



**Year 7**

**Curriculum Guide**

**Autumn Term**

**2020-21**

## Dear Families

*The Chestnut Grove curriculum provides a rigorous, knowledge-rich, transformational education, encapsulated through our PROUD values, which prepares our students to succeed at university and lead fulfilling lives. It is the embodiment of our ethos of a creative learning community, which marries traditional values with dynamic approaches to teaching and learning.*

Thank you for taking the time to read this curriculum Guide. Key Stage 3 is an exciting time in your child's learning and I am delighted to know think with your support, we will ensure your child's success at Chestnut Grove. Our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSE and give them the foundation to go on to live rich and fulfilling lives.

Working in partnership with you is a key way of ensuring your child has a smooth academic transition into Key Stage 3 and that we build on the progress made in Year 6. The purpose of this guide is to provide you with the full details of what your child will be studying this term, expectations of home learning, how and when your child will be assessed and how you can further support your child's learning.

If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher. If your questions are about a range of subjects, your child's form tutor should be your first point of contact. Please send your email to [info@chestnutgrove.wandsworth.sch.uk](mailto:info@chestnutgrove.wandsworth.sch.uk), clearly labeling who the email is for in the subject line. Heads of Department can also be contacted via the email addresses in this guide.

Yours faithfully

**Richard Cheesbrough**  
**Assistant Headteacher**

## Assessment in Year 7

When they complete their GCSEs, students will be awarded a numerical score (9-1) in each of their subjects. In the Chestnut Grove Learning Path Assessment System each subject for Years 7- 11 has nine assessment steps which broadly correspond to these GCSE grades. Students are set aspirational targets for each year to help them make strong progress towards their final GCSE grade at the end of Year 11.

The table below shows how targets are set for KS3 and intended progression for KS4:

Average KS2 Score	Year 7 Target	Year 8 Target	Year 9 Target	PROJECTED GCSE OUTCOME
80 - 99	Step 1	Step 2	Step 3	Grade 4 +
100 - 106	Step 2	Step 3	Step 4	Grade 5 +
107 - 120	Step 3	Step 4	Step 5	Grade 7+

As students progress through the Steps, targets are sometimes amended to support outstanding progress.

### How will my child's work be assessed?

Work is normally marked at least once every 3 weeks and assessed on student's progress towards their learning goal and his/her resilience using a progress grade (PE, PG, PS, PU) and resilience score (R4, R3, R2, R1) as outlined in the table below. In PBE/DT/ICT/Art work is assessed every 4/5 weeks due to reduced frequency of lessons.

	Progress Grade		Resilience Score
PE	<b>Excellent Progress</b> towards the learning goal. Extension work completed.	R4	<b>Exceptionally hard</b> working and committed to completing work to the best of his/her ability. <b>Perseveres</b> when work is challenging and tries to solve problems independently before seeking help.
PG	<b>Good progress</b> towards the learning goal. Home Learning is good.	R3	<b>Usually</b> hard working and committed to completing work to a good standard. Usually perseveres when work is challenging and seeks help when needed.
PS	<b>Satisfactory progress</b> towards the learning goal. Home Learning also satisfactory	R2	Sometimes fails to maintain consistent effort, which can result in leaving work incomplete or below his/her ability. <b>Sometimes gives up</b> if work is challenging.
PU	<b>Unsatisfactory</b> progress towards the learning goal. No Home Learning submitted	R1	Rarely makes satisfactory effort, leaving work incomplete and/or of a poor standard. <b>Gives up very easily</b> if work is challenging. Fails to seek help.

### Detailed marking with 'MRIs' and mark schemes

In each subject, teachers have identified the pieces of work for the autumn term that will be marked in detail to assess students' knowledge, skills and understanding in relation to a learning goal. These assessments will require a written response from your child to the feedback they are given. At Chestnut Grove we call these

responses 'MRI' (My response is...) and students normally complete them in red pen. Details of these assessments can be found in the subject sections of the curriculum guide. You can support your child by encouraging him or her to reflect on teacher feedback and 'learn from mistakes'.

### **Written tests in the EBacc subjects**

Each term students sit written tests in each of the EBacc subjects (English, Mathematics, Science, Languages, History and Geography). The purpose of this is to help students develop the skill of learning large volumes of knowledge, which will be essential in the new style GCSEs. Revision for these tests is very important and students should be preparing for them at home several weeks in advance. Revision checklists for these tests can be found in the subject sections of the curriculum guide. Many subjects provide revision packs and students should also use their exercise books to support revision. The revision resources are also hosted on our website under the 'Curriculum' section.

This term, these tests will be during the week commencing **Monday 2 November 2020** and will take place during normal lessons.

