

Mrs M Hayden

Mrs Rollins

Ms Campbell

Ms Lampard

Mrs Endrich

Mr S Hossain

Mrs Stanescu & Miss Birch

Mr Wooper

Mrs Muzenda

WELCOME TO KEY STAGE 3



“Realising potential, nurturing leaders of the future.”

Welcome
Headteacher

MRS HAYDEN



“Realising potential, nurturing leaders of the future.”

Welcome
Head of Year
Ms Campbell
campbellj@nmbec.org.uk



“Realising potential, nurturing leaders of the future.”

Main Contact for Tutor Group

- Form tutors have an overview of each girl's progress, although they may not have detailed subject knowledge at their fingertips.
- If you have any concerns or queries, please contact them in the first instance.
- If your concern is of a more serious nature, please contact the Head of Year Miss Campbell in the first instance:
campbellj@nmbec.org.uk
- This may then be passed to me, or another member of SLT.
- This is the structure that enables us to deal effectively with over 1,100 pupils.

Form Tutors

- 7E – Ms P Eyles
- 7Q – Mrs C Chong/Mrs J Hawkins
- 7U – Ms N Joyce
- 7A– Ms Choff
- 7L – Ms J Sinclair
- 7I –Mrs M Raveneau
- 7T – Ms K Campbell
- 7Y – Mr M Chrastina



“Realising potential, nurturing leaders of the future.”

School Rules

Behaviour

- Mobile phones
- Make up
- Jewellery
- Attendance and punctuality
- Conduct around the college

Uniform

- Students are expected to adhere to the College's uniform code



“Realising potential, nurturing leaders of the future.”

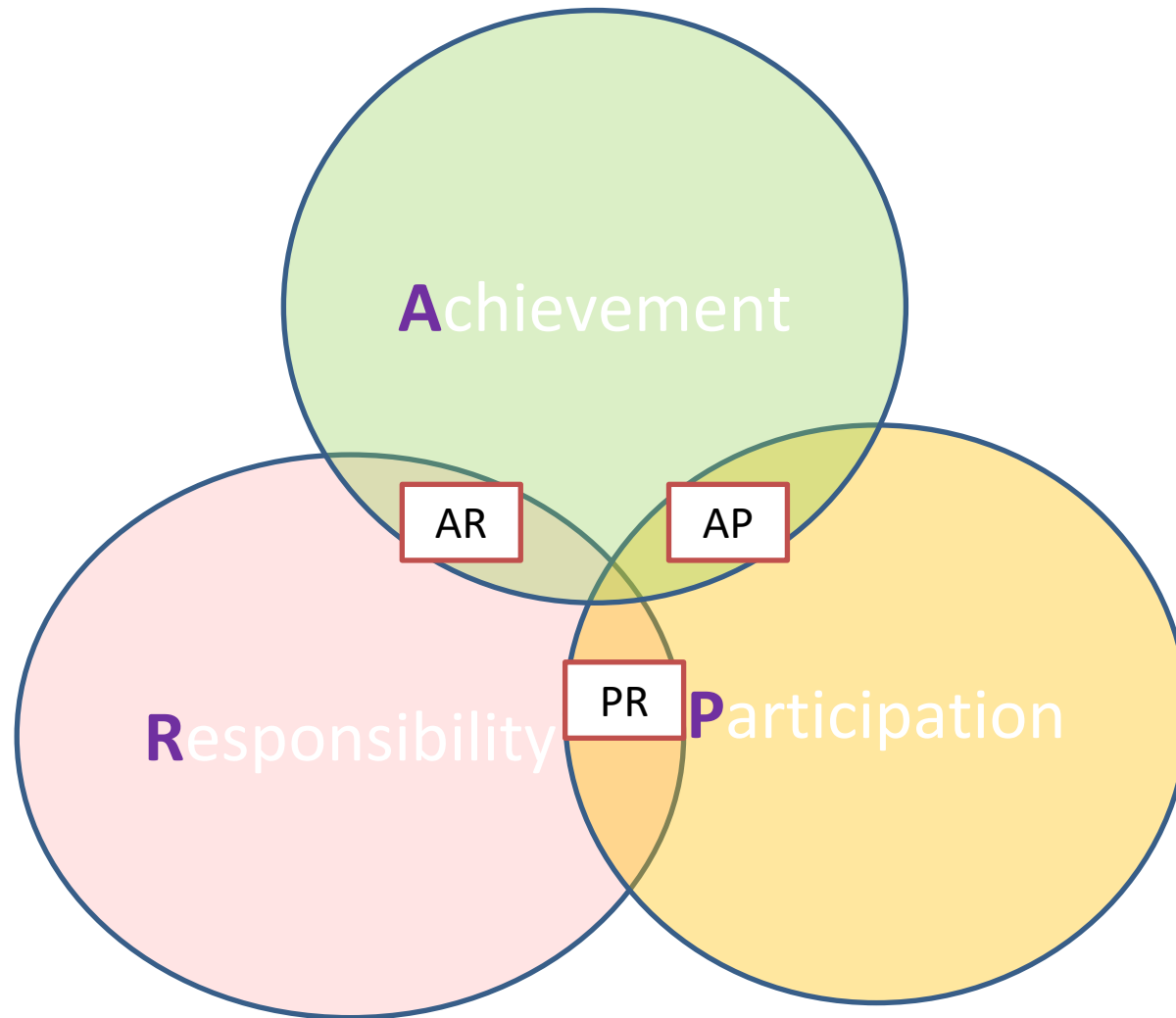
Welcome
Assistant Headteacher - Pastoral

MRS ROLLINS



“Realising potential, nurturing leaders of the future.”

What motivates children?



How can you help your child to succeed academically?

Encourage your daughter to do the following

- Keep paper/ pad to jot down thoughts that cross your mind while studying.
- Set goals to be achieved from your study session.
- Make the most of rest breaks.
- Study during the day and early evening
- Study when there are few competing activities.
- Take short breaks and **STOP** studying when fatigue sets in.
- Ask for help when needed
- Accept the challenge and take risks
- Don't procrastinate!



