



Goffs-Churchgate Academy

Year 7

**How to support
your child**

Year 7 Contents

Art
Computing
Character Charter
Design and Technology
Drama
English
Geography
German
History
Maths
Music
Physical Education
Religion, Philosophy and Ethics
Science

If there are any concerns or queries regarding a subject, please speak to the named contact for the subject or directly with your child's teacher.

If your concerns persist or issues are unresolved, please speak to your Child's Director of Learning

Year 7 Director of Learning

Name: Louise Everett

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Year 7 Senior Leadership Link

Name: Sharon Robson – Safeguarding Lead

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Your guide to Year 7 Art

Assessment Criteria:

Students will be assessed using KS3 style assessments.

Expectations of Students: Students are expected to come equipped with appropriate art materials and sketchbooks.			
Term	Topic, title, and unit	What students will be learning	How can you specifically help your child?
Autumn 1	OBSERVATIONAL DRAWING: LOOKING AND SEEING	An introduction to observational drawing, working with natural forms and focus on students handling of materials.	Ideally by encouraging observational drawing and experimenting with art and design materials at home.
Autumn 2	Colour Theory	An introduction to the colour wheel and colour mixing.	Visiting galleries and museums on a regular basis will also develop your child's awareness and understanding of art and design in context.
Spring 1	Still Life	An introduction to still life composition. An interpretation and analysis of a Cezanne still life.	
Spring 2	Still Life: Vanitas	Students will create their own still life drawings and explore the meanings that can be given to work using Vanitas as inspiration.	Engaging in a conversation about your child's art helps them become more aware of their choices.
Summer 1	Portrait	An introduction to the structure of facial features and proportion of the face.	Using a camera on a regular basis and recording items of interest is a brilliant way to get your child to see and reflect on a wide range of visual ideas.
Summer 2	Portrait	An introduction to DSLR cameras, composition, Photoshop, and digital manipulation.	Offer opportunities for students to take photos outside of school.
Useful information: Each half term the students will have 7-8 lessons where they learn the techniques or topic, then near the end of the half term begin their 3-week test. This includes creating their piece of artwork using the artist technique.			

Contact Details:

Name: Mr S Keever - Art Teacher

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Your guide to Year 7 Character Charter

Assessment Criteria:

Students will have a one-hour lesson once a fortnight. Outside of lesson times, students will be required to work on elements of the character charter independently and keep a record of evidence.

Expectations of Students:			
Students are expected to come equipped with appropriate stationary. All independent learning must be completed on time and brought to the next lesson.			
Term	Topic Title and unit	What students will be learning	How you can specifically help your child?
Autumn	Character Development Mental wellbeing	<ul style="list-style-type: none"> • Important virtues – Patience, helping others, determination, courage, working together and resilience. • How to critically evaluate when something they do or are involved in has a positive or negative affect on their own or other’s mental health. 	Encourage your child to talk about the virtues and in particular their own mental health.
Spring	Physical health and fitness Healthy Eating	<ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill health. • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	Encourage to child to complete activities that benefit their mental and physical health.
Summer	Media literacy Internet safety and harms	<ul style="list-style-type: none"> • This unit of works encourages students to think critically about how they are using social media and how the messages they send are being interpreted. • Similarities and differences between the online world and the physical world. 	

Contact Details:

Name: Mr D Emmott – Teacher of History (Associate Assistant Principal)

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Your guide to Year 7 Computing

Assessment Criteria:

Students will be assessed using KS3 National Curriculum.

Expectations of students:			
<p>At the start of the year students should be able to gain an understanding and awareness of the issues related to e-safety. They should be able to confidently create a presentation to raise awareness for their chosen charity as part of the second unit of work. They will then go on to learn about how computers work. The students will be able to use Scratch software to program a game.</p>			
Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	<u>Using computers safely, effectively, and responsibly</u>	Students will be looking at various topics related to e-safety such as cyberbullying and using chat rooms safely. They will find out how to use the internet safely.	Discuss how your child felt on their first week at Goffs-Churchgate Academy. Talk about their feelings, such as anxiety, nervousness, excitement, etc.
Autumn 2		Students will be looking at a theoretical side of basic computing, which includes the following: <ul style="list-style-type: none"> • File Management • Keeping your Data Safe Using Emails 	Help your child by discussing the importance of protecting their digital data, and how they should navigate all digital spaces with a sensible degree of caution. https://www.thinkuknow.co.uk/ http://www.swgfl.org.uk/OnlineSafety
Spring 1	<u>Games programming in Scratch</u>	Pupils will be introduced to the Scratch programming environment and begin by reverse-engineering existing games.	Encourage your child to think about the computational processes that go into making their favourite games. Get them to think about how they would create a list of instructions for someone who has never played it before.

		<p>By the end of the unit students will be able to:</p> <ul style="list-style-type: none"> Plan and develop their own games, learning to incorporate variables, procedures, lists and operators. Be able to create a working game with lives, scoring and some randomisation of objects. Finally, they will learn to test and debug their programs. 	<p>Discuss their plan for creating a game and investigate other examples. You can help your child by discussing what features they will include. You can also encourage your child to practice using Scratch to create games at home.</p> <p>http://scratch.mit.edu/</p>
Spring 2			
Summer 1	<u>Introduction to Python</u>	<p>This unit is an introduction to python, a powerful but easy-to-use high level programming language. The focus is getting pupils to understand:</p>	<p>Encourage your child to practise coding for at least one hour each day as this will reinforce concepts learned in class.</p> <p>http://code.org http://www.python.org http://www.codecademy.com</p>
Summer 2		<ul style="list-style-type: none"> The process of developing programs The importance of writing correct syntax Being able to formulate algorithms for simple programs 	<p>You can sit with your child and look at how programming is all around us and used to help us in our everyday life such as the electronic signs in bus stops and underground stations telling the public about the time left for their bus/train to arrive etc.</p>

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Debugging their programs | |
|--|--|--|

Assessment:

At the end of each unit (end of every term) there will be an assessment lesson in which students must complete a one-hour assessment task related to the unit they have just covered. It will cover all the skills and knowledge they have learnt over the term.

Contact Details:

Name: Mr P Ebanks – ICT Teacher

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Your guide to Year 7 Design and Technology

Assessment Criteria:

DT National Curriculum KS3.

