

Ysgol Penglais School
Year 7 Curriculum
2023 - 2024



Ysgol Penglais' Vision: Striving for Excellence

Ysgol Penglais is a happy, ambitious, diverse and high achieving school where everyone is respected and valued. We are a strong, actively inclusive community where everyone cares for each other. By developing our independent skills and co-operating with staff, families and others in our community we will achieve and become our very best. The school is vibrant with students and staff co-operating, learning, thinking and working hard. We empower students to take on challenges and recognise that this is key to their growth. By developing bravery, confidence, resilience and independence our students will become effective 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**



Dear Parents/Guardians,

Welcome to Year 7. The first year in secondary school for your child! They are going to have brand new experiences, make new friends and hopefully make the most of the extra-curricular activities that we offer here at Penglais.

The challenges of starting a new school are varied, often exciting and sometimes a little daunting for some. The need to be self-motivated; have the confidence to ask when unsure, develop coping strategies, be organised, and complete work both in school and at home. Developing these qualities will be essential in the coming year.

Year 7 can be a time where students sometimes become a little overwhelmed. We, at Penglais, are committed to supporting our students' well-being so that they are able to achieve their best. We will continue to set high expectations for our year 7 students, encouraging them to make an excellent first impression, maintaining the highest standard of behaviour and continue to produce excellent work throughout this academic year. We will track their attainment (level of mastery) and progress through the year, and provide feedback, support, and challenge as needed. We will recognise and celebrate the success that groups and individuals achieve during the year.

It can be a very stressful time for you as parents/guardians too. Nevertheless, the evidence shows that the greater the parent/guardian support the greater the results. You are the expert on your own child and have always been their most important teacher. Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the demands of school.

Please remember that whatever your individual child's needs, your chief role will always be that of the person who cares most, champion of their needs and admirer of every achievement. The most important role you will play is to support and encourage them to be the best version of themselves throughout the year.

As a school we will do our utmost to ensure the success of your child. Strong links between school and home will be vital and it is encouraging to have spoken to many parents/guardians already. This guide is designed to give you the key information you will need to support your child through the coming year. When new information arises, we will be quick to communicate that to you via the school's ParentMail service. We also use ClassCharts to share information about your child's behaviour. There is also a wealth of information on the school's website, www.penglais.org.uk. When there are concerns about your child's progress, we will contact you, however, we also welcome contact from home if you have concerns. By working together both the school and parents/guardians can ensure the best possible outcomes for your child.

Yours sincerely,

Mr O. Daniel

Year 7 Leader

Please contact your Year Leader, Mr O. Daniel or the Form tutor should you need further information.

Important Contacts

Name	Job title	Telephone	Email
Mrs N. M. Thomas	Head of Key Stage 3	01970 624811	nmt@penglais.org.uk
Mr O. Daniel	Head of Year 7	01970 621384	oxd@penglais.org.uk
Ms L. Jones	Attendance	01970 621124	attendance@penglais.org.uk
Miss C. Jones	Student Services	01970 621121	cej@penglais.org.uk
Mrs S. Jones	Finance	01970 621130	sj@penglais.org.uk

Key Dates for Year 7

Information	Dates
Inset Day	Friday 1 st & Monday 4 th September
Autumn Term	Tuesday 5 th September
Meet the Tutor & Curriculum evening	Monday 11 th September
Parent Governors AGM	Tuesday 24 th October
Half Term	Monday 30 th October – Friday 3 rd November
Christmas Carol Concert	Thursday 14 th December (TBC)
Inset Day	Friday 22 nd December
Christmas Break	Monday 25 th December – Friday 5 th January
Progress Report	PP1 January 2024
Inset Day	Monday 8 th January 2024
Start of Spring Term	Tuesday 9 th January
Half Term	Monday 12 th – Friday 16 th February
Parents Evening	Thursday 29 th February 2024
Eisteddfod	Friday 1 st March
Easter Break	Monday 25 th March – Friday 5 th April
Inset Day	Monday 8 th April
Progress Report	PP2 April 2024
Summer Term	Tuesday 9 th April
Bank Holiday	Monday 6 th May
Half Term	Monday 27 th May – Friday 31 st May
Full progress Report	June 2024
Inset Day	Friday 28 th June
Tutor meeting	Week commencing 8 th July
End of Summer Term	Friday 19 th July

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 (subject and deadline) each day in their planner
- Students will check their class Teams for specific instructions on the homework set

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.

