

# Ysgol Penglais School Year 7 Curriculum Booklet



Please contact your Year Leader, Miss K. Thomas, or the Form tutor should you need further information.

## **Vision and Values of Penglais School**

Ysgol Penglais is a happy, ambitious and high achieving school where everyone is respected and valued. We are a strong community where everyone cares for each other, knowing that only through collaboration and respect will we achieve and become our very best. The school is vibrant with student and staff co-operating, learning, thinking and working hard. We recognise that overcoming challenges is key to success and by developing bravery, confidence and resilience our students will become successful citizens of their communities, Wales and the world.

We will achieve this vision together through our school values:

**BE RESPECTFUL AND  
KIND**

**BE AMBITIOUS AND  
RESILIENT**

**DEVELOP  
INDEPENDENCE AND  
CONFIDENCE**

**TAKE PRIDE IN  
BELONGING TO OUR  
COMMUNITY**

**CELEBRATE DIVERSITY  
AND SUCCESS**



## Homework for Year 7 students

- Each homework session should take students around 20-30 minutes.
- Some homework tasks may take longer than 30 minutes and these will be allocated two or more homework sessions.
- Students should write down their homework sessions each day in their planner.

### **Supporting your child with their homework**

#### **General Advice:**

- All students are different and have different needs. Some will require a lot of support from you, others will require the minimum. It is most important that you have an honest discussion with your child – “How can I support you?” Many children will be put off if you become over-involved or controlling. Ensure you establish that you are there to support.
- Consider using a reward structure to motivate your child. Rewards don't have to be financial or very big; talk to your child about what they would value: an extra night out, an extension to the time they can come in, a trip with friends, being let off household chores etc. Don't make rewards dependent on results, this can lead to added disappointment if they don't do as well as expected; rewards should be based on effort.
- Clear boundaries are vital. Whilst you do not want to be seen to 'nag' you also have a duty to check that your child is doing their homework properly. Explain this to them from the outset. This will help avoid unnecessary accusations of 'nagging'.
- All students will fall behind, feel unmotivated or overwhelmed, or struggle with the balance of social and school demands at times. When your child feels like this, getting cross can have a negative effect. Talk to them about the issues, acknowledge their feelings, help them to find a solution, help them prioritise.
- Be flexible. Use the 80/20 rule (if your child is sticking to what they are supposed to be doing 80% of the time, they are probably doing alright!)
- Hours can quite happily be eaten up by online communications, and it is important that you set boundaries for the use of Snapchat, Instagram and other social media, just as you would for going out or watching TV.

#### **Setting your child up for homework:**

- Talk to your child about how you can support them and what they would find helpful.
- Help your child to plan a realistic homework timetable. It will take an investment of your time (probably an hour or so), but it will make a big difference to their work. Plan in favourite TV shows, dinner time, time with friends and family, chores, etc. It must be realistic if you want it to work.

- If possible try to create a clutter free area in which your child can do their homework or agree a dedicated time when they can use the dinner/kitchen table to work. Try to keep this time and area quiet.
- All students have a school planner that you can look at to check homework assignments and deadlines.

### Supporting your child while they do their homework:

- Provide snacks and drinks during extended homework periods.
- Be flexible – if they want to go out to out during an agreed homework time, discuss when they will make the time up.
- Be sensitive to the pressure your child may be feeling, let them know that if they are really not up to it on odd days, it isn't the end of the world. Let it go when it really matters to them, and remind them of all the good work they have done and will continue to do.
- Keep up with regular 'check-ins' and don't nag in between times. Show an interest on how their homework is going, talk through any difficulties and be prepared to help them if necessary.

**Keep things in perspective. Your child may not be doing things the way you would do them, or as often as you would like, but they are doing the best they can.**

## English

In English, you will develop your **reading, writing, and oracy skills**. You will start by writing a **narrative** about yourself (**All About Me**), and then you will study a wide range of **fiction and non-fiction** over the year, including a novel called *The Candle Man* and a play called *Paper Tigers*. You will also complete **speaking and listening** tasks such as presentations and group discussions. It's important to check and edit your work regularly to make improvements; this should be done in class and as part of your homework.