Expectations of Students:			
Students are expected to come equipped with appropriate DT materials and equipment. Long hair must be tied back for practical sessions. Students will be expected to following safe working practices within practical sessions and follow the school workshop rules			
Term	Topic, title and unit	What students will be learning	How can you specifically help your child
Autumn 1	Generating + recording ideas & analysis	Introduction on how to generate and use analysis as a form of research to identify user needs in order to generate, develop and communicate ideas through discussion, annotated sketches and more.	Encourage students to be creative problem solvers, for example, to produce a visual mood of things they like to do or wish to in the future. In addition, download 'deciding what to design and make' booklet 1 from https://www.stem.org.uk/resources/elibrary/resource/25929/basic-designing-student-booklets
Autumn 2	Drawing techniques with sketching and rendering	Introduction on how to generate, develop and communicate design ideas through exploration of sketching skills such as line types, texture and shading. To understand how to communicate design ideas through drawing techniques such as one point perspective and isometric.	Students should develop drawing skills via sketching organic shapes found in nature, for example, flowers, trees, leaves, butterfly wings etc In addition, download 'developing and communicating design ideas' booklet 2 from https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/2948-booklet2.pdf
Spring 1	PowerPoint skills and CAD / CAM, 2D design skills	Introduction to creating digital presentations and how to develop and communicate design ideas using 2D and 3D modelling, whilst exploring explore specialist CAD programmes and the use of new technologies.	Students should get used to using digital platforms like a computer, laptop. Watch video on How to create a powerpoint presentation.

Spring 2	Adobe photoshop skills and sewing by hand	Introduction to the use of Adobe Photoshop and how to present design ideas in innovative and creative ways. A basic introduction and understanding of fabric and stitch types allowing pupils to recognise and have the confidence to hand stitch or repair fabric items by hand.	Students could practise threading up needles at home which will speed up the progress they make in lesson.
Summer 1	Food skills and Sewing by Machine	Basic cooking methods and processes will be explored alongside personal hygiene and safety in the kitchen. Introduction in using specialist tools, techniques, processes, equipment and machinery precisely, including components to make and develop design ideas via Textiles.	Student should help to prepare meals at home. Students should use the BBC bitesize Design and Technology video to help support their understanding for key knowledge in Textiles. https://www.bbc.co.uk/bitesize/subjects/zfr9wmn
Summer 2	Electronics & Circuits and Workshop skills	The understanding of a variety of components and how they are represented in a circuit. Introduction in using specialist tools, techniques, processes, equipment and machinery precisely, including components to make and develop design ideas via product design.	Visit the mechanical and design museum https://themadmuseum.co.uk/ Students should use the BBC bite Design and Technology video to help support their understanding of key knowledge in Resistant materials. https://www.bbc.co.uk/bitesize/subjects/zfr9wmn
Useful information: Students will learn a wide variety of Design and Technology skills, which could be further explored at home, online or through visits. Groups will work on rotation within the various Design & Technology disciplines, the order above may change. Students will be assessed at the end of each unit.			

Contact Details:

Name: Mrs C Kamara - Design and Technology Teacher

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Your guide to Year 7 Drama

Assessment Criteria:

Creating, Performing and Evaluating. Students will be assessed using KS3 National Curriculum.

Expectations of Students: Excellent attendance. Full commitment to rehearsals in and out of lessons.			
Term	Topic, title and unit	What students will be learning	How can you specifically help your child
Autumn 1	All the world's a stage	Learners will understand different techniques and basic strategies actors use.	Encourage them to list lots of Drama techniques and styles. Learn the spellings of them and define them. Use the digital theatre platform.
Autumn 2	Epic Theatre	Understanding further techniques, especially multi-role and then experiencing the end product from a stimulus. Learning how to create theatre from themes.	Research different styles of theatre. Take them to see a musical or pantomime. Use the digital theatre platform.
Spring 1	Page to Stage	Understanding the use of scripts and different characters, plus a small element of Stanislavski.	Line learning. Role on the walls. Researching the role of a director. Writing their own script. Use the digital theatre platform
Spring 2	Total Body Drama	During this unit students study the origins of physical theatre and the use of body language as a tool for the actor.	Visiting the National Theatre and watching elements and diverse performances like Britain's Got Talent plus using the digital theatre platform.
Summer 1	'And the Tony Award Goes to...'	During this unit of work students will explore the skills necessary to showcase their understanding of Musical Theatre. They will learn and acknowledge different types of musicals, composers, musicians and directors/actors.	Revisiting the musical element again - but observing, watching or researching a totally different style of musical - so you gain a bigger spectrum of musical.
Summer 2	Captivating Charlie Chaplin	Understanding the style silent movies.	Watching 'The Artist' and 'The Kid' silent movies. Researching 10 facts about silent movies.

Useful information: The students have around 7-8 lessons per half term to be taught the techniques or topic, then near the end of the half term begin their 3-week test. This includes being recorded during the 'creating' stage and recorded during the 'performing' stage. We watch these videos as a class and students write strengths and improvements in the 'evaluating' stage.

Contact Details:

Name: Miss G Joyce - Head of Creative Arts

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Your guide to Year 7 English

Assessment Criteria: Students will be assessed on the development of their reading and writing based on skills from the KS3 national curriculum through fortnightly “Learning Checks” and an “End of Unit Skills Test”.

Expectations of Students			
Students are expected to come equipped with appropriate stationery. They also need to read their teachers’ comments in their books and act on the feedback given. Students are expected to complete their progress tracking in the front of their books after every assessment.			
Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	Reading “A Kind of Spark”	Students will study a novel by a neurodiversity writer about an autistic girl who is misunderstood and targeted by her teacher and a girl in class for being different. Students will be assessed on: 1. Creative writing 2. Information retrieval and language analysis	Reading “A Kind of Spark” Author: Elle McNicholl Publisher: Knights Of ISBN: 978-1913311056 Further reading to enjoy “Can You Meet Me” and “Do You Know Me?” by Libby Scott. “The Curious Incident of the Dog in the Night” by Mark Haddon. Useful websites https://www.autism.org.uk/about/what-is/asd.aspx
Autumn 2	19 th Century Literature “Little Princess”	Students will read a 19 th century literary text and will have explored and challenged the construction and representation of femininity and female identity circa the Victorian/Edwardian era. Students will be assessed on: 1. Analysing an extract. 2. Non-fiction speech writing. 3. Whole text analysis.	Reading “Little Princess” Author: Frances H Burnett Publisher: Collins Classic ISBN: 978-0007557950 Further reading to enjoy “The Secret Garden” by Frances H Burnett. “Black Beauty” by Anna Sewell. “The Wizard of Oz” by L. Frank Baum. Useful websites https://www.gradesaver.com/a-little-princess
Spring 1	Writing “Face”	Students will have read and studied a novel about a young person who is left with severe burns across	Reading “Face” Author: Benjamin Zephaniah Publisher: Bloomsbury Publishing