“Realising potential, nurturing leaders of the future.”

How can you help your daughter?

- By ensuring you monitor their progress.
- Talking to them.
- Do not make decisions for them.
- To work in collaboration with their teachers to support their learning.
- Ensure that they have a healthy balance between study, rest and relaxation.

Study Skills

- Motivation
- Organisation
- Reflection on your learning
- Revision

Healthy use of Computer Devices at Home



- No phones after 10pm
- Parents should monitor internet usage. (check the browser history)
- Phones off at night time
- No phones/ tablets when studying/revising/doing homework unless using a recommended App suggested by staff or subject specific

MS LAMPARD

ENGLISH & LITERACY

Year 7 English

Yr 7		AUTUMN		SPRING		SUMMER	
		PERSPECTIVES AND PEOPLE					
		MYTHS	ROMANTICISM IN LITERATURE	THE VICTORIAN EPOCH		REFUGEE BOY A NOVEL	
Compulsory Study	Literature	X 2 week project leading to baseline assessment.	X10 weeks <ul style="list-style-type: none"> A Play: <i>Frankenstein</i>, Shelly, Pullman Poems from: <ul style="list-style-type: none"> Blake Shelley Wordsworth Keats 	19 th Character study along with extracts		<ul style="list-style-type: none"> Refugee Boy (B. Zephaniah) 	
	Language	<ul style="list-style-type: none"> Visual representations Allusions and <u>intertextuality</u> 	<ul style="list-style-type: none"> Body snatching new article Romanticism in art 	<ul style="list-style-type: none"> 19th Century societies non-fiction A study of gothic architecture 		<ul style="list-style-type: none"> Review on Refugee Boy 2x Articles on Refugee/Migrants Media representations of refugees 	
	Context	3,000 BCE to 31 BCE	19 th Century Romanticism	19 th Century Gothic		21 st Century	
1 Lesson on Literacy per fortnight (Just Write and Accelerated Reader)							
ASSESSMENT		Reading Comprehension Writing Imaginative (Monologue)	Reading Evaluate SITE in a Frankenstein Extract	Writing Student Led: Transactional (Letter)	Spoken Language	Reading Language and Structure Study	None

YEAR 7 PROGRESS TRACKER

At Morbury Manor we currently use KS3 current attainment colour grades for reporting in Yr 7, Yr 8 and Yr 9, which span from Bronze through to Diamond. We also use the symbols – and + to indicate how secure you sit within that colour, in order for you to better see the progress you make.

KS2 ENGLISH SCORE	CAG AUTUMN	AR AUTUMN	CAG SPRING	AR SPRING	CAG SUMMER	AR SUMMER	END OF YEAR TARGET

Your teacher will highlight the grade you achieve on each assessment.

The CAG is your Current Attainment Grade and it is what you are working at when the grade is given.

There are five KS3 grades: Bronze, Silver, Gold, Platinum and Diamond

Each colour grade has two tiers:

- + denotes secure grasp of the grade
- denotes a less secure grasp of the grade

Reading

Autumn 1: Comprehension

Bronze | Silver | Gold | Platinum | Diamond

- +

Autumn 2: Evaluation

Bronze | Silver | Gold | Platinum | Diamond

- +

Summer: Language and Structure

Bronze | Silver | Gold | Platinum | Diamond

- +

Spoken Language

Spring 2: Speech

Bronze | Silver | Gold | Platinum | Diamond

Writing

Autumn 1: Imaginative Monologue

Bronze | Silver | Gold | Platinum | Diamond

- +

Spring 1: Transactional

Bronze | Silver | Gold | Platinum | Diamond

- +

Accelerated Reader Login

Username:

Password:

<https://www.oxfordowl.co.uk/1200403/>

When you receive your AR STAR Text reading age each term, please shade in the book below with the corresponding colour.



In every assessment in English this year a particular skill (Reading, Writing or Spoken Language) will be assessed.

An Attainment Term will be given based on the performance.

In year 7, the expectation is that you would achieve "Gold", however remember that everyone is different and will progress at different speeds and in different areas! So do not panic about this.

Celebrating Contributions

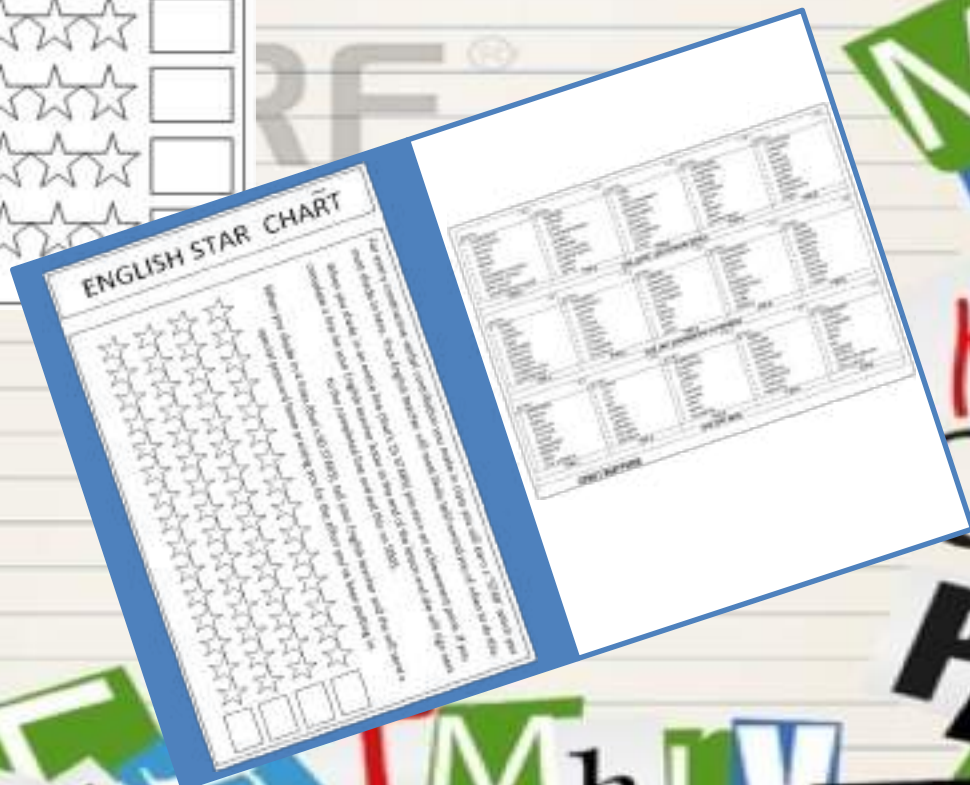
ENGLISH STAR CHART

For every constructive verbal contribution you make in class you will earn a 'STAR' which you must shade in here. Your English teacher will most likely tell/remind you of when to do this.