Penglais School New Curriculum

The Curriculum for Wales has provided an opportunity to develop a bespoke curriculum for our school community that builds clearly on our school vision and values, and provides all students with the opportunities to develop in the ways described in the four purposes. The Penglais curriculum has been developed from thorough research into curriculum, learning and pedagogy by teachers and leaders, reflection on what students want from their schooling, and consultation on what parents and the community value. It aims to establish a strong culture for learning, secure deep knowledge of a range of subjects, and provide opportunities for students to broaden their experiences and extend their capabilities.

Four Core Purposes of the Curriculum for Wales

Our curriculum will support all learners to become:

- **Ambitious, capable learners** who are ready to learn throughout their lives
- **Enterprising, creative contributors** who are ready to take a full part in life and work
- **Healthy, confident individuals** who are ready to lead fulfilling lives as members of society
- **Ethical, informed citizens** who are ready to take part in Wales and the world

Penglais Curriculum Principles

Our curriculum content and pedagogy are supported by the five Penglais Curriculum Principles:

Knowledge

Communication

Creative Culture

Wellbeing & Positivity

Inclusivity



Progression and Assessment

The Penglais curriculum is designed so that students can progress meaningfully in knowledge, understanding and skills along the continuum of learning from 3-16.

The Penglais assessment model includes the following three types of assessment:

<p>1.</p> <p>Baseline Assessment</p> <p>This establishes the starting point for students in terms of knowledge, understanding and skills, and helps teachers to plan the teaching and learning for a unit.</p>	<p>2.</p> <p>Assessment for Learning</p> <p>This is used by teachers in lessons to support the learning of students, and provides evidence of student progress over time.</p>	<p>3.</p> <p>Assessment of Learning</p> <p>This assessment gives evidence of levels of mastery (standards) achieved by students at the end of the unit.</p>
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- Students and Parents/ Guardians will receive 3 reports on student Progress, Mastery and Attitude to Learning during the year. A sample of the report can be seen below.
- Parents/ Guardians will have an opportunity to discuss their child’s progress with subject teachers at Parents’ Evening.
- Students will have an opportunity to discuss their progress with their form tutor and parent/ guardian at the end of the year. As part of this, students will identify and present a piece of work that they are proud of.

Progress Report 2

Level of Mastery (LoM)			
E6 - Expert 6	A4 – Apprentice 4	N2 – Novice 2	XO – No evidence
E5 – Expert 5	A3 – Apprentice 3	N1 – Novice 1	

Subject	January – March 2023		
	Level of Mastery	Level of Progress	Attitude to Learning
English Candleman Assessment 1	A4	Strong	5
English Candleman Assessment 2	E5		
Maths Angles	E6	Steady	3
Maths Percentages	E5		
Maths Area	A3		
Science Laboratory Skills	E6	Strong	5
Art Colour Project	A4	Steady	5



English

Knowledge, Skills and Experiences

In Year 7 English, students will develop their **reading, writing, and oracy skills**.

They will start by exploring different issues and building your discussion skills while reading *Wonder* by R. J Palacio. Later in the year, students will read *The Candleman* by Catherine Fisher and *Windrush Child* by Benjamin Zephaniah. The programmes of learning support students to develop their understanding and appreciation of language and encourage the exploration of different interpretations and perspectives.

Speaking and listening is an essential component of learning, with students learning to express themselves, share opinions and listen critically to others. We value writing and support students to write creatively and persuasively, using a range of vocabulary for clarity and expression. They will also complete **speaking and listening** tasks such as presentations and group discussions. It's important that the students check and edit their work regularly to make improvements; this should be done in class and as part of their homework.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	Wonder by R.J Palacio	Writing Reading
Spring term	<i>The Candleman</i> by Catherine Fisher	Reading
Summer term	Windrush Child by Benjamin Zephaniah	Oracy

Supporting Learning in English

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.