		<p>his body after a serious accident, and the challenges “Martin” faces as he comes to terms with his identity.</p> <p>Students will be marked on:</p> <ol style="list-style-type: none"> 1. Creative writing 2. Information retrieval and language analysis. 3. “Slow writing” a story. 	<p>ISBN: 9781408894989</p> <p>Further reading to enjoy “Refugee Boy” by Benjamin Zephaniah. “Amari and the Night Brothers” by B.B. Alston. “Bridge to Terrabithia” by Katherine Patterson.</p> <p>Useful websites https://www.bbc.co.uk/bitesize/guides/z3vwq6f/revision/6</p>
Spring 2	Dramatic Literature “The Crucible”	<p>Students will have studied a play which, following the “Witch Trials” in America and the hysteria that followed during the Puritan era.</p> <p>They will be assessed on:</p> <ol style="list-style-type: none"> 1. Analysing an extract. 2. Descriptive writing 3. Essay writing for a play. 	<p>Reading “The Crucible” Author: Arthur Miller Publisher: Penguin Classics ISBN: 9780141182551</p> <p>Further reading to enjoy “DNA” by Dennis Kelly</p> <p>“Our Day Out” and “Blood Brothers” by Willy Russell.</p> <p>Useful websites https://www.litcharts.com/lit/dna</p>
Summer 1	Non-Fiction Reading and Writing “The Reason I Jump”	<p>Students will study a non-fictional autobiographical text from the point of view of a neuro-diverse author, who answers questions about what it is like to be autistic.</p> <p>They will be assessed on:</p> <ol style="list-style-type: none"> 1. Information retrieval and language analysis. 2. Non-fiction article writing. 	<p>Reading “The Reason I Jump” Author: Naoki Higashida Publisher: Hodder and Stoughton ISBN: 9781444776775</p> <p>Further reading to enjoy “Neurodiversity: The Birth of an Idea” by Judy Singer.</p> <p>Useful websites https://www.nhs.uk/conditions/autism/what-is-autism/</p>

<p>Summer 2</p>	<p>Poetry "The Not Dead"</p> <p>and</p> <p>Preparation for End of Year Exam</p>	<p>Students will immerse themselves in an anthology of poems by the Poet Laureate, Simon Armitage, which are based on the testimonies of veterans of wars and explores the impact of conflict and mental health.</p> <p>They will also do a series of lesson recapping essential skills from throughout the year to prepare them for the end of year exam.</p> <p>They will be assessed on:</p> <ol style="list-style-type: none"> 1. Analysing an unseen poem. 2. Comparing two studied poems. <p>3. End of year exam: Language reading and writing</p>	<p><u>Reading</u> Collection can be found in "Sandettie Light Vessel Automatic". Author: Simon Armitage Publisher: Faber and Faber ISBN: 978-0571334971</p> <p><u>Further reading to enjoy</u> "Dead Sea Poems" by Simon Armitage. "Poems from the First World War" By Gaby Morgan.</p> <p><u>Useful websites</u> BBC Bitesize KS3 Poetry link: http://www.bbc.co.uk/education/topics/zh8wxnb</p>
<p>Useful information:</p> <ul style="list-style-type: none"> • Students will be required to do weekly homework lessons using the online "Bedrock Vocabulary" platform. • Students will also independently produce creative writing and poetry pieces during the year through competitions. 			

Contact Details:

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Your Guide to Year 7 Geography

Assessment Criteria

Students will be assessed using big questions that require students to use a range of knowledge and information to draw conclusions. These are assessed against age related expectations. Students will also complete short knowledge checks for topics along with regular recall quizzes.

Expectations of Students			
<p>Students are expected to come equipped with appropriate stationary. They also need to read their teacher's comments in their books and act on the feedback given.</p> <p>All independent learning must be completed on time and brought to the next lesson.</p>			
Year 7	Topic Title and unit	What students will be learning	How you can specifically help your child
Half term 1a	What is the Geography of the UK? Introduction to the UK	<ul style="list-style-type: none"> • The countries that make up the UK • What is the Human & Physical Geography of the UK? • How rural/urban areas are different and changing in the modern UK. • How do jobs people do vary in the UK? • Understand how we map the UK and the features needed on any map. • Understand how the UK and Europe are connected. 	<p>Talk to your child about the world around them, be it a visit to a city or a trip to the coast.</p> <p>By encouraging students to watch the news and think critically about what they read.</p> <p>There are a number of television programmes that cover geographical issues.</p>
Half term 1b	How is the UK landscape at the coast changing?	<ul style="list-style-type: none"> • Explain why the UK landscapes are complex. • Describe the location of key coastal settlements/features. • Explain physical processes that are occurring at the coast. • Explain the formation of different landforms at the coast of the UK. • Argue whether the UK coastline should be defended. 	<p>You could visit the Royal Geographical Society or Geographical association website that have geographical news and resources.</p> <p>You could subscribe to monthly geographical magazines such as "Geographical" and "National Geographic"</p>
Half term 2a	Is the world equally developed?	<ul style="list-style-type: none"> • Identify development indicators and measures (inc. GNI & HDI) • Understand how countries can vary along the development continuum. • Identify the causes of uneven development and explain their significance. • Look at strategies that aim to tackle the development gap. 	<p>Students could also visit Paradise Wildlife Park, Natural History Museum, Science Museum, Museum of London and London Zoo</p>

<p>Half term 2b</p>	<p>What is weather and climate, and climate change? Why does climate change matter?</p>	<ul style="list-style-type: none"> • Understand the evidence that shows climate change is happening both short and long term. • Explain the human causes of climate change. • Evaluate the impacts/effects of climate change on the world. • Explain the responses to climate change and why some are taking action. 	<p>as all offer opportunities to develop geographical knowledge and understanding.</p> <p>Useful websites: http://www.geography.org.uk/resources https://www.rgs.org/</p>
<p>Half term 3a</p>	<p>How is the world's population changing?</p>	<ul style="list-style-type: none"> • Describe and explain the global distribution of population. • Understanding of how we can use the Demographic Transition Model and Population pyramids. • Explain how population is managed. • Explain the causes and impacts of migration. 	
<p>Half term 3b</p>	<p>Why is the rainforest special?</p>	<ul style="list-style-type: none"> • Overview of global ecosystems including key biome such as hot desert/polar. • Unique climatic conditions of the Tropical Rainforest and how to present data in climate graphs. • Explain how plants and animals have adapted to the tropical rainforest conditions with a focus on soils. • Explain the causes and impacts of deforestation and evaluate management strategies. 	