Half Term	Name of Unit	Key Task Type	Key Task
Autumn 1	<b>All About Me</b>	Writing	'All About Me' autobiographical writing
Autumn 2	<b><i>The Candleman</i> by Catherine Fisher</b>	Reading	Character study or comparison essay
Spring 1	<b>Mystery at Sea</b>	Oracy	Group discussion of the theories surrounding the Mary Celeste
Spring 2	<b>Persuasive Leaflets</b>	Writing	Creation of a leaflet using persuasive features

Summer 1	<b>Exam Preparation and Exam</b>	Reading	Comprehension and other skills completed in first half of the Year 7 exam
		Writing	Narrative writing completed in the second half of the Year 7 exam
Summer 2	<b>A Person I Admire</b>	Oracy	Presentation to the class on a person admired by the student

The smaller tasks that build up to each key piece are also an indicator of how your child is doing in lessons. All tasks help to build the skills required for either GCSE English Language or English Literature and we treat the GCSE course as a five-year framework to fully prepare our students.

Please note that the order of the programmes of learning may change for your child according to the needs of the teaching group.

## Mathematics

In Year 7, you will practise and extend the skills that you learnt in Year 6. You will also learn new ideas in the six strands of Number, Measure, Geometry, Algebra, Data and Probability. A mixture of procedural and reasoning tasks will be used to help you prepare for the national numeracy tests in April/May.

## Setting

Students are set in maths, on the basis of their primary school results and our own assessments. There are 3 sets on each side of the year. There are opportunities to move set at the end of each half term.

## Topics covered

Top, middle and bottom sets have separate topic list. Higher sets go into topics in more depth. Bottom sets on aspects of maths which reinforce number skills and/or are likely to be required outside the classroom.

## Helping your child in maths

The best way to help students is by practising topics that they studied 2-3 weeks ago as this is when many students start to forget the work. You can use the online resources below. This will help secure the ideas in their long-term memory and is more useful than pre-teaching work that they will later be taught in class.

## Online resources

1. <https://corbettmaths.com>

Revision videos on all aspects of the mathematics curriculum, with practice questions and solutions.

2. <https://www.mymaths.co.uk/>

Penglais School subscribes to the mymaths website where you can search for lessons, games and exercises on all maths topics.

Password: penglais    login: median

## Calculators

Although we often expect students to work without a calculator, there will be times when a calculator is required. The recommended calculator is CASIO fx-83GT PLUS. Calculators can be bought from Mr Bentley in B10 for £8.25.

## Times tables: TT Rockstars

One of the most significant factors affecting students' progress in mathematics is their capability with times tables. The best way to give your child a good start is by regularly practising times tables with them.

In Penglais, every Year 7 maths lesson starts with 60 times tables questions – students answer as many questions as they can in 3 minutes.

We also set a 10-minute times tables homework every week using the TT Rockstars website (<https://trockstars.com>). Each student has their own login.

# Science

During Year 7 students will begin by studying a module called "Introduction to practical work". This will include: safety instructions as well as collecting, recording and analysing data. This module will be completed by all students in their first few weeks at Penglais. It will teach them Laboratory safety and skills.

**The following modules will be covered during the year:**

- **Living Things and Human Reproduction:** Characteristics of living things and reproduction.
- **Human impact on the Environment:** Classification, adaption and extinction.
- **Circuits and Electromagnetism:** Uses of circuits and electromagnets.
- **Forces:** Application of Newton's First Law.
- **Solids Liquids and Gases:** Using particle theory to explain the properties of solids liquids and gases.
- **Separating solutions:** Distillation, Chromatography, filtering and using the pH scale

**There will be a formal assessment at the end of each module.**

**Students will be examined on all topics and skills in the summer.**

## Welsh / Cymraeg

### Welsh First Language:

Bydd disgyblion blwyddyn 7 yn astudio gwahanol agweddau ar themau gan ddechrau wrth drafod yr ardal ac yna'n edrych ar Gymru yn ehangach gan gynnwys gwahanol elfennau ar hanes, diwylliant a bywyd cyfoes. Wrth weithio drwy'r testunau yma, bydd y disgyblion hefyd yn datblygu a gwella sgiliau iaith a gramadeg yn y Gymraeg.