When you shade in an entire line (that's 15 STARS) you earn an achievement point. If you complete a line let your English teacher know at the end of the lesson and she will sign next to the completed line and put this on SIMS.

When you shade in 4 lines (that's 60 STARS), tell your English teacher and she will send a special postcard home praising you for the effort you've been putting in.

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>



KS3 English – extra curricular bits



Clubs and competitions throughout the year – more information will be shared with students and parents as they are set up throughout the year.

KEY STAGE 3 RECOMMENDED READING LIST

This is a reading list for Key Stage 3 students who want to read something a bit more challenging. The books on this list will help to develop your knowledge about language and your appreciation of other genres. It would be a real achievement to have read at least one book from each of the categories by the time you reach the end of Key Stage 3.

Classics

Emma – Jane Austen
Sherlock Holmes – Sir Arthur Conan Doyle
The Great Gatsby – John Steinbeck
Pride and Prejudice – Jane Austen
Jane Eyre – Charlotte Brontë
Sense and Sensibility – Jane Austen
Far From the Madding Crowd – Thomas Hardy
Charlotte's Web – EB White

Contemporary Fiction

A Series of Unfortunate Events – Lemony Snicket
Refugee Boy – Benjamin Zephaniah
Holes – Louis Sachar
There's a Boy in the Girls' Bathroom – Louis Sachar
The Cuckoo Sister – Vivien Alcock
The Hunger Games – Suzanne Collins
The Fire Eaters – David Almond
Pig-heart Boy – Malorie Blackman
When Hitler Stole Pink Rabbit – Judith Kerr
The Granny Project – Anne Fine
Coram Boy – Jamila Gavin
The Alex Rider series – Anthony Horowitz
Wild Child, Wild Boy – Judith Kerr
Fire, Bed and Bone – Henrietta Bradford
The Kite Rider – Geraldine McCaughrean
Noughts and Crosses – Malorie Blackman
Stone Cold – Robert Swindells

Poetry

Leaves are like Traffic Lights – Andrew Fusek Peters
Off Road to Everywhere – John Hegley
Biddy's Ravings and Other Poems – Jean Beta Breese
Spill the Beans – Poetry Collection
Funky Chicken – Benjamin Zephaniah
What is the Truth? – Ted Hughes
And Still I Rise – Maya Angelou
Meat Time – Carol Ann Duffy

Science Fiction

A Wrinkle in Time – Madeline Engle
The Wild Robot – Peter Brown
The Hitch Hiker's Guide to the Galaxy – Douglas Adams
His Dark Materials Trilogy – Philip Pullman
Bloodtide – Melvin Burgess
Children of the Dust – Lousie Lawrence
The Giver – Lois Lowry
Sabriel – Garth Nix

Horror/Thriller

The Graveyard Plot – Jason Strange
The Cavendish Home for Boys & Girls – Claire Legrand
Witch Child – Celia Rees
Brother in the Land – Robert Swindells
Revenge House – Bernard Ashley
Horror – Anthony Horowitz
Running on Ice (Short Stories) – Berlie Doherty
Frankenstein – Mary Shelley
Coraline – Neil Gaiman

Other Cultures

Roll of Thunder, Hear my Cry – Mildred D. Taylor
House of the Spirits – Isabel Allende
Separate Journeys – edited by Geeta Dharmarajan
Poona Company – Farruk H.Dhondy
Wide Sargasso Sea – Jean Rhys
The Long Goodbye – Raymond Chandler
Face – Benjamin Zephaniah

War

Over the Line – Tom Palmer
Private Peaceful – Michael Morpurgo
Listen to the Moon – Michael Morpurgo
The Boy in the Striped Pyjamas – John Boyne
Once – Morris Gleitsman
So Far From the Bamboo Grove – Yoko Kawashima Watkins
The Machine Gunners – Robert Westall
When Hitler Stole Pink Rabbit – Judith Kerr
Friedrich – H.P. Richter
Goodnight Mr Tom – M. Magorian
The Diary of Anne Frank

BOOK FORT



Supporting Your Child's Reading



This booklet has been created for parents and carers to share with your child. It has been designed to be relevant to all students, and includes a variety of strategies and activities you can use to aid reading, no matter what their level.

At the beginning of each academic year, your child takes a reading test to determine their approximate reading age. This is a number that represents their reading ability in terms of age. The maximum they can achieve on this test is 13. This is not an overall indicator of their achievement in English, but we felt it would be useful to share with you. Students will be re-tested at the start of the next academic year.



“Realising potential, nurturing leaders of the future.”

Mrs Irina Stanescu

MATHEMATICS

Welcome to KS3 Mathematics



How do we
deliver these
results?

Grades

We start
working for
them in year

7

Streaming



- **Baseline tests first lesson in maths**
- **Students are then put in ability sets from 1 to 5 on both sides of the year group**
 - **Set changes happen at points during the year**

What do we offer?

4 NUMBER CRUNCH

TIMES TABLES ROCK STARS



WHICH NINJA BELT ARE YOU?

Which belt does your NUMBER score you?

0-3	WHITE
4-6	YELLOW
7-9	ORANGE
10-13	GREEN
14-17	BLUE
18-21	PURPLE
22-25	RED
26-29	BROWN
30	BLACK

Fun ways to practice numeracy skills

What do we expect?