Students should ensure they are ready for learning by bringing pens, highlighters and rulers to all English lessons. Reading widely for pleasure is vital to support the study of English and all teachers within the faculty can support students with the selection of appropriate reading material from our school library.



Mathematics

Knowledge, Skills, and Experiences

Students will practise and extend the skills that they learnt in Year 6. They 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 to prepare them for the national numeracy tests in April/May.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	Probability	Written assessment
	The 4 operations (+ - x ÷)	
	Fractions	
	Positive and negative numbers	
	Area and perimeter	
	Decimals	
	Averages	
	Metric units	
Spring term	Angles	Written assessment
	Percentages	
	Money and finance	
	Further area and perimeter	
	Time	
	Rounding and estimation	
	Volume	
	Ratio and proportion	
Summer term	Number properties	Written assessment
	The order of operations	
	Index notation	
	Algebra and equations	
	Shapes, symmetry and co-ordinates	

Supporting Learning in Maths

Setting

Students will initially be taught in teaching groups, on the basis of their primary school results and our own assessments. There will be 4 sets on each side of the year. There are opportunities to move set at the end of each half term. Students will then be given a series of small tests by which we will set them from the third week onwards.

Topics covered

Top, middle and bottom sets cover similar topics. Higher sets go into topics in more depth. Lower sets spend more time on the aspects of maths which reinforce number skills and/or are likely to be required outside the Maths 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 ordered via Parentpay.

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.

Lesson starters

In order to improve students' recall of knowledge, every lesson will start with a quick low-stake quiz focussing on the most important skills and techniques that are required to secure the best grade possible for each student.



Science

Knowledge, Skills and Experiences

Students will begin Year 7 with the “Introduction to practical work” module; 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. Students will then study energy and how it affects matter and life processes. They will visit Parc Penglais in the summer term to look at the biodiversity of the local area.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	1. Introduction to Science 2. Energy Stores and Transfers 3. Energy and Matter	End of Term Progress Test 1
Spring term	4. Convection and Conduction 5. Chemical Building Blocks	End of Term Progress Test 2
Summer term	6. Food Chains and Food Webs 7. Cells 8. Photosynthesis	End of Term Progress Test 3

Supporting Learning in Science

Model the Learning Process. You don't have to be an expert in science! One of the most supportive things you can do is to be a partner in your child's investigations and thinking.

Be a Thought Partner. Support your child's reasoning and you can ask your child questions, like “what do you notice? Why do you think that's happening? What can you teach me about this?”

Focus on Science in Everyday Life. Many activities you regularly do can support meaningful science learning! e.g., construction, cooking (following a recipe), gardening, washing.

Connect Science to Your Work or That of Your Family. In your work or that of another family member, how do you find the answers to your questions? How do you communicate techniques, processes, or idea? What problems or challenges might you face?

For reinforcing schoolwork and completing homework, you can use any good KS3 revision guides or websites like BBC bitesize.



Cymraeg Iaith Gyntaf

Welsh First Language

Knowledge, Skills and Experiences

Wrth astudio'r Gymraeg fel Ail Iaith ym Mehnglais, bydd disgyblion yn datblygu gwybodaeth a dealltwriaeth o'r Gymraeg drwy fireinio sgiliau darllen, ysgrifennu a llafaredd yn ogystal â sgiliau gramadeg. Bydd cyfle i wella dealltwriaeth o wahanol ffurfiau ysgrifennu a datblygu ymwybyddiaeth o sgiliau cyfathrebu fel sgil bywyd hanfodol a sylfaenol. Dymunwn i'n disgyblion ddatblygu dealltwriaeth a gwerthfawrogiad o arwyddocâd yr iaith Gymraeg a'i diwylliant, ei lle a'i gwerth yng Nghymru. Bydd disgyblion yn cael profiadau amrywiol o fewn a thu allan i'r dosbarth a fydd yn rhoi cyfle iddyn nhw ddatblygu eu hyder yn y Gymraeg yn ogystal â gwella eu sgiliau yn yr iaith.