Contact Details:

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Your guide to Year 7 Languages (French & German)

Assessment Criteria:

Students are assessed in four key skill areas: Listening, Reading, Speaking and Writing.

Expectations of Students:			
<p>Students are expected to come equipped with appropriate stationary. They also need to read their teacher's comments in their books and respond to the feedback given.</p> <p>All independent learning must be completed on time and brought to the next lesson.</p> <p>Students are also expected to complete ongoing revision of content and key vocabulary.</p>			
Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn	"The Target Language Speaking World"	<p><i>An introduction to...</i></p> <ul style="list-style-type: none"> • The Target Language speaking country (culture, geography & history) • Basic vocabulary and grammatical structures to exchange personal information when meeting new people (greetings, how are you, name. • Cultural celebrations, traditions & festivals (Oktoberfest- German only, Halloween) 	<p>You can assist your child by supporting them with learning key vocabulary, phrases and grammatical points and revising effectively for key assessments.</p> <p>Students should have a good dictionary, which includes verb tables to refer to - we use the Collins Easy Learning Dictionary in school.</p>
Autumn 2	"All about me!"	<p><i>An introduction to...</i></p> <ul style="list-style-type: none"> • Basic vocabulary and grammatical structures to exchange personal information when meeting new people (alphabet, numbers, age & birthdays) • Cultural celebrations, traditions & festivals (Christmas) 	<p>Encourage them to practise their skills of listening, reading, writing and speaking using the online resources listed below and ensure your child has access to authentic sources such comics, music and DVDs in the language.</p>
Spring 1	"The world around me"	<p><i>An introduction to...</i></p> <ul style="list-style-type: none"> • Basic vocabulary and grammatical structures to exchange personal information when meeting new people with reference to where I live (countries, colours, nationalities, geographical locations & weather) including basic tense phrases. • Cultural celebrations, traditions & festivals (Valentine's Day, Fasching - German, Mardi Gras - French) 	<p>Visit the "Goethe-Institut", Germany's worldwide cultural institute in London</p>

Spring 2	"My favourite things"	<p>An introduction to...</p> <ul style="list-style-type: none"> • Basic vocabulary and grammatical structures to favourite things, form basic preferences with justifications and extend sentences using intensifiers, connectives and adverbs of frequency. • Cultural celebrations, traditions & festivals (Easter) 	<p>If possible visit German/French speaking countries for a family holiday, experience the Christmas markets or even take a day trip abroad to learn about the culture and speak the native language.</p> <p>Online resources: https://www.bbc.co.uk/bitesize/subjects/z2nygk7 - listening and speaking practice http://www.memrise.com https://www.duolingo.com – vocabulary learning http://www.voki.com/ - create your own "voki avatar" to assist pronunciation through "text to speech" facilities</p>
Summer 1	"Me, myself and I"	<p>An introduction to...</p> <ul style="list-style-type: none"> • Basic vocabulary and grammatical structures to describe yourself - physical appearance and personalities (hair, eyes, height, size, other physical features & personal qualities), including basic phrases in other tenses 	
Summer 2	"Family & friends"	<p>An introduction to...</p> <ul style="list-style-type: none"> • Basic vocabulary and grammatical structures to describe others (family & friends), including preferences, justifications and basic phrases in other tenses. • Cultural celebrations, traditions and festivals (Bastille Day – French only) 	

Contact Details:

Name: Mrs E Powell - Head of Humanities and MFL

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Your guide to Year 7 History

Assessment Criteria

At the end of every unit, students are assessed.

Expectations of Students:			
<p>Students are expected to come equipped with appropriate stationary. They also need to read their teacher's comments in their books and respond to the feedback given, as well as ensuring any Spelling, Punctuation, and Grammar (SPaG) mistakes are corrected.</p> <p>All independent home learning and 'flipped' learning must be completed on time and brought to the lesson. Students are also expected to complete ongoing revision of content and key vocabulary. Websites such as BBC bitesize can be a helpful resource to challenge and extend students' understanding.</p>			
Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	What is History?	Students will be learning about the key skills and concepts required to be able to unlock and access history; this includes inference, source reliability, causation, chronology, change/continuity.	<p>Autumn 1:</p> <p>Talk to your child about the reliability of news stories and newspapers, and 'Fake News'. Discuss current affairs, particularly political issues such as Brexit and international relations. This will complement their learning and help apply their knowledge to life situations.</p> <p>Autumn 2:</p> <p>Encourage your child to use BBC bitesize, which is an excellent resource to stretch and challenge students, and a good revision tool for key information. Stansted Mountfitchet – a local attraction with a replica Norman village that would provide excellent contextual information to complement your child's learning.</p> <p>http://mountfitchetcastle.com/</p> <p>Spring 1:</p> <p>Discuss different epidemics in history, and about the impact of modern-day medicine. Analyse a picture from the time (1348/1381) and encourage your</p>
	Migration through time	Students will have explored the historical events that took place in the British Isles to gain a deeper understanding and appreciation of the societal changes which have taken place in Britain.	
Autumn 2	'1066 and all that'	Students will be learning about the significance of the Norman invasion of 1066, along with the impact of William the Conqueror's reign; this includes the Feudal System, the Domesday Book and new castles.	
Spring 1	Is it better to be a pauper or a King?	Students will be learning about 2 major events of the 14 th Century: the Black Death and the Peasants Revolt. This will include evaluating the	