## Year 7 Home Learning Timetable

Home Learning is an important part of Chestnut Grove Academy's curriculum. It is vital because it increases learning time by 25 percent a year and enables students to develop their independent learning skills.

It is also important because it is the main channel by which education becomes a shared responsibility between home and school.

Students are required to take responsibility for recording all home learning in their student planner. Your support in checking the student planner and completion of home learning on a regular basis is invaluable in helping students to develop positive home learning habits from the start of Year 7.

Where possible, please provide your child with a quiet space in which to complete home learning, with access to a desk or table.

Year 7 students are expected to spend **30 - 45 minutes** on each individual piece of home learning.

7X	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Kapoor</b> (X1)	History	Maths	Science Geography	Spanish	English
<b>Hepworth</b> (X2)	History	Maths	Science Spanish	Geography	English
<b>Blake</b> (X3)	History	Maths	Science Spanish	Geography	English
7Y	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Turner</b> (Y1)	French	Maths	Science History		English Geography
<b>Da Vinci</b> (Y2)	French	Maths	Science Geography	History	English
<b>Kahlo</b> (Y3)		Maths Geography	Science French	History	English
<b>Kusama</b> (Y4)		Geography	Science History	French	

30-45 minutes per subject per week for English, Maths, Science, History, Geography and MFL.

30-45 minutes per subject twice per half term for Health, Design Technology, Art, Performing Arts, and PBE.

In their first four weeks, Year 7 Students are introduced to home learning through a phased approach and home learning will be set in English, Maths, Science, Health, MFL, and PBE. After the first four weeks, home learning is set as per the home learning timetable in all subjects.

## Literacy

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Literacy is one of the most important skills that students require and it is embedded into curricula across all subjects. This means that all teachers address literacy through their teaching and marking. To support students' oral literacy all members of staff insist upon Standard English as the language of the classroom. We ask every child in Year 7 to have a reading book in their bag every day and reading is integral to the Year 7 tutor programme. Please strongly encourage your child to attend the Library at break and lunchtimes to renew their library books and immerse themselves in a culture of reading.

You can support the development of your child's literacy by:

- Supporting them with Home Learning, checking that they are writing extensively.
- Encouraging your child to read for 30 minutes every night. Students can borrow books from the academy's library or online library.
- Testing your child on the meanings of key terms in each subject and spelling.
- Checking that your child is proof reading work for grammar and spelling errors before considering it complete.
- Encouraging your child to speak in Standard English whenever appropriate.
- Promoting a love of reading at home, suggesting books from the reading list on the school website.

You can find useful advice for students on the BBC Bitesize website at <http://www.bbc.co.uk/education/subjects/z3kw2hv>.

Students who attained below 100 in their KS2 Reading will be invited to additional catch up intervention lessons to help improve their literacy. In some instances, students who only just missed the 100 score are being supported via their main English lessons. If you have any questions about the support your child is receiving, please contact Ms Robinson in the English Department.

## Numeracy

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Increasingly, students will be required to have strong numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects but it is particularly noticeable in Science, Geography, PE and Music where students are required to actively use their numerical skills in a wide range of contexts.

As with literacy, where the Maths Department think it is appropriate, students who attained below 100 in their KS2 Maths test are being targeted for additional catch up intervention lessons to help improve their numeracy skills. If you have any questions about the support your child is receiving, please contact Mr Green in the Maths Department.

## Arts and Languages Specialists

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Along with an enriched curriculum and trips and visits, Arts and Languages specialists have extra lessons at the following times:

Art: Thursday Period 7

Languages: Monday Period 6

## INCLUSION

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Our aim and ethos is to create a supportive and inclusive environment for all of our pupils irrespective of any additional learning or physical needs. At Chestnut Grove we offer a variety of interventions to support students with a range of needs to reach their full potential at school. We meet with all the parents of SEND pupils once per term to discuss progress and support strategies.

**SEND Workshops** are run to meet a range of learning needs (Synthetic Phonics, Handwriting/touch typing, Speech and Language, Dyslexia, Numeracy, Learning Zone Home Learning club and workshops tailored to meet the needs of pupils with ASD)

**Learning Support Centre workshops** are run to meet a range of social and emotional needs (Cooking, Anger Management, Social Skills, Individual and group mentoring).

**LSA in-class support** is provided to meet the learning needs of those pupils that have a diagnosed learning difficulty where extra adult support would improve their learning outcomes.