Tymor	Teitl	Sgil a asesir
Hydref	Dyddiadur diwrnod cyntaf	Ysgrifennu
	Mynegi barn mewn grwp am yr ardal	Llafar
Gwanwyn	Tasgau darllen Dewi Sant	Darllen
	Disgrifiad o berson	Ysgrifennu
Haf	Cymharu cerddi <i>Ar lan y môr</i>	Darllen
	Cyflwyniad byr am yr ardal	Llafar

### Welsh Second Language:

During Year 7 students will develop their oral, reading and writing skills to build on and extend their knowledge of Welsh acquired in their primary school. You will study grammar including learning vocabulary, verbs, adjectives, pronouns, prepositions and mutations relevant to each theme. You will also practise proof-reading and translation skills.

Module	Key Task	Assessment
Fi a Fy Myd / Me and My World	Reading comprehension and responding to the text about friends	Individual Oral Presentation about yourselves
Fy Ysgol / My School	Oral Task – Discussing aspects of school life	Written Task - Letter voicing opinion about aspects of school life
Fy Ardal / My Area	Writing Task – Leaflet about the area	Reading comprehension and responding to reading

## Art

Term	Module/Project title	Key assessment piece	Homework title	Homework regularity
Autumn	Identity	Collage displaying personal interests and ideas.	Homework tasks relevant to project are set throughout projects.	Once per cycle
Spring	Making a mark	A large scale drawing demonstrating a variety of mark making techniques.	Homework tasks relevant to project are set throughout projects.	Once per cycle
Summer	Personal project	Produce a final outcome connected to a chosen theme, inspired by other artists/designers and style of art researched	Homework tasks relevant to project are set throughout projects.	Once per cycle

## Drama

	<b>Module/Project title</b>	<b>Key assessment piece</b>	<b>Homework title</b>	<b>Homework regularity</b>
Autumn	Introduction to Drama	A devised performance making use of at least 3 dramatic techniques learnt in the unit.	NA	There is no homework set in Drama.
Spring	Improvisation	A short improvised performance using the skills learnt in the term	NA	There is no homework set in Drama.
Summer	Greek Theatre	A short choral ode from Greek mythology, which will be rehearsed and performed at the end of the unit.	NA	There is no homework set in Drama.

## Design and Technology

<b>Module/Project title</b>	<b>Key assessment piece</b>	<b>Homework title</b>	<b>Homework regularity</b>
CAD/CAM: Keyring	Research	<ol style="list-style-type: none"> <li>1. Design a pet product (research)</li> <li>2. DT Numeracy</li> <li>3. Design a pet product (Design)</li> </ol>	Once per cycle
Textiles: Pencil Case	Designing	<ol style="list-style-type: none"> <li>1. Risk assessment</li> <li>2. Mood board</li> <li>3. Product Analysis</li> </ol>	Once per cycle
Resistant Materials: Desk Tidy	Planning	<ol style="list-style-type: none"> <li>1. Good design</li> <li>2. DT Numeracy</li> <li>3. MDF</li> </ol>	Once per cycle
Food	Evaluating	<ol style="list-style-type: none"> <li>1. Kitchen safety poster</li> <li>2. Analysis of sandwich</li> <li>3. Evaluation of fruit salad</li> </ol>	Once per cycle

# Geography

Geography is all about understanding the world around us. In Year 7 we will identify the different landforms that develop along our coastline and investigate the processes that are responsible for them. Later in the year we will be researching the physical and human geography of Japan and making comparisons to Wales. Finally, we will be developing and improving our Ordnance Survey and atlas map skills.

Term	Module	Key Task
Autumn	How and why is my local coastline changing?	<p><b>Written introduction:</b> “What are the main geographical features of your study area?”</p> <p><b>Data presentation and analysis:</b> “How is sediment moving between Borth and Ynyslas?”</p> <p><b>Conclusion and evaluation</b> “How and why is our local coastline changing?”</p>
Spring	Should Japan continue to generate Nuclear energy?	<p><b>Data presentation and analysis:</b> “How do the climates of Japan and the UK compare?”</p> <p><b>Infographic poster:</b> “What were the effects of the 2011 earthquake and tsunami in Japan?”</p> <p><b>Persuasive letter:</b> “Should Japan continue to generate nuclear energy?”</p>
Summer	How are landscapes interpreted and understood?	<p><b>Test:</b> Mapskills</p> <p><b>End of year exam:</b> Mapskills</p> <p><b>Class debate [and write-up]:</b> “Should a windfarm be built at Nant Y Moch?”</p>