While studying Cymraeg in Penglais, students will develop knowledge and understanding of the language by refining reading, writing and oracy skills as well as understanding of grammar. There will be opportunities to develop a better understanding of various written formats and develop an awareness of communication skills as an essential and basic life skill. We would like our students to develop an understanding and appreciation of the significance of the Welsh language and culture, their place and value in Wales. Students will have various experiences in as well as outside of the class that will give them opportunities to develop their confidence with the Welsh language as well as improving their skills.

Units of Learning and Assessment

Tymor hanner	Teitl	Sgil a asesir
Hydref	Fi a beth sy'n bwysig	Ysgrifennu
	Trafod nofel Lledrith yn y Llyfrgell a chyflwyno fy hun.	Llafar
Gwanwyn	Tasgau darllen Dewi Sant	Darllen
	Disgrifiad o berson	Ysgrifennu
Haf	Prosiect ardal Aberystwyth	Llafar
	Asesiad diwedd uned	Darllen ac ysgrifennu

Supporting Learning in Welsh

Sut i gefnogi'r disgyblion gyda'r Gymraeg. How to support students with Welsh.

- Gwyllo a gwrando ar raglenni Cymraeg ar [Hafan | S4C](#), Radio Cymru, Youtube. *Watch and listen to Welsh programmes.*
- Darllen pytiau yn y papur newydd neu wefanau newyddion - [BBC Cymru Fyw](#), [golwg360.cym](#) *News websites in Welsh.*
- Cylchgronau'r Urdd – [urdd.org/cylchgronau](#) *Urdd magazines for learners.*
- Siarad gyda chymdogion, ffrindiau, pobl mewn caffis a siopau – ymarfer a gwella hyder. *Speaking with neighbours, friends, people in cafes, shops etc. – practise and gain confidence.*

Cymraeg Ail Iaith

Welsh Second Language

Knowledge, Skills and Experiences

Wrth astudio'r Gymraeg fel Ail Iaith ym Mehnglais, bydd disgyblion yn datblygu gwybodaeth a dealltwriaeth o'r Gymraeg drwy fireinio sgiliau darllen, ysgrifennu a llafaredd yn ogystal â sgiliau gramadeg. Bydd cyfle i wella dealltwriaeth o wahanol ffurfiau ysgrifennu a datblygu ymwybyddiaeth o sgiliau cyfathrebu fel sgil bywyd hanfodol a sylfaenol. Dymunwn i'n disgyblion ddatblygu dealltwriaeth a gwerthfawrogiad o arwyddocâd yr iaith Gymraeg a'i diwylliant, ei lle a'i gwerth yng Nghymru. Bydd disgyblion yn cael profiadau amrywiol o fewn a thu allan i'r dosbarth a fydd yn rhoi cyfle iddyn nhw ddatblygu eu hyder yn y Gymraeg yn ogystal â gwella eu sgiliau yn yr iaith.

While studying Cymraeg in Penglais, students will develop knowledge and understanding of the language by refining reading, writing and oracy skills as well as understanding of grammar. There will be opportunities to develop a better understanding of various written formats and develop an awareness of communication skills as an essential and basic life skill. We would like our students to develop an understanding and appreciation of the significance of the Welsh language and culture, their place and value in Wales. Students will have various experiences in as well as outside of the class that will give them opportunities to develop their confidence with the Welsh language as well as improving their skills.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Hydref	Dyma fi a beth sy'n bwysig i fi	Asesiad llafar ac ysgrifennu <i>Oracy and writing</i>
Gwanwyn	Fy Ysgol	Asesiad darllen ac ysgrifennu <i>Reading and writing assessment</i>
Haf	Fy milltir sgwâr	Asesiad llafar a darllen <i>Oracy and reading assessment</i>

