratón | a mouse |
| una cobaya | a guinea pig | una serpiente | a snake |
| un conejo | a rabbit | No tengo mascotas. | I don't have any pets. |
| un gato | a cat | ¿Cómo es? | What is it like? |
| un perro | a dog | ¿Cómo son? | What are they like? |

Los colores Colours

| | | | |
|------------|--------|---------|--------|
| blanco/a | white | gris | grey |
| amarillo/a | yellow | marrón | brown |
| negro/a | black | azul | blue |
| rojo/a | red | rosa | pink |
| verde | green | naranja | orange |

Curriculum Subjects - Technology

Autumn Term Overview—Technology



Knowledge Organiser - Technology

Technology Knowledge Organiser Year 7



| Specialist Vocab | | Materials | |
|---|--|----------------|---|
| BIODIVERSITY: the variety of plant and animal life in the world or in a particular habitat | ISOMETRIC: Isometric projection is a method for visually representing three-dimensional objects in two dimensions | Plywood | A Thermoplastic available in lots of colours |
| DESIGN BRIEF: The brief outlines what problem a design will solve | FLOWCHART: A flowchart is a type of diagram that represents a workflow or | Cork | type of strong wooden board consisting of two or more layers glued and pressed together with the direction of the grain alternating |
| | | Acrylic | an engineered wood product made by breaking down hardwood or softwood residuals into wood fibres, often in a defibrator, combining it with wax and a resin binder, and forming it into panels by applying high temperature and pressure |
| | | MDF | obtained from the bark of a tree, the Cork Oak, or more exactly from the outside layer of the trunk of the trees. |

Key Knowledge

More than 1.5 million species of insects have been named, with more yet to be discovered. Many species of insects recycle plant material. Termites consume wood, breaking down dead trees. Other insects feed on dead leaves, decaying animals, and other materials in the environment. Flies, for example, eat everything from fruits to animal waste and rotting meat. Without our insect recyclers, we would drown in our own natural wastes

Almost everyone knows that bees pollinate flowers. They are an important link in the chain that produces nuts, fruits, seeds, and vegetables. Beetles, however, are also effective pollinators. Beetles are actually responsible for pollinating 88% of the world's plants

Our bug hotels will provide a habitat where insects can live and encourage a range of insects into your outdoor spaces. We will be using materials that can withstand an outdoor environment called plywood and we will also be using fallen twigs, sticks and other natural materials to design and develop sections for the bugs to crawl and live in.

Accurate measuring will be essential to a successful outcome, we measure in millimetres and use a try square to ensure all out lines are square and precise.

Tools



Bench Drill



Try Square



Mitre Saw

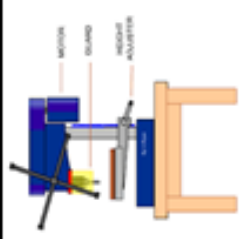


Disc Sander

Manufacturing Process—using the bench drill



1. Always use the guard.
2. Wear goggles when drilling materials.
3. Clamp the materials down or use a machine vice.
4. Never hold materials by hand while drilling.
5. Always allow the 'chippings' to clear the drill by drilling a small amount at a time.



Knowledge Organiser - Technology



Technology Knowledge Organiser Year 7 Pewter Casting

Specialist Vocab

ANNOTATE- Adding comments to drawings to explain them.

SPRUE- When the pewter is poured into the mould.

MINDMAP- A quick collection of ideas.


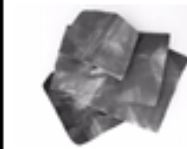



SPECIFICATION- A list of criteria for your design.

Materials

Draw arrows to match the material name to the correct description..

| | |
|-----------|--|
| Acrylic | Used to model the design before starting practical. |
| Pewter | Medium Density Fibreboard- a manufactured timber used to make the mould. |
| Cardboard | Plastic, possibly used to add colour to your cast item |
| MDF | A non ferrous metal alloy with a low melting temperature. |

Tools

| | | | | | | | | | |
|--|---------|--|-------------------|--|------------|--|------|--|----------------|
|  | G Clamp |  | Carborandum Paper |  | Coping Saw |  | File |  | Junior Hacksaw |
|--|---------|--|-------------------|--|------------|--|------|--|----------------|

Key Knowledge.

1. Why is it important to model the design first?

Modelling the design first allows us to work out whether our idea will work in practice and whether or not we would be able to cut the shapes accurately enough.