		impact of the Black Death and causation, narrative and importance of the Peasants rising up.	child to draw a similar style image representing modern day England.
Spring 2	The Religious Rollercoaster	The students will be learning about the turbulent changes caused by Henry VIII's creation of the Church of England. This includes the impact of the reigns of Henry's children, particularly Elizabeth and her foreign policy decisions.	<p>Spring 2: Hampton Court https://www.hrp.org.uk/hampton-court-palace/ is an excellent day out that centres on the Tudors. Additionally, Theobalds Palace and Hatfield House are steeped in Tudor history. A visit to a local church (Catholic/Church of England) so your child can notice the differences between the two sects of Christianity.</p>
Summer	Invasion, war, and law – The Bloody Isles	The students will be exploring the historical events that took place in the British Isles between the different nations. This will help them learn and understand the political situation of the British Isles today.	<p>Summer A day trip to Parliament is a great way to be immersed in British government and politics. It will also show the disparity in political power share between the South/London and the rest of the country. https://www.parliament.uk/visiting/visiting-and-tours/tours-of-parliament/ Also, attached is a YouTube video which shows the transformation of the British Isles over time. https://www.youtube.com/watch?v=xwPVk72GLfY</p>

Contact Details:

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Your guide to year 7 Mathematics

Assessment criteria

The mathematics curriculum is categorised under the following content domains: Number, Ratio, Rates & Proportion, Algebra, Statistics & Probability, Geometry & Measures. These areas are assessed using three assessment objectives.

The table below gives an overview of the three assessment objectives, every strand and element will be assessed in every assessment series.

Assessment Objectives	Weighting
AO1 is about using and applying standard mathematical techniques	50% Foundation paper, 40% Higher.
AO2 is about reasoning, interpreting, and communicating mathematically	25% Foundation and 30% Higher.
AO3 is about solving problems in mathematics and in other contexts.	25% Foundation, 30% Higher'

Students will be starting the national KS3 programme of study over two years, which will be completed by the end of the summer term in year 8. Each set will be following a differentiated curriculum.

Students will sit formal assessments at the end of each half term, which will usually consist of components from SATs papers. All tests are an hour long and will inform decisions about setting going into Year 8.

How to support your child at home?

- Ensure your child completes all of the assignments and homework on Class charts.
- Ensure your child is fully equipped for all lessons, the preferred calculator is a Casio (VPAM) scientific calculator.
- Encourage your child uses the internet to find instructional videos and resources from websites such as TT Rockstars.
- Encourage your child seeks extra support from their teacher in areas of difficulty.
- When given feedback on how to improve, encourage your child to act on the suggested ways of improving their learning and understanding.

TERM	UNIT / LESSON	OBJECTIVES
AUTUMN 1	1 Number skills	
	1.1 Mental maths	Know and use the priority of operations and laws of arithmetic.
		Recall multiplication facts up to 10×10
		Multiply and divide by 10, 100, 1000
	1.2 Addition and subtraction	Round whole numbers to the nearest 10, 100, 1000
		Check answers using estimation.
		Add and subtract whole numbers using written methods.
	1.3 Multiplication	Multiply whole numbers using a written method.
	1.4 Division	Divide whole numbers using a written method.
		Check answers using inverse operations.
	1.5 Finance: Time and money	Reading and using the 12- & 24-hour clocks in context.
		Round decimals to the nearest whole number.
		Using and interpreting a calculator display.
		Solve problems involving time and money using a calculator.
	1.6 Negative numbers	Order positive and negative numbers.
		Add and subtract positive and negative numbers.
		Begin to multiply with negative numbers.
	1.7 Factors, multiples and primes	Identifying and understanding factors, multiples, and prime numbers.
	1.8 Square and triangle numbers	Recognise and use square numbers, square roots, and triangle numbers.
	2 Fractions	
	2.1 Comparing fractions	Use fraction notation to describe parts of a shape.
		Compare simple fractions.
		Use a diagram to compare two or more simple fractions.
	2.2 Simplifying fractions	Change an improper fraction to a mixed number.
		Identify equivalent fractions.
		Simplify fractions by cancelling common factors.
	2.3 Working with fractions	Add and subtract simple fractions.
		Calculate simple fractions of quantities.
	2.4 Fractions and decimals	Work with equivalent fractions and decimals.
		Write one number as a fraction of another.
2.5 Understanding percentages	Understand percentage as 'the number of parts per 100'.	
	Convert a percentage to a number of hundredths or tenths.	
	Work with equivalent percentages, fractions, and decimals.	
2.6 Percentages of amounts	Use different strategies to calculate with percentages.	
	Express one number as a percentage of another.	
HALF-TERM TEST		
AUTUMN 2	3 Decimals and measures	
	3.1 Decimals and rounding	Measure and draw lines to the nearest millimetre.
		Write decimals in order of size.
		Round decimals to the nearest whole number and to one decimal place.
		Round decimals to make estimates and approximations of calculations.
3.2 Length, mass, and capacity	Compare measurements by converting them into the same units.	

		Solve simple problems involving units of measurement in the context of length.
		Convert between metric units of length, mass, and capacity.
	3.3 Scales and coordinates	Read scales on a range of measuring equipment.
		Interpret the display of a calculator in different contexts.
		Interpret metric measures displayed on a calculator.
		Plot and read coordinates in all four quadrants.
	3.4 Working with decimals mentally	Multiply decimals mentally.
		Check a result by considering whether it is of the right order of magnitude.
		Understand where to position the decimal point by considering equivalent calculations.
	3.5 Working with decimals	Add and subtract decimals.
		Multiply and divide decimals by single-digit whole numbers.
	3.6 Perimeter	Work out the perimeters of shapes.
		Solve perimeter problems.
	3.7 Area	Find areas by counting squares.
		Calculate the areas of squares and rectangles.
		Calculate the areas of shapes made from rectangles.
		Solve problems involving area.
	3.8 STEM: More units	Choose suitable units to estimate length and area.
		Use units of measurement to solve problems.
		Use metric and imperial units.
	4 Ratio and proportion	
	4.1 Direct proportion	Use direct proportion in simple contexts.
		Solve simple problems involving direct proportion.
		Use the unitary method to solve simple word problems involving direct proportion.
	4.2 Writing ratios	Use ratio notation.
		Reduce a ratio to its simplest form.
		Reduce a three-part ratio to its simplest form by cancelling.
	4.3 Using ratios	Divide a quantity into two parts in a ratio given in words.
		Divide a quantity into two parts in a given ratio.
		Solve word problems involving ratio.
	4.4 Scales and measures	Use ratios and measures.
	4.5 Proportions and fractions	Use fractions to describe and compare proportions.
		Understand and use the relationship between ratio and proportion.
	4.6 Proportions and percentages	Use percentages to describe proportions.
		Use percentages to compare simple proportions.
		Understand and use the relationship between ratio and proportion.
END OF TERM TEST		
TERM	UNIT / LESSON	OBJECTIVES
SPRING 1	5 Expressions, functions, and formulae	
	5.1 Functions	Find outputs of simple functions written in words and using symbols.
		Describe simple functions in words.

