



HEDINGHAM SCHOOL

AND SIXTH FORM

ACHIEVEMENT & EXCELLENCE

YEAR 7

INFORMATION FOR PARENTS

2019-2020

HOMEWORK

Homework forms an essential part of students' learning. It has a number of purposes which consolidate and develop work completed in the classroom:

- *It can re-enforce topics which are studied or serve as preparation for work which will follow.*
- *Students have the opportunities to practise skills, concepts and techniques or complete specific projects.*
- *They are also occasionally given the opportunity for research to broaden and extend their horizons.*
- *Above all, students have the responsibility to learn independently.*

Deadlines are important as they help students manage their time and keep up-to-date with their work. It is the student's responsibility to ensure that homework is accurately recorded, completed and presented on time. Work should be of the highest possible quality.

Study/Homework rooms are available in lunchtime and after school.

If your child does not understand their homework, please write a note in the planner to show their teacher.

It is a good idea for your child to have a 'study buddy' - someone they can phone if they do not understand the work.

LOCKERS

During the first two weeks of term, we will be issuing lockers to Year 7 students. We do this by groups and your child will be told on the first day of term when their turn will be.

The deposit is £10. Payment can be made by Parent Pay in advance (by 1 September). When the locker key is returned, £5 will be refunded – this will usually be when your child leaves school. If a key is lost, new keys can be purchased by paying £3.00 to the Finance Office.

There are sufficient lockers for each child to have their own locker. The lockers are not large enough to be shared.

Students requiring lockers will be collected in groups by the class teacher and brought to the locker room. Please ask your child to wait until their group is collected, as we will only be issuing lockers at certain times.

Should your child not wish to have a locker when they start at the school and then change their mind at a later date, lockers will still be available. They can bring the money to the Finance Office before school, at break, or lunchtime, at any time in the future.



YEAR 7 CURRICULUM

These pages outline the work your son or daughter will be undertaking in this, their first year of the National Curriculum Key Stage 3. Most subjects organise their teaching in half-termly units. Homework is an essential ingredient of each course except performing arts.

ART AND DESIGN

Students follow a broad course providing an experience of Art and Design as a means of recording, analysing and investigating things seen and developing strong drawing skills, the underpinning of all artistic practice. This experience is articulated through the practices of painting, sculpture and print making. An understanding of the principal features of historical and contemporary studies is built into the course. *Ms Crawley, Leader of Art*

COMPUTER SCIENCE

In Year 7 students will study a mixture of Computer Science and ICT content relating to how to safely and legally utilise computer systems alongside building a foundational knowledge of how computer systems function.

Students will begin the year with a topic on eSafety which will teach them about the safe use of computer systems and they will learn about the legal and ethical issues surrounding the use of technology. Students will then carry out a project that looks at the history of Computer Science and will introduce them to key computer scientists that have developed integral technology that has become an everyday part of their lives. Students will be immersed in the Binary number system, looking at how data is actually stored and represented within a computer, linking back to the historical research they have carried out in previous units to demonstrate how the fundamentals of Computer Science have not really changed in the last 100 years. Students will spend the remainder of the year looking at the Scratch programming language, building on the existing knowledge they may have from primary school and starting to understand the logical reasoning behind how software is created. This will lead students onto looking at more advanced programming languages from Year 8 onwards. During the year students will also take part in the “Bebras” challenge which allows them to practice and test their logical problem-solving skills using unique and interesting scenarios.

The study units in Year 7 are as follows:

Unit 1 – The Safe and Legal use of Computer Systems

Unit 2 – The History of Computers

Unit 3 – Data Representation: Binary

Unit 4 – Scratch Programming

If you would like any more information, please free to get in touch with *Mr Daniels, Leader of Computer Science & ICT*

DANCE

Students follow a curriculum through Years 7 – 9 which lays the foundations for BTEC Level 2 Dance. In Year 7 the focus is on developing an understanding of the underlying principles of choreography, building confidence in performance and understanding the initial methods of dance analysis. *Mrs Cook, Leader of Performing Arts*

DESIGN & TECHNOLOGY

During Year 7 students will develop their problem solving, design and practical skills using a whole range of media, materials, tools and equipment within the following design and make topics.

Food and Nutrition — An introduction to Food and Nutrition - key skills

Textile Design – Bags — design and make project

Three Dimensional Design — storage rack

Systems and Control — sensor circuits – flashing door sign

Graphic Design — keyfob — design and make

Mr Gamble, Leader of Design & Technology

DRAMA

Students follow a curriculum through Years 7 – 9 which lays the foundations for the extended study of Drama at GCSE and beyond, and encourages the students to embrace the diversity of the world of theatre. In Year 7 we introduce the basic skills of concentration, imagination, co-operation and communication learning through games, exercises, short script and spontaneous improvisation. Students then move on to a unit centred on creating, learning skills in scriptwriting, physical theatre and how to explore a visual (picture) stimulus. This is followed by a scripted performance unit exploring the Theatre in Education play, 'Chicken'. Students develop skills in voice, movement and characterisation, including how to learn lines and stay in role. *Miss Challis, Leader of KS3 Drama*

ENGLISH

Students will undertake a new and exciting curriculum in Year 7 which includes the study of a 19th century novel, literary non-fiction, poetry, travel writing and a Shakespeare play. Our students' abilities to speak and listen in a variety of contexts, including presentations and persuasive speeches, will be extended. Reading, including private reading for pleasure, will be monitored and encouraged. Throughout the year, students will be taught how to explore and evaluate the way in which writers employ language as well as how to adapt their own use of language for a variety of purposes and audiences in order to ensure accurate writing in a variety of styles. *Ms Barker, Leader of English*