2. Why should we not go too close to the edge of the mould material when cutting?

The mould material is quite thin and weak so going close to the edge means it is likely to break.

3. Pewter is a combination of what metals?

Pewter is 96% Tin and 4% Copper. It is a non ferrous alloy.

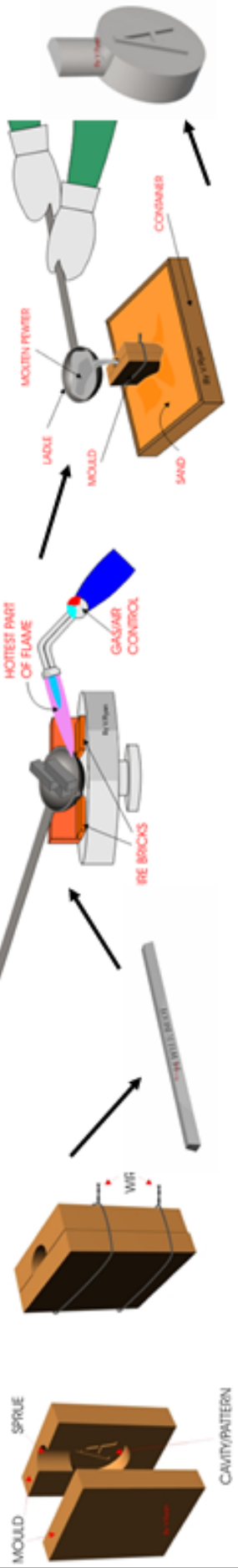
4. Putting the pewter into cold water after casting is known as what?

Quenching

5. Why is the process mentioned above useful?

It cools the metal down quickly meaning we can move on with our practical work without wasting time.

Manufacturing Process- Pewter Casting



Assessment

Formative Assessment

Formative assessment is an ongoing process which happens each lesson in each subject. Through formative assessment, teachers are able to ascertain whether a student has grasped the essential knowledge and concepts needed to move on, and can adapt their planning as a result.

Formative assessment may take many forms, and students will probably be unaware that their teacher is assessing their learning. Common formative assessment may include:

- Asking questions
- Quizzes
- Plickers (an online quizzing tool)
- Marking written work
- Check ins during independent tasks
- Discussion

Summative Assessment

Summative assessments are more traditional, written and graded assessments. These are used to assess whether a student is reaching the expected standard for that part of the year. These may take the form of:

- End of unit tests
- End of term tests
- Extended written responses

Summative assessments usually test knowledge from a specific topic as well as retention of previous topics.

Reporting in Year 7

We will report your child's attainment and progress to you twice per year. This is to ensure that students have sufficient time to embed essential knowledge and revise what they need to know. Teachers will base the grades given on class work, homework, formative and summative assessments and contribution to discussion. Your child will be awarded one of three grades:

*Working at **Greater Depth** within the expected standard. Your child is consistently working above where we expect them to be and has a secure understanding of the knowledge taught in Year 7*

*Working at the **Expected Standard** Your child is consistently working at the level we would expect and has a good understanding of the knowledge taught in Year 7*

*Working **Below the Expected Standard** Your child is consistently working below the level we would expect and has not secured the knowledge taught in Year 7 yet.*

Progress, Homework and Attitude to Learning

Alongside attainment, we will also report on your child's progress, homework and attitude to learning. We will only report on progress in the second report. This is because it is possible for a student to remain at the same attainment level, but be making exceptional, good or insufficient progress within that grade. For instance, a child may be working at Greater Depth, but be making exceptional progress within that and we believe it is important to recognise this.

These grades are displayed as the following text:

- Exceptional
- Good
- Not good enough

Finding Your Way Round our School

A Block

Upstairs in A Block is the **Modern Foreign Languages Faculty**, as well as a **Specialist Computer Room, A1**. Downstairs we have the **School Office, the Finance Team and Mrs Matthews' Office**.

B Block

In the **Learning Resource Centre (LRC)**, students are able to access our wide range of books and our computers, at break, lunch and during Homework Club. Our **Careers Advisor** is also available for Careers Information, Advice & Guidance. One of our specialist **Computer Rooms, B1** is next to the LRC.

The **Canteen & Hall** are in B Block, next to the LRC. Assemblies will be held in here, as well as some Drama lessons. Of course the Canteen is also there for food at break and lunch! The **Gym and Gym Changing Rooms** are next to the Hall.