	5.2 Simplifying expressions 1	Simplify simple algebraic expressions by collecting like terms. Use arithmetic operations with algebra.	
	5.3 Simplifying expressions 2	Use brackets with numbers and letters. Simplify more complicated expressions by collecting like terms.	
	5.4 Writing expressions	Write expressions from word descriptions using addition, subtraction, and multiplication. Write expressions to represent function machines.	
	5.5 STEM: Substituting into formulae	Substitute positive integers into simple formulae written in words. Substitute integers into formulae written in letter symbols.	
	5.6 Writing formulae	Identify variables and use letter symbols. Write simple formulae using letter symbols. Identify formulae and functions. Identify the unknowns in a formula and a function.	
HALF-TERM TEST			
SPRING 2	6 Sequences and graphs		
	6.1 Sequences	Revisit sequences including term-to-term rules. Develop the use of mathematical language to describe sequences. Demonstrate how sequences can be used as a mathematical model to describe patterns.	
	6.2 Pattern sequences	Generate sequences from practical sequences, describing how patterns grow. Continue sequences arising from practical contexts and use them to answer questions.	
	6.3 Coordinates	Read, generate, and plot coordinates. Recognise geometric shapes drawn on coordinate grids and find coordinates of points using geometric information. Find and calculate the midpoints of a line segment.	
	6.4 Extending sequences	Continue and describe special sequences. Generate sequences using more complex (two-step) term-to-term rules. Continue sequences arising from practical contexts. Begin to identify and use position-to-term rules. Recognise an arithmetic sequence and find the starting number and common difference.	
	6.5 Straight-line graphs	Recognise, name and plot straight line graphs parallel to the x- or y-axis. Generate coordinates that satisfy a simple linear rule and plot the graph in the first quadrant. Read values from a graph. Recognise, name, and plot the graphs of $y = x$ and $y = -x$.	
	6.6 Position-to-term rules	Identify and use position-to-term rules. Write the n th term of a sequence using algebra. Recognise the relationships between term-to-term rules, position-to-term rules, and n th terms.	
	END OF TERM TEST		
	TERM	UNIT / LESSON	OBJECTIVES
	SUMMER 1	7 Lines and angles	
		7.1 Lines, angles, and triangles	Describe and label lines, angles, and triangles.

		Identify angle, side, and symmetry properties of triangles.
	7.2 Estimating, measuring, and drawing angles	Use a protractor to measure and draw angles.
		Estimate the size of angles.
		Solve problems involving angles.
	7.3 Drawing triangles accurately	Use a ruler and protractor to draw triangles accurately.
		Solve problems involving angles and triangles.
	7.4 STEM: Calculating angles	Use the rule for angles on a straight line, angles around a point and vertically opposite angles.
		Solve problems involving angles.
	7.5 Angles in a triangle	Use the rule for the sum of angles in a triangle.
		Calculate interior and exterior angles.
		Solve angle problems involving triangles.
	7.6 Quadrilaterals	Identify and name types of quadrilaterals.
		Use the rule for the sum of angles in a quadrilateral.
		Solve angle problems involving quadrilaterals.
	8 Transformations	
	8.1 Congruency and enlargements	Identify congruent shapes.
		Use the language of enlargement.
		Enlarge shapes using given scale factors.
		Work out the scale factor given an object and its image.
	8.2 Symmetry	Recognise line and rotational symmetry in 2D shapes.
		Identify all the symmetries of 2D shapes.
		Identify reflection symmetry in 3D shapes.
	8.3 Reflection	Recognise and carry out reflections in a mirror line.
		Reflect a shape on a coordinate grid.
		Describe a reflection on a coordinate grid.
	8.4 Rotation	Describe and carry out rotations on a coordinate grid.
	8.5 Translations and combined transformations	Translate 2D shapes.
		Combine transformations.
HALF TERM TEST		
SUMMER 2	9 Analysing and displaying data	
	9.1 Mode, median and range	Find the mode of a set of data, numerical and non-numerical.
		Find the median of a set of data (odd and even number of values).
		Find the range of a set of data.
	9.2 Displaying data	Read and draw pictograms, bar charts and bar-line charts.
		Read and construct tally charts and frequency tables.
		Find the mode and range from a chart or table.
	9.3 Grouping data	Read and construct grouped tally charts and frequency tables.
		Read and construct grouped bar charts for discrete and continuous data.
		Find the modal class from a bar chart or frequency table.
	9.4 Averages and comparing data	Calculate the mode, median, mean and range of a set of values.
		Compare two sets of data using an average and the range.
	9.5 Line graphs and more bar charts	Read and draw a line graph.

		Read and draw a dual bar chart.
		Read and draw a compound bar chart.
	9.6 Spreadsheets	Enter data into a spreadsheet program.
		Use a spreadsheet to calculate the mode, median, mean and range.
		Use a spreadsheet to draw bar charts, dual bar charts, compound bar charts, grouped bar charts and line graphs.
	10 Probability	
	10.1 The language of probability	Use the language of probability.
		Use a probability scale with words.
		Understand the probability scale from 0 to 1.
	10.2 Calculating probability	List and count outcomes.
		Calculate probability based on equally likely outcomes.
		Compare probabilities.
	10.3 More probability calculations	Calculate probability of A or B happening by counting outcomes.
		Calculate the probability of an event not happening.
	10.4 Experimental probability	Record data from a simple experiment.
		Estimate probability based on experimental data.
		Make conclusions based on the results of an experiment.
	10.5 FINANCE: Expected outcomes	Use probability to estimate the number of expected wins in a game.
		Apply probabilities from experimental data in simple situations.
END OF YEAR TEST		

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Your guide to Year 7 Music

Assessment Criteria: Composing, Performing and Evaluating. Students will be assessed using KS3 assessments covering the National Curriculum.