Supporting Learning in Welsh

Sut i gefnogi'r disgyblion gyda'r Gymraeg. *How to support students with Welsh.*

- Gwyllo a gwrando ar raglenni Cymraeg ar [Hafan | S4C](#), Radio Cymru, Youtube. *Watch and listen to Welsh programmes.*
- Darllen pytiau yn y papur newydd neu wefanau newyddion - [BBC Cymru Fyw](#), [golwg360.cym](#) *News websites in Welsh.*
- Cylchgronau'r Urdd – [urdd.org/cylchgronau](#) *Urdd magazines for learners.*
- Siarad gyda chymdogion, ffrindiau, pobl mewn caffis a siopau – ymarfer a gwella hyder. *Speaking with neighbours, friends, people in cafes, shops etc. – practise and gain confidence.*



Art

Knowledge, Skills and Experiences

In Art, students will develop a range of drawing techniques, working from observation and imagination. They will have the opportunity to experiment with a range of processes and mediums to create some exciting outcomes.

In year 7, students will also have the opportunity to research and connect with local artists, crafts people and designers, whilst working on their projects

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	Mark Making	1. Research task 2. Mini Art exhibition using a selection of work from this project
Spring term	Colour	1. Research task 2. Observational drawings/mixed media based on artist link
Summer term	Architecture	1. Group work task 2. Card relief design

Supporting Learning in Art

- To ensure students are ready for learning we will expect them to **bring basic equipment** such as a pencil, pen, ruler, rubber to all lessons.
- Encourage students to develop their skills in this subject outside the classroom by **utilising online videos** to practise and improve further.
- Support their knowledge and understanding of different artists and designers through in-depth research and by **visiting works of art in museums and galleries.**



Computer Science and Information Communication Technology

Knowledge, Skills and Experiences

Students will develop a foundational knowledge and understanding in computer science including how computers work, how to make sure they operate in the way we want them to and how we make them easy and safe to use.

Students will create a poster/newsletter and a webpage in Adobe Creative Cloud Express and produce a formatted football spreadsheet model.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn	Adobe Creative Cloud Express	Newsletter/Poster & Web Page
Spring	Reliability of Sources Hardware	Online Multiple-Choice Quiz
Summer	Modelling	Football Spreadsheet Model

Supporting Learning in CSICT

If students have a wider interest in web design, computer programming, data analytics or server then the following link will take them to the very useful W3 Schools website:

[W3Schools Online Web Tutorials](https://www.w3schools.com/)



Drama

Knowledge, Skills and Experiences

In Year 7, the Drama department assumes no knowledge or experience of performance allowing students to explore the basic building blocks of Drama, Theatre and Performance. Students will start with a basic introduction to performance technique before progressing through different styles of theatre in the Spring. In the Summer, students will study a performance text and create their own pieces of theatre inspired by the stories of the Mabinogi. These pieces will hopefully be shown during a mini festival of performance at the end of the year.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn	Introduction to Drama Pantomime Pantomime Review	Create a short performance using the skills and techniques learnt across the term.
Spring	Commedia dell' Arte	Create and perform a piece of mask-based theatre.
Summer	Ernie's Incredible Illucinations Welsh Myths and Legends	Design and present a series of costumes for characters. Create a piece of theatre inspired by the stories of the Mabinogi

Supporting Learning in Drama

- Access to Drama Online from the National Theatre for watching performances.
- Extra-curricular activities are run throughout the year.
- There is a collection of age-appropriate plays that students can borrow and access to a suggested reading list for those with an avid interest in performance.
- Access to members of staff with professional experience in areas such as costume design and stage management.
- Trips to see live performances at Aberystwyth Arts Centre when appropriate.



Design and Technology

Knowledge, Skills and Experiences

During Year 7 our students will undertake 3 modules of work. The students will be taught in specialist rooms by specialist staff and will involve development of designing and making skills. In Food they will learn about healthy eating and make several recipes. In the architecture module they will learn how to use CAD software and design skills to design a building for a given local site. In Product Design the focus will be on mastering making skills using key equipment such as the disc sander, hand tools, pillar drill etc. They will make a variety of practical tasks such as a keyring, pencil holder, and coat hook. Students will also undertake a design brief set by a local company.

Units of Learning and Assessment

Name of Unit	Level of Mastery Assessment
Architecture	1. Research 2. Designing (CAD)
Product Design	1. Designing (Creativity) 2. Making 3. Subject knowledge test
Food	1. Making 2. Evaluating

Supporting Learning in DT

Students can improve their design skills by practicing drawing, especially drawing 3d products.