The **Maths Faculty** is upstairs in rooms B10 to B16. You will also find the Exams Office and the Year 11 Common Room on the first floor in B Block.

On the top floor in B Block are two of our **Geography** classrooms, B17 & B18.

The **Wellbeing Hub** is situated at the entrance to B Block and provides a fantastic space to support individuals and groups of students at break, lunch and before/after school. Outside the Hub is our **Sensory Garden**, where students can go if they need to have a quiet space at social times. Next to the Hub is **Mr Canham's Office**.

The **Science Corridor** runs the length of B Block downstairs and contains **Laboratories B2 to B5**, as well as the **Science Prep Room**, where Flint, our therapy dog is based, with his owner Mr Etherington and the **Science Office**. On this corridor you will also find the **Year 10 & Year 11 Toilets**.

Just along from the Science Office is our **Pastoral Support Room**, where you will find our Year 11 Prefects running our **Student Hub** each week, as well as our **Counsellors and School Nurses** (available to support via referral from Head of Year).

B Block Extension

Our **Music and Drama** rooms are accessed at the end of the Science corridor, with our Music classroom in B6, along with 3 **Music Practice Rooms**. Next door to Music is the **Drama Studio, B7**.



Finding Your Way Round our School

C Block

Computing (part of the Technology Faculty) is based in our specialist computer rooms, C1 & C2, next to the **IT Support Office**, where students can ask any technical questions regarding email accounts etc. **Mr Dudley's Office** is on the corner of C Block corridor, next to the **Humanities Faculty**, which consists of **Geography, History and RE**, taught in rooms C3, C4, C5 and C6.

Art & Design rooms C7 and C8 are next to the **Humanities Office**. The **Year 9 Toilets** are next to C5.

The **Food Technology** rooms are in C9 & C10, next to the **Technology Rooms** in C11, C12 and C13. These contain a wide range of specialist equipment including 3D printers and our laser cutter, which enable students to create a range of products.

The **Year 8 Toilets** are between C11 & C12.

D Block and E Block

D Block and E Block are home to the **English Faculty**, as well as the **English Office** in D Block.

There is also a Year 7 Toilet in E Block for emergency use (the main **Year 7 Toilets** are in the **Sports Hall building**).