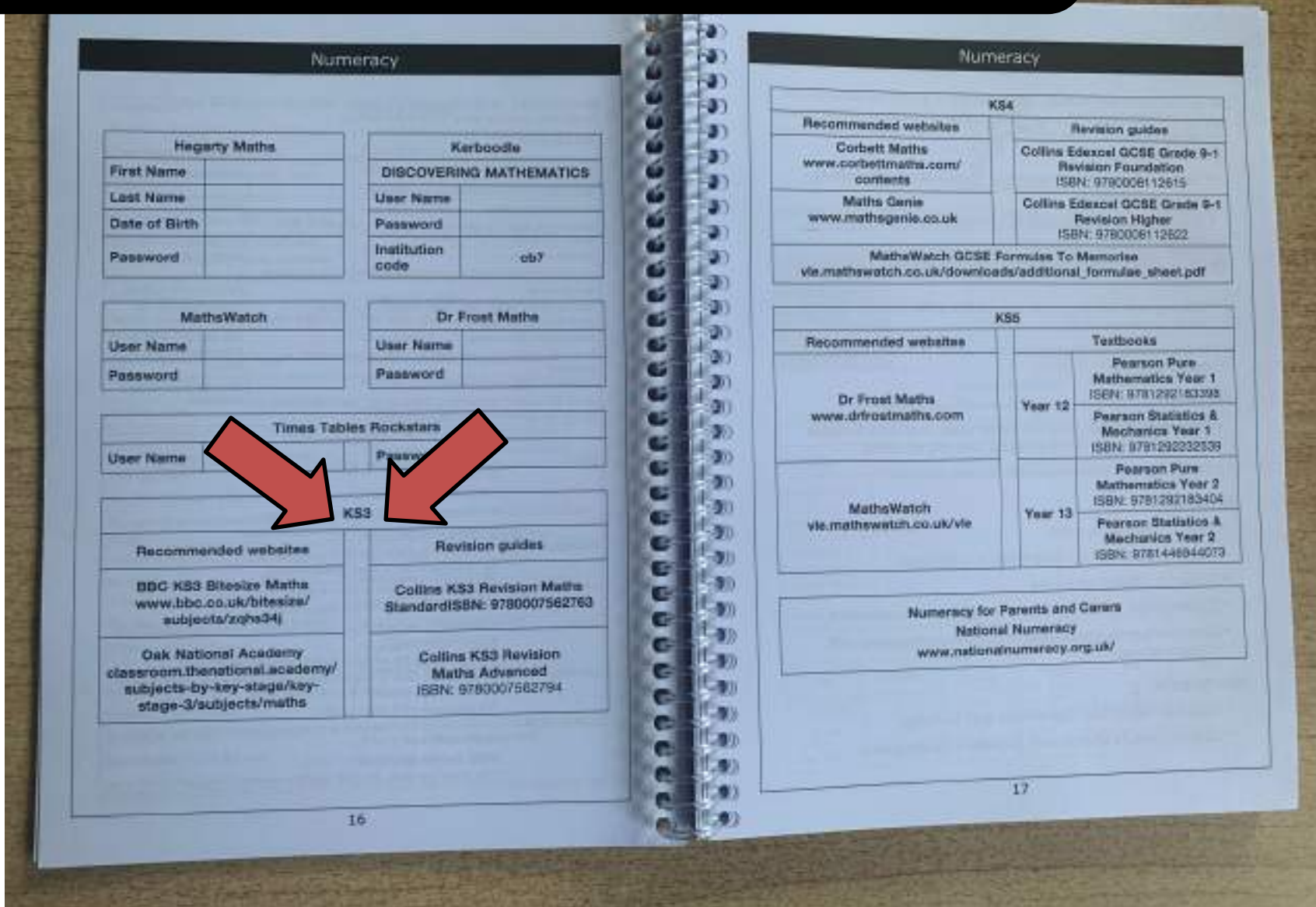


**Outstanding
behaviour and
effort from our
students**



Your support!!!

For useful Maths resources:



Numeracy																					
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Thank
you



MS O. SHONUBI (KS3 SCIENCE COORDINATOR)

Success in Science

- We aim to nurture curiosity, creativity and develop practical skills within the science curriculum.
-
- We intend to provide students with secure foundation to better understand concepts, provide key vocabulary and relevant practical skills which are interleaved into the scheme of work.
- There are a number of opportunities to take part in science activities outside of lessons. The department runs after school clubs which encourages team work, communication skills, problem solving and data analysis skills which are needed for the world of work.

Beyond the Lab?

- **STEM Club :**

Science, Technology, Engineering and Maths

Scientific practical skills, applying Science

- **Engineering Master Classes**

- **STEM challenge**

- **British Science week**

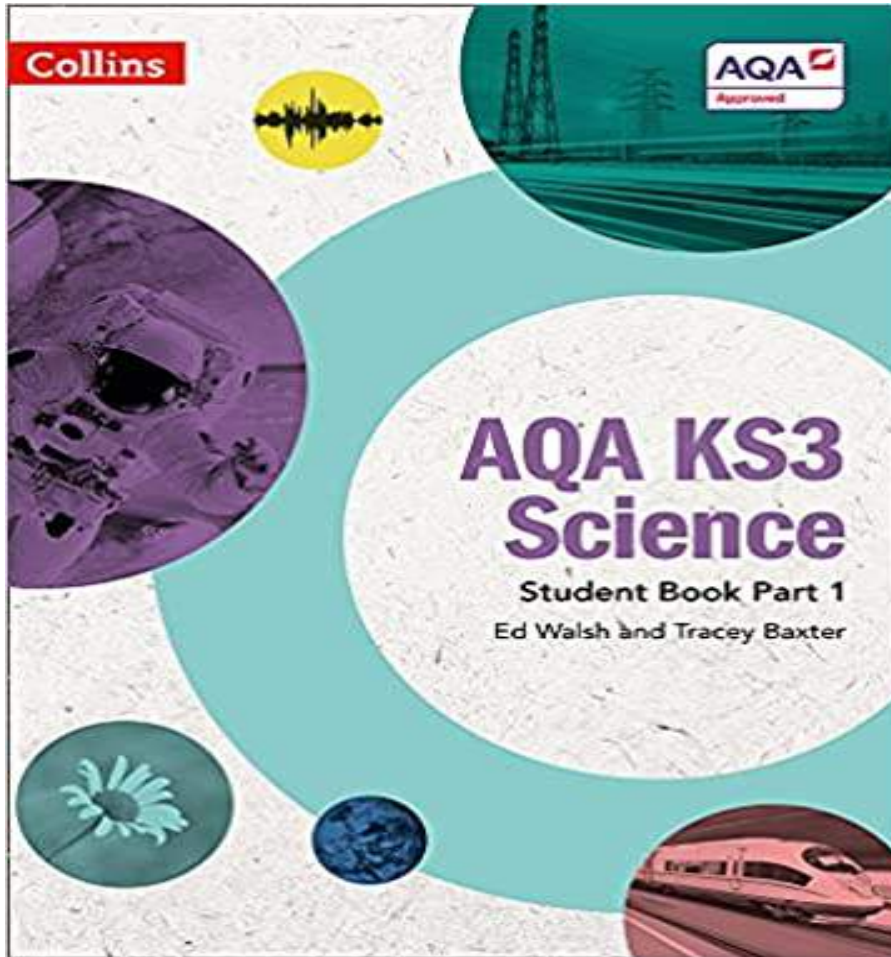
- **STEM trips to Thorpe park or Universities**