Students can improve their cooking skills by being involved in meal preparation at home. Students could also help parents make and repair items at home.

Students may take up an interest in Computer Aided Design by using programs such as Google SketchUp, Onshape, Blender at home.

TV shows to inspire students include: MasterChef, Great British Bake off, Grand Designs, Interior Design Masters, any food related programmes, George Clarke's Amazing Spaces, DIY SOS, Your home made perfect, The Repair Shop. Netflix: The Art of Design.



Geography

Knowledge, Skills and Experiences

Geography is all about investigating the world around us. We begin our study by thinking about different landscapes and practicing the skills we will need to further investigate them. Following this we start to think about the human settlements we live and work in, as we consider town and cities from around the world. Finally, we begin to consider different river systems and their significance to human societies.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn	Settlements	Annotated map and description of a settlement
Spring	Mapskills	Mapskills assessment
Summer	How has the landscape influenced us?	Group podcast task

Supporting Learning in Geography

To support your child's learning in KS3 Geography, consider providing them with relevant equipment such as atlases, compasses, and fieldwork tools. Encourage reading geography books, newspapers and explore educational websites such as National Geographic and BBC Bitesize. Additionally, interactive programs like Google Earth can enhance their understanding of coasts, ecosystems, and local landscapes. Visiting places locally and nationally or internationally, when possible, will enhance their experience of the world around us.



Health & Well-being

Knowledge, Skills and Experiences

The Health and Well-being curriculum provides opportunities for students to develop their understanding of health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. These lessons will support learners to understand and appreciate how the different components of health and well-being are interconnected, and to recognise that good health and well-being are important to enable successful learning.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn	<ol style="list-style-type: none">1. Mental Health - The Sleep Project2. Physical Health – Nutrition and Hydration	<ol style="list-style-type: none">1. Self-assessment of sleep hygiene2. Multiple choice quiz
Spring	<ol style="list-style-type: none">1. Relationships -Bullying and Sexting	<ol style="list-style-type: none">1. Written response to a case study
Summer	<ol style="list-style-type: none">1. Social and emotional Well-being The Walking Project2. Careers	<ol style="list-style-type: none">1. A reflection on the emotional benefits of outdoor activity

Supporting Learning in Health and Well-being

Lessons may also be supported by guest speakers throughout the year.

Discuss the topics at home

<https://www.nhs.uk/healthier-families>

Support for young people to discuss mental health and well-being

<https://www.mind.org.uk/for-young-people>

<https://www.annafreud.org>

Talk about different jobs that family members do and research different industries together



History

Introduction to Knowledge, Skills and Experiences

In year 7, we will delve into the rich tapestry of ancient civilizations and pivotal events that have shaped the course of history. Our focus will be on three enthralling topics: The Celts, The Norman Invasion, and Medieval Settlements in Aberystwyth. Throughout the year, students will develop essential historical skills, such as critical thinking, source evaluation, and analytical writing. Moreover, they will deepen their appreciation for the diverse and interconnected nature of history, fostering a curiosity to understand the world around them.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn	The Celts and Normans	Were the Celts barbaric? What did the Normans do for us?
Spring	Owain Glyndwr and the Church in Medieval Times	Was Owain Glyndwr a terrorist or freedom fighter? Was the Church the social media of Medieval times?
Summer	What determines where we live?	Script for Podcast

Supporting Learning in History

Online history encyclopaedias and databases offer vast amounts of information that can supplement classroom learning. For example

BBC Bitesize History (KS3) - Website: <https://www.bbc.co.uk/bitesize/subjects/zk26n39>

The National Archives (Education) Website: <https://www.nationalarchives.gov.uk/education/>

History Extra (BBC History Magazine) Website: <https://www.historyextra.com/>

British Museum (Teaching History with 100 Objects) Website: <https://teachinghistory100.org/>

The British Library (Discovering Literature: Medieval to Modern) Website: <https://www.bl.uk/discovering-literature>



Modern Foreign Languages

Knowledge, Skills, and Experiences

Bonjour! In Year 7 all students study French. By the end of the year each student will be able to talk about themselves and give basic information about their family, school and hobbies. The student will be able to give their opinion and state what they like and dislike. During the year the student will meet a range of grammatical concepts including present tense verbs and adjectival agreement. Each student will take part in speaking, reading, listening and writing activities and learn about French culture. International literature: The students will study the short story *La Ratatouille folle* and some poetry by Jacques Prévert.