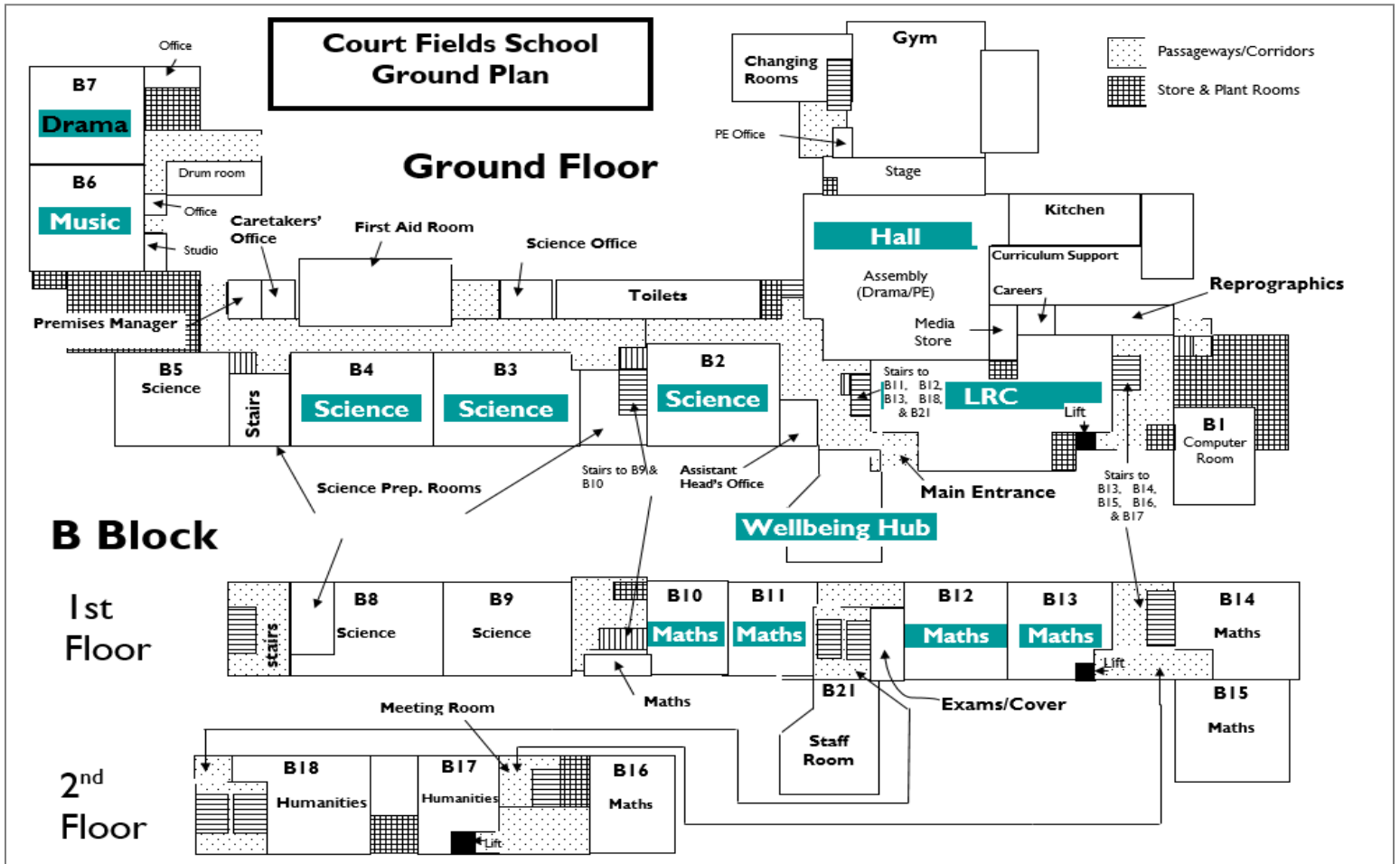
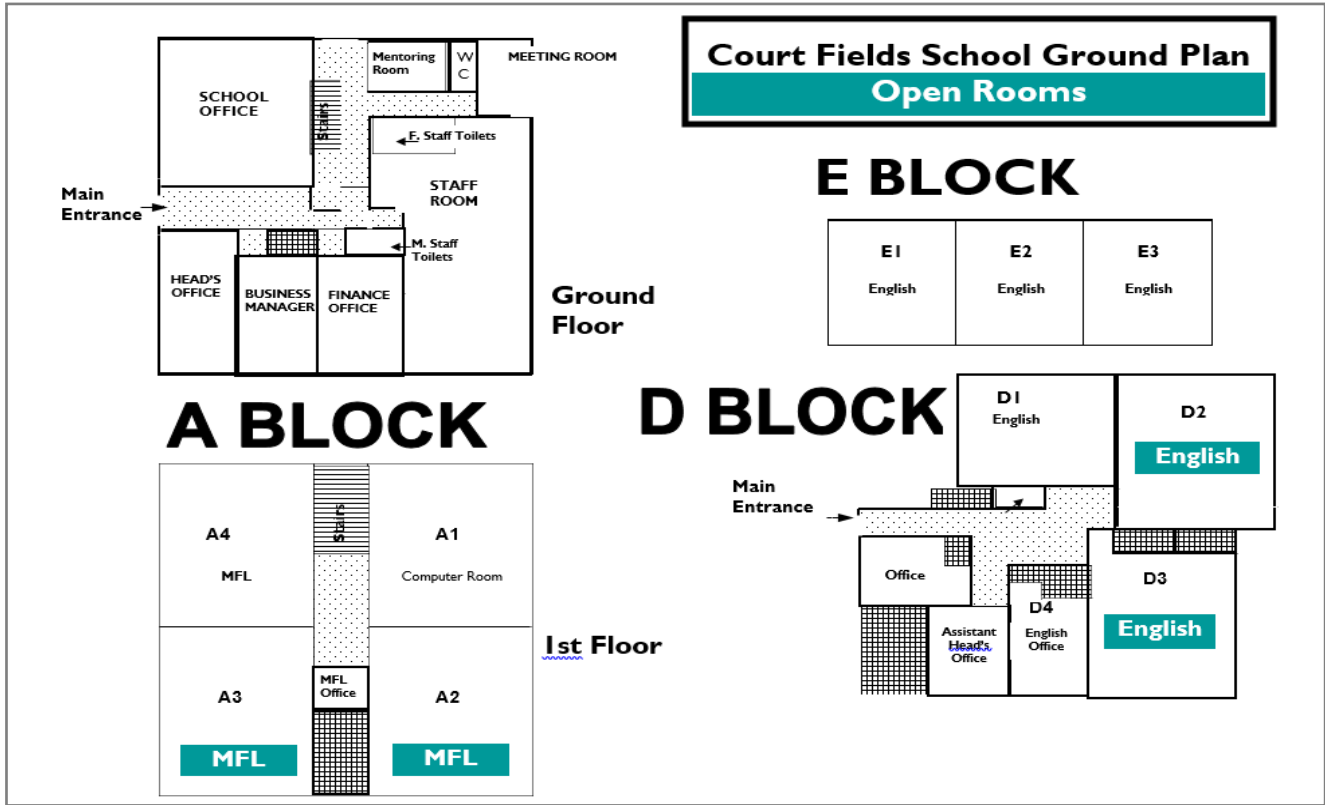
Sports Hall and Learning Support