-



**CREST
Awards**

Success in Science

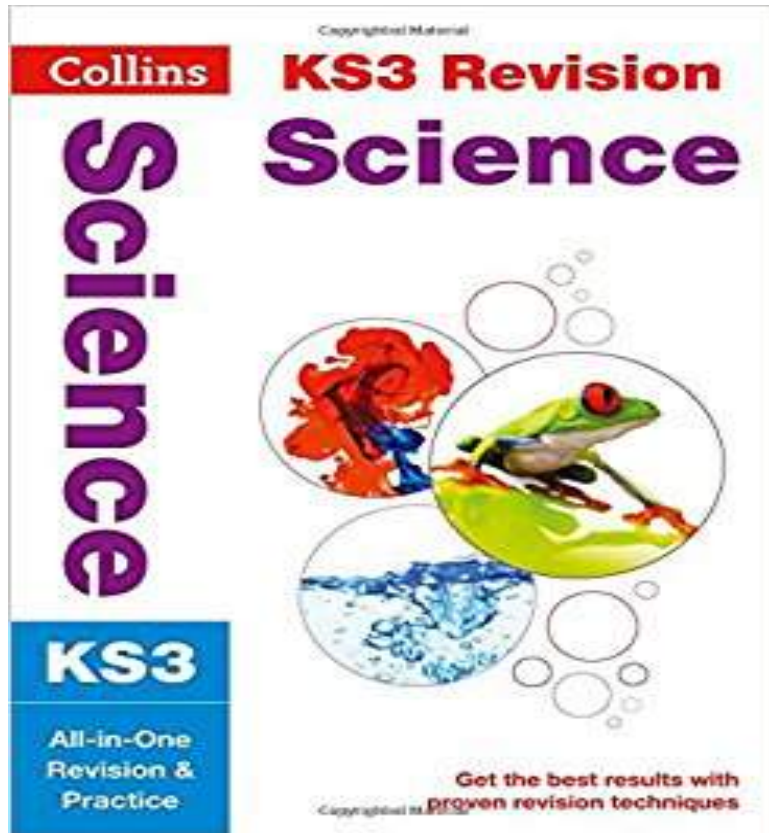


- We have designed our KS3 Curriculum to fit with our KS4 GCSE specification and we use the AQA KS3 Science book by Collins as our textbook.
- Year 7 – Student’s Book Part 1
- Year 8- Student’s Book Part 2

Aligned to AQA’s big ideas and KS3 syllabus with Student Book Part 1 covering Part 1 of the syllabus and Student Book Part 2 covering Part 2 for steady progression to KS4 GCSE Science

KS3 Support Materials

AQA Revision Guide and Work Book



- quick tests to check understanding
- end of topic practice questions
- topic review questions
- mixed practice questions
- free Q&A flash cards to download online

Doddle

- Individual login details for Doddle will be provided by your daughter's class teacher.
- Doddle resources are used to support completion of homework tasks as well as a revision tool.
- Homework tasks are also set on Doddle which is marked and graded by Doddle.














Doddle – in action

The screenshot shows a web browser window with the URL <https://www.doddlelearn.co.uk/app/student?#Science/browse>. The user is logged in as Miss K Leslie. The page features a navigation menu with 'Home', 'Assignments (2)', and 'Browse' (selected). A sidebar on the left lists 'All Resources' (with a home icon), 'KS3 Topics', 'KS4 Topics', 'Helpful Stuff', and 'Specifications'. Under 'Specifications', 'AQA GCSE Combined Science (Trilogy) 2016' is highlighted. Below this, a list of subjects is shown: Biology, Chemistry, Physics, Working Scientifically, and Mathematical Requirements. The main content area displays a grid of resource cards. Each card includes a small icon, a title, and a file type. Some cards have a 'DONE' badge. At the top of the grid, there are filters for 'View' (All Resources), 'Sort by' (Relevance), and 'Viewed' (All). A search bar with a 'Go!' button is also present. A vertical 'feedback' button is located on the right side of the page.

View: All Resources | Sort by: Relevance | Viewed: All

Tablet friendly only: Search Go!

 Absorption and ...frared Radiation Presentation	 Acceleration Presentation DONE
 Adaptations Presentation	 Adaptations worksheet Document
 Adrenaline and Thyroxine Presentation DONE	 Algebra Booster Document
 Alkanes Presentation	 Alkanes worksheet Document
 Alternative fuels revision Revision 	 Amount of Substance Presentation

feedback

Success in Science

- All Year 7 students will learn the same units which are based on Big Scientific Ideas

Introduction to scientific skills

Forces, Matter, Reactions, Organisms.

Electromagnets, Energy, Genes, Waves, Earth and Ecosystems.

- Year 7 Teaching Year Plan will be uploaded on Google Classroom so you can follow what your daughter will be studying throughout the year.