GEOGRAPHY

Students are introduced to what Geography is and begin to develop their geographical skills through the study of Hedingham School as their new 'place'. Students will study topics which allow them to investigate places as a variety of scales from the local, to the national and international. Topics will include Weather and Climate, Britain, Ecosystems, Urbanisation and the Geography of Sport. These topics are designed to introduce a variety of geographical themes and skills. *Miss Salmon, Leader of Geography.*

HISTORY

Year 7 History will cover a wide range of topics under the topic title of 'Medicine Through Time'. Students will have the opportunity to see how medical treatments have changed over time from the Romans to present day. This will enable them to study a variety of periods chronologically with an over-arching focus. Topics will include, 'What have the Romans done for Us?' 'How terrible were the Tudors?' and 'Life on the Western Front'. A range of approaches to teaching and assessment are used including ICT, group work and peer assessment. Students will explore a range of sources to help them develop their knowledge of the past and their ability to draw conclusions. *Mrs Reed, Leader of History*

MATHEMATICS

Students will spend this year working on topics in number, algebra, geometry and statistics. The year's work will be organised as a series of modules. Practical work and other investigations will be integrated into the modules as will the use of Information Technology. Students' work will be regularly assessed by a combination of tests, homework and other classwork exercises. *Mrs Woodley, Leader of Mathematics*

MODERN LANGUAGES

Our aim for the course in Year 7 is for students to see their French or German as a natural means of communication. The emphasis will be on their oral competency and they will be encouraged to communicate their ideas, feelings and interests. They will listen to genuine native speakers on CD, they will use a dictionary to research their own language needs, they will read for pleasure and there will be regular opportunities for pair-work activities and role-plays as well as to explore language tasks on the Internet. They will gain an insight into the culture and civilisation of the countries in which their language is spoken. The topics in their first year will cover personal information, family, pets, school, food, local area and free time activities. *Miss Dulais, Leader of Modern Languages*

MUSIC

Students follow an exciting course of practical work, building their musical awareness through performing, composing and listening. Classroom activities focus on individual, small ensemble and whole class work, using a variety of instruments and the voice. The topics studied will include singing and beatboxing; performing in a band; and using music technology to create rap and grime music. There are many club opportunities, such as Choir and Rock School. We also hold professional music workshops in the spring term of Year 7 which students can sign up for at the end of their first term.

Mr Cull, Leader of Music

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Students spiritual, moral, social and cultural (SMSC) values are central to Hedingham being an inclusive school. At Hedingham School, we uphold and teach students about fundamental British Values which are defined as:

Democracy

The Rule of Law

Individual Liberty

Mutual respect for and tolerance of those with different faiths and beliefs.

The school aims at reflecting issues which arise in our ever changing world to support students in the 21st Century world. Many of these issues are explored through their vertical tutor groups. Other 'age specific' topics are explored through the Curriculum or through 'Drop Down' days.

Personal, Social, Health and Economic Education Programme

Hedingham School delivers PSHE through Tutor Time sessions under our Ready, Respect, Safe Beyond the Classroom Programme. In addition to this, PSHE is taught through 'Drop Down Days' where aspects of Personal, Social, Health and Economic Education are delivered to students through outside speakers.

Furthermore, PSHE is delivered discreetly across the wider curriculum in all Key Stages as part of a broad and balanced curriculum. The PSHE programme includes the following components:

Ready

Develop responsibility and independence within school by being prepared for learning which they will take forward into society and their working lives.

Economic wellbeing and financial capability.

Careers education.

Work related learning.

Respect

Developing positive values and a moral framework that will guide their decisions, judgements and behaviour.

Understand the value and importance of family life as a social institution.

Understand what constitutes 'socially acceptable' behaviour within school and in society.

Celebrate their own personal identity.

Explore British Values including:

- An understanding of how citizens can influence decision-making through the democratic process.

- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Safe

Develop self-confidence, self esteem and self-worth.

Identify and manage risks both in real life and on-line.

Manage their personal well-being and know where to seek support.

Understand the social and emotional aspects of learning.

Know the importance and benefits of a healthy lifestyle.

Mr Nash, Leader of Personal, Social, Health and Economic Education

PHYSICAL EDUCATION

Students have the opportunity to participate in a number of the following activity areas: Invasion games, Striking games, Net games, Gymnastics and Athletics. Students are involved in a continuous process of planning, performing and evaluating each activity area. Students are encouraged to appreciate the strengths and limitations in performance and use the information in co-operative teamwork. Students will also gain an understanding of short term and long term effects of exercise on the body system. Students should also recognise the importance of rules and apply them appropriately. *Mr Sergeant, Leader of P.E.*

SCIENCE

After embarking on an introductory unit of work and achieving their Hedingham School Science Licence, Year 7 Science students study the 'Exploring Science' course which follows the National Curriculum for Science. They start to develop the basic scientific thinking and practical skills that will be required throughout their secondary science education. They are taught these through a number of separate biology, chemistry and physics topics entitled: Cells, tissues, organs and systems; Sexual Reproduction in animals; Muscles and Bones; Ecosystems; Mixtures and Separation; Acids and Alkalis; The Particle Model; Atoms, Elements and Molecules; Energy; Current Electricity; Forces; Sound. Students' work is regularly assessed, throughout the whole of Key Stage 3, by a combination of end of unit tests, assessment tasks, homework set every two weeks and class work exercises; this provides an individual profile of the skills, processes and knowledge required by the National Curriculum. Students are encouraged to use the internet wisely for research and to develop their independent study skills. *Dr Finn, Leader of Science*