Inside the Sports Hall Foyer you will find the **PE Office**, with the **Sports Hall Changing Rooms** and the **Sports Hall** itself straight through the double doors in front of you.

To the right of the foyer is the **Learning Support Faculty**, where a wide range of students may access interventions and support at some time in their school career. Our SENCO, Mrs McCarthy works in the **Learning Support Office**, half way along the Learning Support corridor.

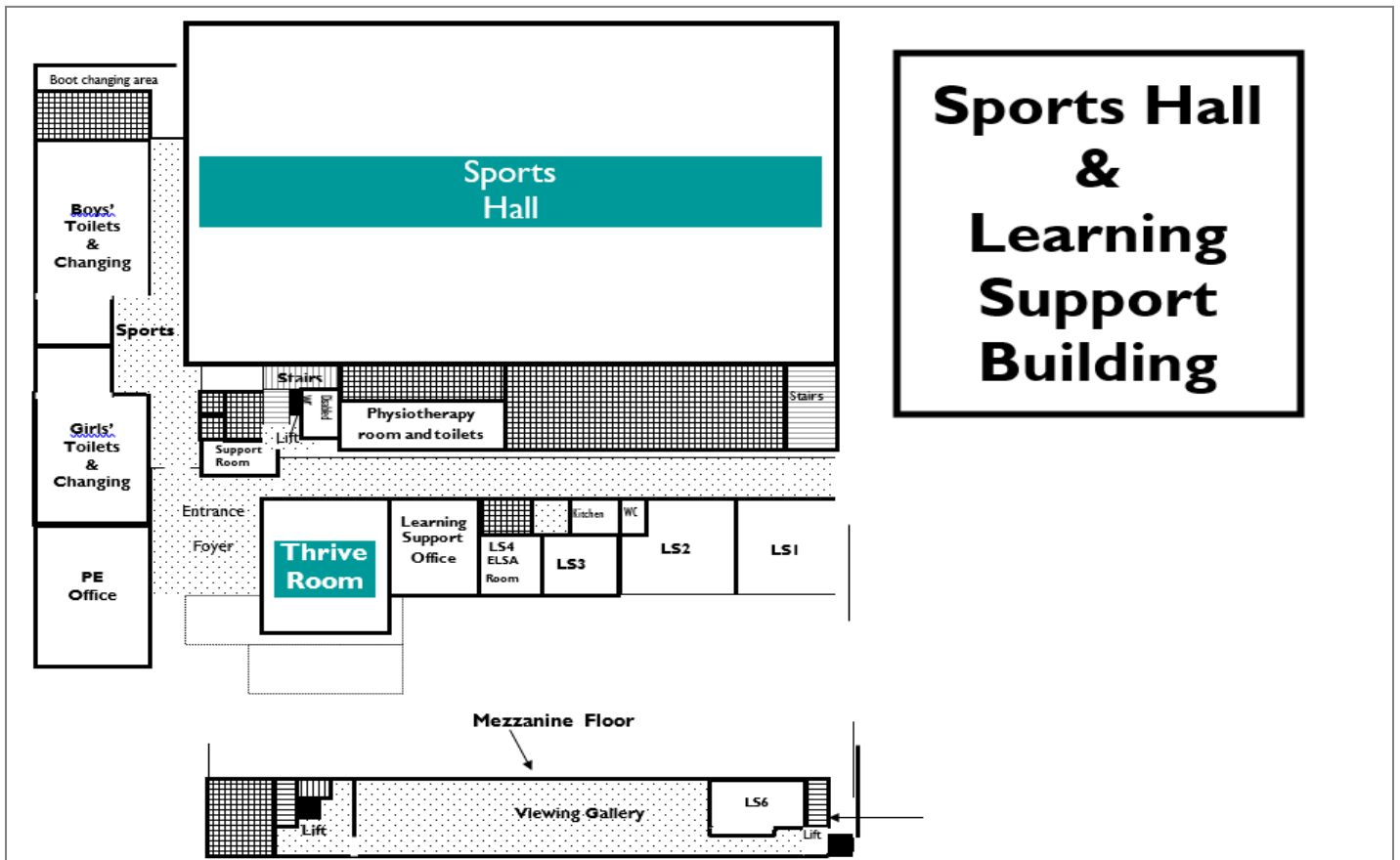
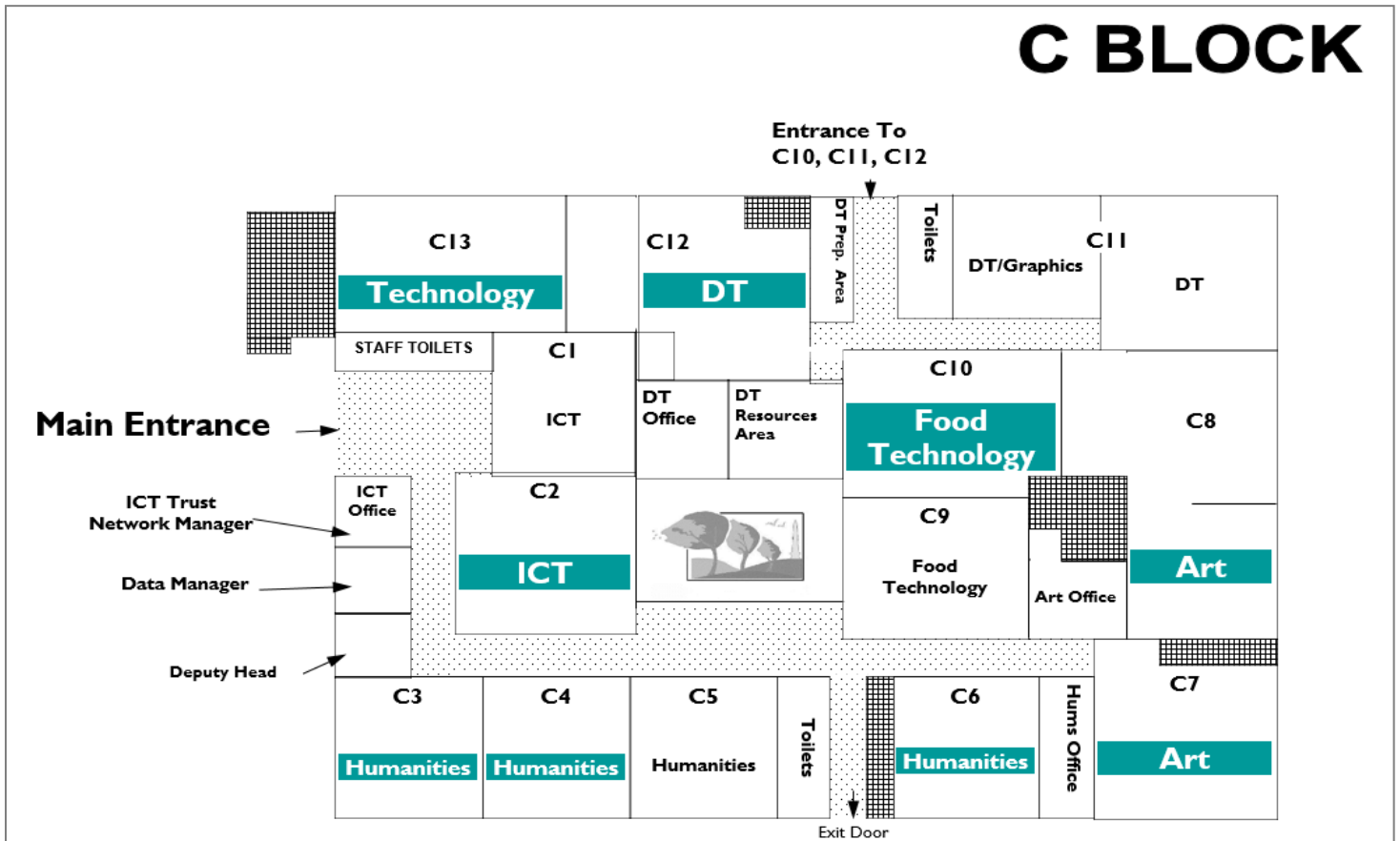