## History

Period Covered	Module	Key Task / Tests
Autumn Term	Why did William win the Battle of Hastings in 1066?	Key Task 1: Who should be King? Key Task 2: How did Harold die?
	How did the Normans control Wales and England?	Key Task 3: What was the importance of William the Conqueror? Key Task 4: The Norman Conquest (test)
	How was Wales governed by the Welsh Princes?	Key Task 5: Was Owain Glyndwr a terrorist or freedom fighter?
Spring Term	What was it like to live and work in the Middle Ages?	
	How religious were people at the time of Gerald of Wales?	Key Task 6: Life of a Monk Key Task 7: Monks and Crusades (test)
	Was King John really a bad king?	Key Task 8: Was King John really a bad King?
Summer Term	How dramatic was the impact of the Black Death?	Key Task 9: How dramatic was the impact of the Black Death?
	What changes took place between 1066 and 1485?	Key Task 10: What changes took place between 1066 and 1485? Key Task 11: End of Year 7 test

Note: Teachers will pick either Key Task 5 or Key Task 8.

## Modern Foreign Languages

Bonjour! In Year 7 all students study French. By the end of the year you will be able to talk about yourself and give basic information about your family, school and hobbies. You will be able to give your opinion and state what you like and dislike. During the year you will meet a range of grammatical concepts including present tense verbs and adjectival agreement. You will take part in speaking, reading, listening and writing activities and learn about French culture. Viva la France.

Help: test students on vocabulary regularly (10 new words a week).

Go to WOW Film Festival nights at Aberystwyth Arts Centre.

Drill tenses using: <http://www.conjugation.org/>

## Music

In music lessons in year 7, you will learn basic skills that you need as a musician - that will serve you throughout Key Stage 3 and beyond. Our lessons will be 'hands-on' and practical - discovering the basics of reading and writing musical notation, as well as the correct technique on keyboard instruments. We also look at vocal studies (particularly focusing on music of the present day), as well as taster sessions on other instruments - notably djembes, guitars, ukuleles and more. We learn about the importance of chords, as well as learning to read basic notation on a 5 line stave (as well as tab).

	<b>Module/Project title</b>	<b>Key assessment piece</b>
Autumn 1	Introduction to Music – basic theory/technique. Learning the notes of the treble clef/introduction to keyboard studies.	N/A
Autumn 2	“Raise Your Voice” – Vocal Studies (part singing).	Christmas Performance (in parts)
Spring 1	Key Skills 1 – chords (ukuleles/pianos/guitars)	n/a
Spring 2	Key Skills 2 - a closer look at notation	“The Sight Reading Challenge”
Summer 1	Scales & Chords – the Circle of Fifths	
Summer 2	Classroom Ensemble – putting it all together!	Classroom Ensemble performance.

## Physical Education

<b>Term</b>	<b>Module/Project title</b>	<b>Key assessment piece</b>
Autumn	Girls: Hockey and Netball Boys: Rugby and gymnastics	End of module routine on travel.
Spring	Girls: Fitness and gymnastics Boys: Basketball and fitness	Applying skills under pressure in a conditioned environment.
Summer	Girls: Athletics and striking Boys: Athletics and striking	Applying skills and techniques to improve times and distances.

## Religious Education

RE will help you develop important skills for life and learning. In RE this year you'll get the chance to follow in the footsteps of some of the greatest thinkers who have ever lived and to explore some of the most important questions that have ever been asked. Where did we come from? Why are we here? How should we live our lives? You'll discover how answers to these questions have affected the lives of people across the world from thousands of years ago to the present day.

Term	Topic	Key Task
Autumn	Role Models	Task 1: Design and explain your ideal Role Model Task 2: Group presentation on how to be a good Role Model.
Spring	Ultimate Questions	Task 3: Does God exist debate and extended writing.
Summer	Rules for Living	Task 4: End of Year Exam Task 5: Leaflet on Jewish rules for living.

## Welsh Baccalaureate

You will study a number of topics under the theme of **Safety** including health and hygiene, road safety, staying safe in the sun and responsibilities in school and in transport. You may have the opportunity to take part in events with external agencies and there will be a number of activities to develop your discussion and writing skills.

There is 1 lesson of WBQ per cycle in year 7 where students cover a number of PSE, WRE topics.

Term	Key Tasks:
Autumn	Writing a formal, persuasive letter on Risky Behaviour
Spring	Preparing for and taking part in a class discussion on the Rights of the Child
Summer	Reflective writing about your achievements in year 7.