Expectations of Students: Excellent attendance. Full commitment to rehearsals in and out of lessons.			
Term	Topic, title and unit	What students will be learning	How can you specifically help your child
Autumn 1	Keyboard Skills	Learners will explore and learn the basic piano technique. Within this, students will learn how to read music, perform and assess their work while using their knowledge to compose a short piano piece.	Ask them to explain the piano keys, asking about notes played with the right hand and the left hand. Ask students to share their rhymes they have composed to help them remember the order of left-hand and right-hand notes as they appear on the staff. A music manuscript will enhance this learning from home. To attend a library or borrow a book from school or purchase a music score and investigate the different types of notes in music and what they mean.
Autumn 2	Musical Elements	Understand the musical elements. Create a composition using the musical elements. They will focus on Carnival of the Animals'. They will listen, perform, and compose using instrumental techniques such as glissando, trill, chromaticism, and tremolo.	To watch a show locally in your community and observe the band Pitt. Encourage them to listen to a range of different music. Encourage them to list lots of Music techniques and styles and learn the spellings of them and define them. Listening to the Carnival of the Animals to try and identify what elements of music they can hear. Ask them to explain the elements of music.
Spring 1	The Orchestra	Exploring Popular music while furthering their piano technique. Student's will complete listening and performing in groups to create harmony.	Encourage them to listen to music played by an orchestra, look at film scores like Star Wars or Harry Potter on YouTube. Ask them about the families of the orchestra, asking them what instruments belong in which family. Learning spellings of instruments and families will help.

			Visit a Music instrument shop, explore the different types of instruments there and see if you can sort them into the correct families.
Spring 2	World Music Indian and African.	<p>During this unit of work students will explore the background of Indian and Samba music. Pupils will learn keywords from classical Indian Music, learn about Indian culture and Indian instruments. They will perform ragas, tintals and compose their own Indian piece using the elements of music from India.</p> <p>They will study music from Reggae, Salsa, Samba and Cuba styles. They will perform music from Bob Marley and other current Latin American artists. They experiment and compose samba drum music in groups and in pairs.</p> <p>Student's will cover African drumming, learning polyrhythms and cross rhythms from African timelines. They will sing African chants and round songs in unison and later in parts, exploring vocal textures. They will also get to focus in on other traditional world music's, such as Chinese, Nordic and Aboriginal music, looking at key instruments, features and the importance of music to that culture and heritage.</p>	<p>Research how Indian Music differs according to location within the country. Using materials / objects already at home, students should create their own Samba's.</p> <p>Watching videos of African Drumming ensembles. Attend a local show that showcases vocal music.</p> <p>Watching videos of traditional performances or listening to music from Australia, China and Norway. Asking students to discuss any differences/similarities in the music or instruments. Discussing the cultural importance of traditional music for all these areas.</p> <p>Using a large plastic container or plastic bucket, students can practice African drumming, ask them to explain the rhythms they are tapping out, asking them about polyrhythms and cross rhythms.</p>

Summer 1	Musical Elements	Students will further explore the music elements through Gustav Holst 'The Planets Suite'. Recognising the elements of music within this through listening and then performing it.	Listen to 'The Planets Suite' by Gustav Holst, asking students to describe what they are hearing with the elements of music.
Summer 2	Keyboard Skills	Learners will explore and learn the basic piano technique. Within this, students will learn how to read music, perform and assess their work while using their knowledge to compose a short piano piece.	Encourage them to list lots of Music techniques and styles. Learn the spellings of them and define them. Getting them to discuss how they would use the various elements of music to create their own planet inspired piece.
<p>Useful information: The students have around 7-8 lessons per half term to be taught the techniques or topic, then near the end of the half term begin their 3-week test. This includes being recorded during the 'creating' stage and recorded during the 'performing' stage. We watch the videos together as a class and students write strengths and improvements in their 'evaluating' stage.</p>			

Contact Details:

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Your guide to Year 7 Core Physical Education

Assessment Criteria:

Students' performances and contributions will be assessed throughout the year in the different sports.

Expectations of Students: Students are expected to come with the correct equipment for every lesson, including lessons where they may be injured. In this case, students will not take an active part in the performance part of the lesson but may be required to act as a coach or an official.			
Term	Topic, title and unit	What students will be learning	How can you specifically help your child
All Year	Swimming	Introduction to water confidence and fundamental swimming techniques for the 4 main strokes. As well as an introduction to water safety.	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise, and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child to attend the after-school activity for the sport they are covering in this unit to have more opportunities to practise and develop.</p>
Autumn 1	Top Training Sessions for Team Games	<p>Identification of the fundamental and core skills that are transferrable across a variety of invasion games. Achieved through participation in structured practises, drills and conditioned games.</p> <p>Introduction of tactics and strategies to improve team performance e.g. Formations, positions, set plays, styles of play.</p> <p>Introduction of rules and regulations associated with a variety of team games.</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise, and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child to attend the after-school activity for the sport they are covering in this unit to have more opportunities to practise and develop.</p>

<p>Autumn 2</p>	<p>Health Related Exercise and Fitness</p> <p>Going for gold in Sports hall Athletics</p>	<p>Introduction to components of fitness and how to improve these through a variety of different training methods.</p> <p>Introduction of fundamental and core skills required to perform different events associated with sports hall athletics.</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practise and develop.</p>
<p>Spring 1</p>	<p>Bounding, Bouncing and Balancing in Gymnastics/Dance</p> <p>Sports from around the world</p>	<p>Introduction to body control, movement education and spatial awareness through Gymnastics.</p> <p>Introducing the importance of accuracy, fluency, and co-ordination in performance.</p> <p>Introduction to movement analysis and evaluation through observation of performance.</p> <p>Introduction of non-traditional and culturally diverse sports that build on core and fundamental practical skills.</p> <p>Linking with the team sports topic these new sports will help build on the transferable and fundamental skills tactics and strategies to improve team performance.</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise, and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practise and develop.</p>
<p>Spring 2</p>	<p>Outdoor Adventurous Activities</p>	<p>Introduction of new outdoor activities that focus on problem solving and team building activities.</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise, and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still</p>

	Sports Education	<p>Introduction of strategies and tactics to improve performance</p> <p>Introduction to leading, officiating, and other careers in sports by organising, managing, delivering and evaluating their own games.</p>	<p>bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practise and develop.</p>
Summer 1	Making Elite Athletes in Athletics.	<p>Introduction to a variety of different athletic events and the fundamental skills required to perform the events effectively. Achieved through participation in structured practices, drills and competition.</p> <p>Introduction to rules and regulations associated with the different athletic events.</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise, and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.</p>
Summer 2	Hitting Home Runs in Striking and fielding.	<p>Identification of the fundamental and core skills that are transferrable across a variety of striking and fielding games. Achieved through participation in structured practices, drills and conditioned games.</p> <p>Introduction to strategies and tactics to help improve performance e.g. Fielding positions, tactical hitting.</p> <p>Introduction of rules and regulations associated with a variety of striking and fielding games.</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practise and develop.</p>

Useful information:

These lessons will focus on developing skills and fitness with participation being the key area.