School Map



School Map

C BLOCK



Safeguarding



Mrs Westwood
Lead Designated
Safeguarding Officer

Mr Canham



Mrs McCarthy



Deputy Designated
Safeguarding Officers

Safeguarding Team



Mrs Hartnell



Mrs Lowe



Safeguarding Officers



Mrs Hembrow
Safeguarding
Governor

Mrs Matthews
SLT Designated
Safeguarding Officer



Safeguarding

Court Fields School is committed to safeguarding and promoting the welfare of children and young people.

We ensure that consistent and effective safeguarding procedures are in place to support children, families and staff at school. All concerns are passed through the members of staff who are trained as Designated Safeguarding Officers who make up the Safeguarding Team in school. This team is led by Mrs Westwood, as our Designated Safeguarding Lead.

As a wider school team we understand our obligation that Safeguarding is everyone's responsibility, not just the members of the Safeguarding team. This is a clear expectation, which is upheld by all members of our school staff.

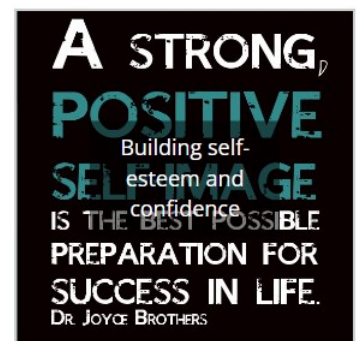
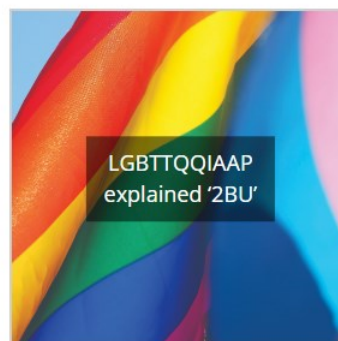
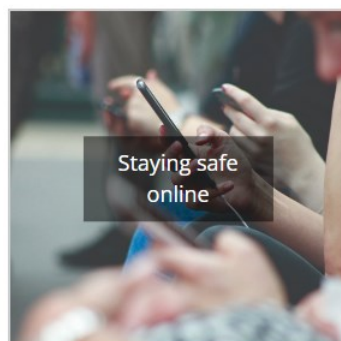
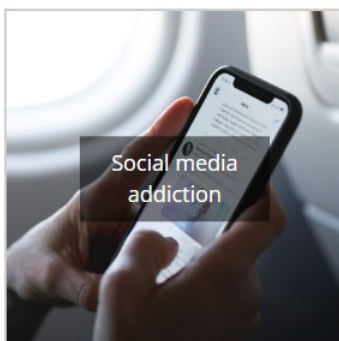
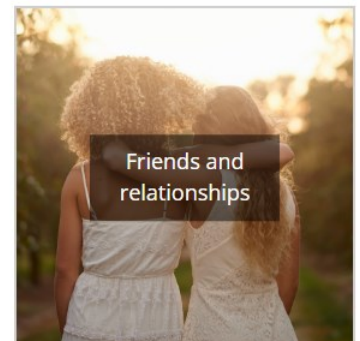
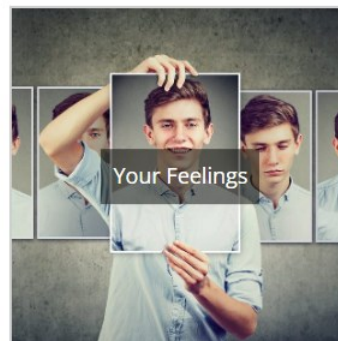
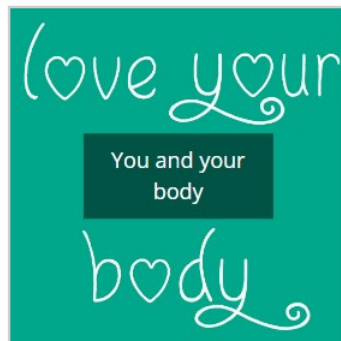
We also know how important it is for our students to safeguard each other, and we ensure that they have the opportunity to tell us if they're worried about something. That could be about themselves or someone else. They could speak to their Tutor, or one of our Safeguarding Team, to the Pastoral Staff in the Hub, to another trusted adult, or by sending an email to safeguarding@courtfields.net.