AUTUMN

SPRING

SUMMER

2Mon	30-Aug-21		2Mon	01-Nov-21	INSET in lieu	1Mon	03-Jan-22	Bank Holiday	1Mon	21-Feb-22	ENERGY 12/13 resits P	1Mon	18-Apr-22	Bank Holiday	1Mon	06-Jun-22	REVISION Art Exhibition CA
											ENERGY			Yr 10 Work Experience			REVISION
														ECOSYSTEMS 8.30am staff mtg 10 mocks			
Tue	31-Aug-21		Tue	02-Nov-21	MATTER PSHE 1	Tue	04-Jan-22	GENES 8.30am staff mtg 8.45am students	Tue	22-Feb-22	ENERGY	1Tue	19-Apr-22	ECOSYSTEMS	Tue	07-Jun-22	REVISION
Wed	01-Sep-21	INSET	Wed	03-Nov-21	MATTER	Wed	05-Jan-22	GENES Twi 3	Wed	23-Feb-22	ENERGY	Wed	20-Apr-22	ECOSYSTEMS	Wed	08-Jun-22	REVISION
Thu	02-Sep-21	Year 12 enrol	Thu	04-Nov-21	Year 11 Science Exp Day	Thu	06-Jan-22	GENES Year 12 Sussex Uni	Thu	24-Feb-22	ENERGY	Thu	21-Apr-22	ECOSYSTEMS Whole school photo	Thu	09-Jun-22	REVISION 10 Drama ex
Fri	03-Sep-21	Year 7/12 extra induction	Fri	05-Nov-21	MATTER	Fri	07-Jan-22	GENES	Fri	25-Feb-22	ENERGY	Fri	22-Apr-22	ECOSYSTEMS	Fri	10-Jun-22	REVISION 10 Drama ex
Sat	04-Sep-21		Sat	06-Nov-21		Sat	08-Jan-22		Sat	26-Feb-22		Sat	23-Apr-22		Sat	11-Jun-22	
Sun	05-Sep-21		Sun	07-Nov-21		Sun	09-Jan-22		Sun	27-Feb-22	National Careers Week	Sun	24-Apr-22		Sun	12-Jun-22	
1Mon	06-Sep-21	All years start CA	1Mon	08-Nov-21	FORCES P	2Mon	10-Jan-22	GENES 12/13 Mocks GENES 11 Data	2Mon	28-Feb-22	ENERGY MLT	2Mon	25-Apr-22	ECOSYSTEMS	2Mon	13-Jun-22	END OF YEAR EXAMS PSHE 1
Tue	07-Sep-21	INTRODUCTION TO SCIENCE	Tue	09-Nov-21	FORCES	Tue	11-Jan-22		Tue	01-Mar-22	ENERGY	Tue	26-Apr-22	ECOSYSTEMS	Tue	14-Jun-22	END OF YEAR EXAMS
Wed	08-Sep-21	Welcome to KS3	Wed	10-Nov-21	6th Form Open Evening	Wed	12-Jan-22	GENES PSHE 1 11 PE	Wed	02-Mar-22	ENERGY 10,11 Data 13PE	Wed	27-Apr-22	ECOSYSTEMS	Wed	15-Jun-22	END OF YEAR EXAMS
Thu	09-Sep-21	BASELINE TEST ELT	Thu	11-Nov-21	FORCES	Thu	13-Jan-22	GENES	Thu	03-Mar-22	ENERGY PSHE 1	Thu	28-Apr-22	ECOSYSTEMS	Thu	16-Jun-22	END OF YEAR EXAMS
Fri	10-Sep-21	BASELINE TEST	Fri	12-Nov-21	FORCES	Fri	14-Jan-22	GENES	Fri	04-Mar-22	ENERGY WBD	Fri	29-Apr-22	PSHE 1	Fri	17-Jun-22	END OF YEAR EXAMS
Sat	11-Sep-21		Sat	13-Nov-21		Sat	15-Jan-22		Sat	05-Mar-22		Sat	30-Apr-22	D of E practice	Sat	18-Jun-22	
Sun	12-Sep-21		Sun	14-Nov-21		Sun	16-Jan-22		Sun	06-Mar-22	COMBINED Ass National Science Week Core 11 mocks CA	Sun	01-May-22		Sun	19-Jun-22	
2Mon	13-Sep-21	PSHE 1 P	2Mon	15-Nov-21	FORCES Twi 2	1Mon	17-Jan-22	REACTIONS BR-CA	1Mon	07-Mar-22		1Mon	02-May-22	Bank Holiday	1Mon	20-Jun-22	EARTH Twi 7
Tue	14-Sep-21	SCIENTIFIC SKILLS Year 7 PM P	Tue	16-Nov-21	FORCES PSHE 3	Tue	18-Jan-22	REACTIONS	Tue	08-Mar-22	COMBINED ASSESSMENT IWD	1Tue	03-May-22	ECOSYSTEMS Year 10 Fieldtrip	Tue	21-Jun-22	EARTH
Wed	15-Sep-21	Welcome to KS4/5	Wed	17-Nov-21	Year 11 Pledge and exam briefing	Wed	19-Jan-22	REACTIONS	Wed	09-Mar-22	COMBINED Ass Year 9 Options	Wed	04-May-22	ECOSYSTEMS 11,13 Data Art ex	Wed	22-Jun-22	Sports Day
Thu	16-Sep-21	Yr 7/10/12 photos	Thu	18-Nov-21	FORCES ELT	Thu	20-Jan-22	REACTIONS	Thu	10-Mar-22	COMBINED ASSESSMENT	Thu	05-May-22	ECOSYSTEMS Art ex	Thu	23-Jun-22	EARTH ELT
Fri	17-Sep-21	SCIENTIFIC SKILLS Year 7 PM P	Fri	19-Nov-21	FORCES	Fri	21-Jan-22	REACTIONS 11s PE mock?	Fri	11-Mar-22	COMBINED ASSESSMENT	Fri	06-May-22	11s Leavers' Assembly?	Fri	24-Jun-22	EARTH French Trip
Sat	18-Sep-21		Sat	20-Nov-21		Sat	22-Jan-22		Sat	12-Mar-22		Sat	07-May-22		Sat	25-Jun-22	
Sun	19-Sep-21		Sun	21-Nov-21		Sun	23-Jan-22		Sun	13-Mar-22		Sun	08-May-22		Sun	26-Jun-22	National Sports Week