Please be aware that the PE modules may be taught in a different order from the above depending upon the group your child is in. You will be given advanced warning of which items of the PE kit will be needed for the following half term.

Swimming will be taught throughout the year and your child will have a designated lesson on their timetable specifically for swimming. They must ensure they have the correct kit for this lesson and if they are unable to take part then a note and their normal PE kit will be required.

Contact Details:

Name: Mr T Massey - PE Teacher, Mr Ben Welch- PE Teacher, Ms L Johnson Assistant Principal & PE Teacher

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Your guide to Year 7 Religion, Philosophy and Ethics

Assessment Criteria:

Students will have a one-hour lesson twice a fortnight. Students will be assessed using GCSE style assessments.

Expectations of Students:			
<p>Students are expected to come equipped with appropriate stationary. They also need to read their teacher's comments in their books and act on the feedback given. All independent learning must be completed on time and brought to the next lesson.</p>			
Term	Topic Title and unit	What students will be learning	How can you specifically help your child?
Autumn 1	What does it mean to be British?	Exploring British Values such as democracy and respect for other beliefs within the UK and the concept of community cohesion.	<p>Encourage your child to ask questions and suggest answers about current news stories and have regular discussions with your child to encourage them to provide a balanced opinion on ethical issues, for example, is it right to go to war? There are several television programmes, documentaries and films available that show examples of individuals acting in accordance with their beliefs.</p> <p style="text-align: center;">Useful websites: http://www.bbc.co.uk/news</p>
Autumn 2	Is a covenant relationship with G-d worth it?	An evaluation of fundamental Jewish beliefs, this includes the concept of the covenant and the impact of the Prophets Abraham and Moses.	
Spring 1	How much difference can the life of one man make? (Christianity)	A critical look at the impact of Jesus' life and teachings on Christianity, including understanding how important Easter is to Christians.	
Spring 2	Why does evil and suffering exist?	A key philosophical question that explores a Buddhist explanation for suffering and how to overcome suffering. Students will learn about the life of Siddhartha Gautama and his teachings of the 4 Noble truths and 8-Fold path.	

Summer 1	What does it mean to be a good steward?	This unit considers the religious concept of stewardship and whose responsibility it is to take care of the world.	
Summer 2	Do we have a choice?	An exploration of four Rites of Passage ceremonies within Christianity and Judaism. This includes understanding the difference between an infant and adult baptism within Christianity and the importance of a Brit Milah and Bar Mitzvah for Jewish families.	

Contact Details:

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Your guide to Year 7 Science

Assessment Criteria:

Students will sit a module exam for each topic. In lessons, there will also be assessment for learning tasks for topics. At the end of the academic year, there will be an end of year exam covering all topics

Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Term 1	Cells (Biology)	Cell structure (plant and animal) Microscopes (structure, how to use) Specialised cells (Ciliated, egg cell, sperm cells, root hair cell, palisade cell) MRS GREN (Respiration) Tissues and organ systems	Students can access specific sites, <ul style="list-style-type: none"> • http://www.bbc.co.uk/education/topics/z3ccwmn/resources/1 • https://www.youtube.com/watch?v=8IlzKri08kk&t=24s
Term 1	Particles (Chemistry)	Solid, liquid, gas (Dalton model) Melting points (change of states) Diffusion, solutions, solutes, insoluble and soluble Chromatography Distillation Solid and gas pressure	Students can access specific sites, <ul style="list-style-type: none"> • http://www.bbc.co.uk/education/topics/z9r4jxs • https://www.youtube.com/watch?v=bMbmQzV-Ezs
Term 2	Energy (Physics)	Types of energy (Kinetic energy) Heating water Renewable and non-renewable energy Sankey diagrams Calculating energy bills Fuels Energy and power	Students can access specific sites, <ul style="list-style-type: none"> • http://www.bbc.co.uk/education/topics/zc3g87h
Term 1	Ecosystems (Biology)	Food chains and webs Changes in population Ecology The importance of insects Seed dispersal Bioaccumulation	Students can access specific sites, <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zxhhvcw
Term 2	Reactions (Chemistry)	Metals and non-metal Chemical reactions Reactivity series Acids and alkalis Neutralisation	Students can access specific sites, <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zn6hvcw

Term 2	Electricity (Physics)	Current Voltage Resistance Charge Static Electricity	Students can access specific sites, <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zgy39j6
Term 2	Genes (Biology)	Variation Adaptation Reproduction Pregnancy Infertility	Students can access specific sites, <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zpffr82
Term 2	Waves (Physics)	Sound waves Hearing sounds Properties of light Seeing colour and images	Students can access specific sites, <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zw982hv
Term 3	Forces (Physics)	Forces (Balanced and unbalanced) Friction Distance-time graphs Calculating speed Pressure Hooks law	Students can access specific sites, <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1
Term 3	Earth and Beyond (Chemistry/Physics)	Structure of the earth Rock cycle Earth and our solar system Scale of the universe	Students can access specific sites, <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/guides/zwd2mp3/revision/5 • https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/2

Contact details:

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Careers Information

As part of our continuing work on Careers Provision, I would like to take this opportunity to draw your attention to the Careers section of the school website.

<https://www.goffschurchgate.herts.sch.uk/720/careers-1>

This page is regularly updated and includes a wealth of information about careers education, current and up to date Labour Market Information, Work Experience and post 16 guidance.

Regardless of the Year Group your child is in this is a valuable resource and I encourage you to spend time looking at this together with your child.

In particular, I would like to draw your attention to the link to the Employability Skills page and the START page. Students have been provided with login details for these pages and they provide helpful resources.