SAFE: Help & Support

Students are also supported by our 'SAFE' online resource

SAFE is there to help students whether they have a problem or maybe are worried about one of their friends, and also to support parents and families to report safeguarding issues to us and find useful information on a wide range of issues.

The online platform is available on our website – there is a tab you can click on at the bottom of our home page, we also have SAFE tabs in the search sections on the web page.



Key Dates

Autumn Term

| | |
|--------------------|-----------------------------|
| 4th September | Inset Day |
| 5th September | Inset Day |
| 6th September | Year 7 start school |
| 7th September | Years 8-11 return to school |
| 20th October | Inset Day |
| 23rd—27th October | Half Term |
| 30th October | Inset Day |
| 31st October | Students return to school |
| 18th—29th December | Christmas holidays |

Spring Term

| | |
|----------------------|---------------------------|
| 1st January | Bank Holiday |
| 2nd January | Inset Day |
| 3rd January | Students return to school |
| 12th—16th February | Half Term |
| 19th February | Students return to school |
| 29th March | Good Friday |
| 1st April | Easter Monday |
| 2nd April—12th April | Easter holidays |

Summer Term

| | |
|---------------------|--|
| 15th April | Students return to school |
| 6th May | Bank Holiday |
| 27th May-31st May | Half Term |
| 3rd June | Students return to school |
| 24th June—26th June | Enrichment Days for Years 7-10 |
| 27th June | Inset Day |
| 28th June | Inset Day |
| 1st—5th July | Year 10 Work Experience Week |
| 2nd July | Year 6 Transition Day 1 |
| 3rd July | Year 6 Transition Day 2 |
| 3rd July | Year 6 Parents' Meeting 6:00-8:00pm |
| 23rd July | Last day of term – early finish at 12:45pm |
| 24th July | Inset Day |

Useful Information & Contacts

If you have any questions or would like more information about any aspect of school, please follow the contacts process below. The school operates a 48 hour response system to ensure that you receive a response in a timely manner. We encourage parents and staff to use email where possible as this is the quickest and easiest method of communication.

General/Pastoral Questions

Please contact your child's Tutor using the email contacts on page 6. Tutors can either answer your query, or direct it appropriately to someone in a position to respond.

Subject/Lesson Questions

If your query relates to a specific subject/lesson please contact that Faculty using the details on the Subject pages in this guide. All teachers email addresses are there first initial surname@courtfields.net (example, for Miss A Smith—asmith@courtfields.net)

For anything else, please contact the School Office at schooloffice@courtfields.net, or by phone on 01823 664201.

SEND Questions/Support

Please contact our SEND Team using the email address sen@courtfields.net.

Safeguarding Concerns

Please use our email safeguarding@courtfields.net. If you believe a child is at immediate risk of harm, you should contact the Police or Somerset Children's Social Care on 0300 123 2224.

**Achieve.
Belong.
Participate.**

To keep up to date with all school matters, please visit our new website regularly at www.courtfields.net. In particular please see the 'For Parents' and the 'Safeguarding' tabs. On our website you will find a wide range of useful information, including information on our ClassCharts online system for behaviour, attendance and homework, our uniform guidance and much more.

We also have a Parent Bulletin which is uploaded to our website and emailed to parents at the end of each week, also Facebook, Instagram and twitter keep parents informed and up to date with what is happening in school, key messages and celebrations of success. Please do check this regularly, as it contains key information as well as good news. Biannually, we publish on our website a Magazine for parents, students, staff and our wider community. Again, this provides vital information, but also gives greater opportunities for celebrating our successes.

We also run our Court Fields Community Group (formerly the Friends of Court Fields). We would encourage prospective parents/carers to join this group, so please do get in touch using the email schooloffice@courtfields.net, or by phone on 01823 664201 to express your interest.

www.courtfields.net
f CourtFieldsSchool
t @CourtFieldsSch
i @courtfieldsschool



Court Fields School
Mantle Street, Wellington
Somerset, TA21 8SW
T: 01823 664201
E: schooloffice@courtfields.net