1Mon	20-Sep-21	ORGANISM NSI	1Mon	22-Nov-21	COMBINED ASSESSMENT BR-CA	2Mon	24-Jan-22	REACTIONS ELT	2Mon	14-Mar-22	ELECTROMAGNETS Twi 5	2Mon	09-May-22	WAVES Public exams start? P	2Mon	27-Jun-22	EARTH 10 Work Ex PSHE 3 P
Tue	21-Sep-21	ORGANISM	Tue	23-Nov-21	COMBINED ASSESSMENT	Tue	25-Jan-22	REACTIONS	Tue	15-Mar-22	ELECTROMAGNETS	Tue	10-May-22	WAVES	Tue	28-Jun-22	EARTH 12 mid terms
Wed	22-Sep-21	INSET Open Evening MCM	Wed	24-Nov-21	COMBINED ASS Yr 11 Gq FT	Wed	26-Jan-22	REACTIONS PSHE 3 9 PE	Wed	16-Mar-22	Year 10 Spanish 7.9 Data	Wed	11-May-22	WAVES Production	Wed	29-Jun-22	EARTH Year 6 Transfer Eve
Thu	23-Sep-21	ORGANISM	Thu	25-Nov-21	COMBINED ASS Yr 11 Gq FT	Thu	27-Jan-22	REACTIONS HMD	Thu	17-Mar-22	ELECTROMAGNETS PSHE 3	Thu	12-May-22	WAVES Production	Thu	30-Jun-22	EARTH
Fri	24-Sep-21	ORGANISM	Fri	26-Nov-21	CATS testing	Fri	28-Jan-22	REACTIONS	Fri	18-Mar-22	ELECTROMAGNETS	Fri	13-May-22	WAVES PSHE 3 13s LA?	Fri	01-Jul-22	EARTH 10 Data Year 6 Induction Day
Sat	25-Sep-21		Sat	27-Nov-21		Sat	29-Jan-22		Sat	19-Mar-22		Sat	14-May-22		Sat	02-Jul-22	
Sun	26-Sep-21		Sun	28-Nov-21	Year 11 Mocks: Drama	Sun	30-Jan-22		Sun	20-Mar-22		Sun	15-May-22	Yr 10 Susp T.T. Center Center Well Being Awareness	Sun	03-Jul-22	
2Mon	27-Sep-21	OM PSHE 3 NSI	2Mon	29-Nov-21		1Mon	31-Jan-22	REACTIONS Twi 4	1Mon	21-Mar-22	ELECTROMAGNETS 8 Data ELT	1Mon	16-May-22	WAVES Twi 6	1Mon	04-Jul-22	EARTH 7,8,9 Data Twi 8
Tue	28-Sep-21	ORGANISM OM	Tue	30-Nov-21	FORCES PSHE 5 Tx	Tue	01-Feb-22	REACTIONS PE Moderation?	Tue	22-Mar-22	ELECTROMAGNETS	Tue	17-May-22	WAVES	Tue	05-Jul-22	EARTH
Wed	29-Sep-21	ORGANISM OM	Wed	01-Dec-21	FORCES Tx	Wed	02-Feb-22	REACTIONS	Wed	23-Mar-22	ELECTROMAGNETS 7 PE	Wed	18-May-22	WAVES MLT	Wed	06-Jul-22	EARTH
Thu	30-Sep-21	ORGANISM 13 Data	Thu	02-Dec-21	FORCES Art MLT	Thu	03-Feb-22	REACTIONS	Thu	24-Mar-22	ELECTROMAGNETS	Thu	19-May-22	WAVES	Thu	07-Jul-22	EARTH 6th form Induction Day
Fri	01-Oct-21	ORGANISM	Fri	03-Dec-21	FORCES Art	Fri	04-Feb-22	REACTIONS NSPCC Number Day	Fri	25-Mar-22	ELECTROMAGNETS	Fri	20-May-22	WAVES 10 Drama	Fri	08-Jul-22	EARTH SLT planning Day
Sat	02-Oct-21		Sat	04-Nov-21		Sat	05-Feb-22		Sat	26-Mar-22		Sat	21-May-22		Sat	09-Jul-22	
Sun	03-Oct-21		Sun	05-Nov-21		Sun	06-Feb-22		Sun	27-Mar-22		Sun	22-May-22		Sun	10-Jul-22	
1Mon	04-Oct-21	ORGANISM Twi 1	1Mon	06-Dec-21	GENES 7, 12 Data	2Mon	07-Feb-22	ENERGY P	2Mon	28-Mar-22	ELECTROMAGNETS	2Mon	23-May-22	WAVES ELT	2Mon	11-Jul-22	Activity Week (see below)
Tue	05-Oct-21	ORGANISM	Tue	07-Dec-21	GENES Xmas lunch	Tue	08-Feb-22	ENERGY	Tue	29-Mar-22	ELECTROMAGNETS	Tue	24-May-22	WAVES	Tue	12-Jul-22	
Wed	06-Oct-21	ORGANISM	Wed	08-Dec-21	GENES Winter Concert	Wed	09-Feb-22	ENERGY 12,13 Data PSHE 5	Wed	30-Mar-22	ELECTROMAGNETS	Wed	25-May-22	WAVES 10 PE	Wed	13-Jul-22	Arts Evening
Thu	07-Oct-21	ORGANISM	Thu	09-Dec-21	GENES	Thu	10-Feb-22		Thu	31-Mar-22	ELECTROMAGNETS IDD PSHE 5	Thu	26-May-22	WAVES	Thu	14-Jul-22	Rewards Trip
Fri	08-Oct-21	ORGANISM	Fri	10-Dec-21	GENES CJD Staff Do	Fri	11-Feb-22	TRUST INSET + Book Fair	Fri	01-Apr-22	Sport Relief 12.15pm closure	Fri	27-May-22	WAVES PSHE 5	Fri	15-Jul-22	House Challenge Day 12 Data
Sat	09-Oct-21		Sat	11-Dec-21		Sat	12-Feb-22		Sat	02-Apr-22		Sat	28-May-22	D of E expedition	Sat	16-Jul-22	
Sun	10-Oct-21		Sun	12-Dec-21		Sun	13-Feb-22		Sun	03-Apr-22		Sun	29-May-22		Sun	17-Jul-22	
2Mon	11-Oct-21	11,12 Data PSHE 5 NSI	2Mon	13-Dec-21	GENES 8,9 Data	1Mon	14-Feb-22		1Mon	30-May-22	EASTER SCHOOL	1Mon	30-May-22		1Mon	18-Jul-22	12 PE

Assessments



Year 7 students will have end of unit assessments across the year.