Why French?

- More than 300 million people speak French on the five continents.
- The ability to speak French and English is an advantage on the international job market.
- French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers to great works of literature in the original French as well as films and songs.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	Salut! Meeting people and giving basic information about myself. Understanding nouns and genders.	Reading, listening and grammar assessment.
	Moi et ma famille. Giving more detailed information about myself and my family. Using key verbs and adjectives.	Writing and grammar assessment.
Spring term	Chez moi. Describing my house: giving more detailed descriptions and expressing opinions.	Produce a Tourist brochure in French on Aberystwyth.
	Ma ville. Describing the local area.	
Summer term	A Paris! Famous landmarks, cultural attractions and popular foods in Paris. Discussing a visit to Paris in the past tense.	A postcard from Paris.

Supporting Learning in MFL

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/>

Use *Linguascope* (teachers will provide username and password)

Use *Duolingo* compete as a family.



Music

Knowledge, Skills and Experiences

In Music lessons each student will learn basic skills that they need as a musician - that will serve them throughout Key Stage 3 and beyond. Our lessons will be practical and theoretical - discovering the basics of reading and writing musical notation, as well as the correct technique on various instruments. Students will also be focusing on vocal studies, as well as sessions on other instruments - notably harps, keyboards, ukuleles and more. Students will be composing film music using ICT while learning about the importance of structure, key signatures and Musical elements as well as learning to read basic notation on a 5-line stave.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	1. Building bricks/ Elements of Music 2. Harp and Ukulele ensemble	2. Harp and Ukulele assessment
Spring term	1. Keyboard skills 2. Ukulele ensemble	1. Pirates of the Caribbean assessment
Summer term	1. Film music/ soundtracks 2. Composing using digital software	2. Composition assessment

Supporting Learning in Music

All levels of skill are welcomed in the music department. If a student would like to be involved further, they are welcome to be involved in the extra-curricular life of the music department at Penglais. There are plenty of opportunities to get involved such as junior and senior choir, orchestra, string ensemble, wind band, and plenty more. If you are interested please come speak to Mrs Rhys in Music.

Instrumental lessons are also available, with visiting peripatetic instrumental teachers provided by Ceredigion Music Service. An instrument hire scheme is also available - further details can be found on the Ceredigion Music Service website.



Physical Education

Knowledge, Skills and Experiences

The PE curriculum encourages learners to build a platform of skills on which future activity choices can be made. Through creative, competitive and health and fitness activities, students can enjoy participating and gain confidence in their abilities and take greater responsibility for their own well-being.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	Invasion Games – Rugby, Football, Hockey. Netball, Basketball Creative - Gymnastics	Applying skills under pressure in a conditioned environment. End of module routine on travel
Spring term	Net Games – Badminton, Indoor tennis Fitness	Applying skills under pressure in a conditioned environment. Plan and perform a fitness programme.
Summer term	Striking Games – Rounders, Cricket, Swedish Long ball. Athletics	Applying skills under pressure in a conditioned environment. Applying skills and techniques to improve times and distances in athletics.

Supporting Learning in PE

- Practice skills at lunchtime clubs
- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches to appreciate high-quality performance



Religion, Values and Ethics

Knowledge, Skills, and Experiences

RVE will help each student develop important skills for life and learning. In RVE this year, they will 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? What do different religions believe? Each student will discover how answers to these questions have affected the lives of people across the world from thousands of years ago to the present day.

Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	The Island	What aspect of the Island is more important?
Spring term	Environmental Ethics	Are we doing enough?
Summer term	Judaism	What is Judaism?

Supporting Learning in RVE

Visit - <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

Check out the Reading Mountain in the Library.