-Check the year plan for the assessment weeks.

End of Year Exams in all the science subjects – Biology, Chemistry and Physics.





Area of Study		BRONZE	SILVER	GOLD	PLATINUM	DIAMOND
YEAR 7	FUNDAMENTAL PRINCIPALS (assessed in all units)	<ul style="list-style-type: none"> Students can communicate their key ideas in an understandable way using accurate scientific vocabulary Students can analyse data to identify a simple pattern, identifying the variables involved, and can calculate a simple mean or estimate values of data between known values. 	<ul style="list-style-type: none"> Students can communicate their ideas coherently and using scientific vocabulary in a way that makes it clear the meaning is understood Students can use a set of data to identify the relationship between two variables, can identify anomalous results and select appropriate data for calculating a mean 	<ul style="list-style-type: none"> Students communicate complex ideas coherently making full use of scientific vocabulary and taking account of audience Students can confidently identify patterns in data and use these to describe the relationships between variables. They consider anomalies in their analysis of the results and show some ability to be able to carry out more complex analysis such as calculating gradient of a sloping line 	<ul style="list-style-type: none"> Students can calculate the speed of objects, describe acceleration, and can recognise the full range of types of motion on a distance-time graph Students know that weight depends on the mass of an object and also on gravitational field strength. They are able to explain the difference between mass and weight and can use data about the mass of planets to calculate the weight of an object on different planets 	<ul style="list-style-type: none"> Students recognise, and take account of, contrasting interpretations of evidence. They can critique a claim made Students can justify an opinion about the merit of a scientific development and make choices which maximise benefit and minimise harm
	UNIT 1: FORCES	<ul style="list-style-type: none"> Students know that the speed of an object depends on the time taken to cover a distance and know that a straight line on a distance-time graph represents a constant speed Students know that mass and weight are different but related. They know that every object exerts a gravitational force on every other and that gravity keeps planets and moons in orbit 	<ul style="list-style-type: none"> Students can calculate the speed of objects and can recognise a range of types of motion on a distance-time graph Students know that weight depends on the mass of an object and on gravitational field strength. They are able to explain the difference between mass and weight and why the weight of an object will be different on different planets. They can use the formula $W = mg$ to calculate weight 	<ul style="list-style-type: none"> Students can calculate the speed of objects, describe acceleration, and can recognise the full range of types of motion on a distance-time graph Students know that weight depends on the mass of an object and on gravitational field strength. They are able to explain the difference between mass and weight and can use data about the mass of planets to calculate the weight of an object on different planets 	<ul style="list-style-type: none"> Students are able to communicate complex ideas coherently and succinctly using scientific vocabulary appropriate to the particular audience for the report Students can use data from more than one source, fully justifying decisions about the significance of results in supporting a conclusion. They can identify further questions arising from the investigation 	<ul style="list-style-type: none"> Apply the concept of relative motion to several moving objects in a variety of situations Use the concept of a gravitational field to explain various phenomena, including the orbits of planets around stars
	UNIT 2: ELECTROMAGNETS	<ul style="list-style-type: none"> Students recognise that objects can become electrically charged. They recognise that charged objects can affect each other when they are brought close together. They recognise that static charges can move and this creates a spark Students recognise voltage as an electrical push from a battery. They can explain that a voltage is needed for an electric circuit to work and that resistance is a feature of circuits which reduces the current flowing 	<ul style="list-style-type: none"> Students can explain static charge as a movement of electrons and how objects become positively or negatively charged. They can predict how charged objects will affect each other. They recognise that a current is created when charges move; the size of a current depends on the amount of charge moved in a given time Students recognise voltage as an electrical push from a battery. They can describe how voltage is different across components in series and parallel circuits and recognise how resistance affects current and energy transfer in circuits 	<ul style="list-style-type: none"> Students can explain static charge and how objects become positively or negatively charged in terms of movement of electrons. They can predict and explain how charged objects will affect each other. They can describe simple uses and dangers of static charge. They can describe a radial of current as electrons moving from the negative to the positive terminal of a battery through a circuit Students recognise voltage (potential difference) as the amount of energy transferred per unit of charge through a circuit. They can use ideas of energy to 	<ul style="list-style-type: none"> Students can explain static charge and how objects become positively or negatively charged in terms of movement of electrons. They can apply their ideas to a range of scenarios where static electricity is useful or dangerous. They demonstrate a secure understanding of current as a flow of charge across a potential difference Students recognise potential difference as the amount of energy transferred per unit of charge through a circuit. They can confidently describe the relationship between potential difference, resistance and current 	<ul style="list-style-type: none"> Evaluate different models and analogies for explaining current, voltage and resistance Use data and the mathematical relationship between current, voltage and resistance to carry out calculations



What can you do to help

Check

Check Google Classroom to ensure that all tasks set are completed and that you are up to date with the work set for your daughter

Ask

Ask to see their homework and encourage them to use other resources to support their work.

Make

Make Science meaningful by having it as a topic you talk about if its in the news such as climate change, renewable energy, recycling, and the current covid pandemic.

Encourage

Encourage them to take part in the extra curriculum activities in the faculty.



“Realising potential, nurturing leaders of the future.”

Head of Year
Ms Campbell