## **Key Dates for Year 7**

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Thursday 17 September 2020 (6pm) – Year 7 Curriculum Evening

Thursday 3 December 2020 (5-7pm) – Year 7 Parents' Evening

Week commencing November 2 – **Autumn Term Key Stage 3 Assessment Week**  
(written tests in the EBacc subjects)

Week commencing 4 May – **Key Stage Core Subjects Exam Week** (Written exams  
in English, Maths, Science)

Week commencing 11 May – **Key Stage Foundation Subjects Exam Week**  
(Written exams in all other subjects)

# Subject Guides

## Curriculum Timings:

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Your child will be studying the following subjects over the week:

- 11 hours in the Core Subjects (English 5 hours, Mathematics 4 hours and Science 3 hours)
- 6 hours in the remaining EBacc subjects (Geography 2 hours, History 2 hours, Languages 2 hours)
- 1 hour in PBE (Philosophy, Beliefs and Ethics)
- 6 hours in creative and practical subjects (Art 1 hour, Performing Arts 1 hour, Music 1 hour Design Technology 1 hour, PE 2 hours)
- 1 hour of Health

## Year 7 English Autumn Term 2020-21

### Staffing:

**Head of Department:** *Charlotte Robinson*

**Email:** *crobinson@chestnutgrove.wandsworth.sch.uk*

**Head of KS3 English:** *Cathryn Smith*

**Email:** *csmith319.212@lgflmail.org*

### Subject Description:

Studying English allows students to imagine, discover and experience worlds without boundaries. At Chestnut Grove the English curriculum strives to embed in students a love of literature, as well as the means to express themselves using excellent standard English, thoroughly preparing them for the future. Our results are consistently outstanding.

KS3 is a broad curriculum ranging from Charles Dickens to modern poetry, formal writing, to creating their own fiction and non-fiction texts. Students are encouraged to read independently, particularly unseen extracts, developing the reading skills, in order to prepare for the demands of the new GCSE, as well as learning how to write and communicate in a range of contexts.

### Curriculum breakdown this term:

#### First Half Term:

*Other World's Sci-Fi Unit* *Weeks 1-3: Creative Writing*

*Weeks 4-7: Non-Fiction Writing*

#### Second Half Term:

*Class Novel:* *Curious Incident of the Dog in the Night-Time or Stone Cold.*

**Assessments this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Sci-Fi Creative Writing Story
2. Autumn Term Exam: Non-Fiction Writing
3. Thematic Essay based on a class novel (draft and final)

### Autumn Term Test Revision Checklist:

#### Reading

- ✓ How to use quotations
- ✓ How to identify language techniques
- ✓ How to explain the effect on the readers
- ✓ How to explain themes and ideas across a longer text

#### Writing

- ✓ Spelling, punctuation and grammar
- ✓ How to use paragraphs accurately
- ✓ How to vary your sentences
- ✓ How to use ambitious vocabulary
- ✓ How to write appropriately for different genres eg/ Sci-fi and Non-Fiction

## Year 7 Mathematics Autumn Term 2020-21

### Staffing:

**Head of Department:** Mr M Green

**Email:** [mgreen@chestnutgrove.wandsworth.sch.uk](mailto:mgreen@chestnutgrove.wandsworth.sch.uk)

**Second in Department, in charge of KS3 :** Mr K Clucas

**Email:** [kclucas@chestnutgrove.wandsworth.sch.uk](mailto:kclucas@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

*In Year 7, maths is taught using the mastery concept. This is about students becoming systematic learners, mastering the topics they have learnt in order to apply it in any given problem solving context. There are 5 key concepts for teaching for mastery.*

#### Coherence

Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps.

#### Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation.

#### Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others.

#### Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.

#### Variation

Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided and thinking is encouraged.

### Curriculum breakdown this term:

#### 1<sup>st</sup> Half Term:

Integers – place value; rounding; squares, cubes, roots, multiples, factors and negative numbers.

#### 2<sup>nd</sup> Half Term:

Algebra – Substitution, simplifying expressions, formulae, solving equations.

**Assessment this term:**

In Maths students will receive detailed feedback in the form of a question level analysis which they will use to identify strengths and areas for development. Students will also be expected to identify what independent study they need to undertake to secure progress.

Term	Year 7
Autumn	Baseline Test Unit 1 Post-learning Assessment Unit 2 Post-learning Assessment SATS Assessment Unit 3 Post-learning Assessment Unit 4 Post-learning Assessment
Spring	Unit 5 Post-learning Assessment Unit 6 Post-learning Assessment Unit 7 Post-learning Assessment Unit 8 Post-learning Assessment
Summer	Unit 9 Post-learning Assessment Unit 10 Post-learning Assessment Unit 11 Post-learning Assessment Unit 12 Post-learning Assessment End of year exam

**What can you do to support your child?**

Provide a quiet place for your child to do their Home Learning. Encourage your child to learn independently. However, it is often helpful to work by their side. Check Teams and Home Learning diary each night to see what Home Learning is being recorded. To help instill a fruitful work ethic it is imperative that students develop a good sleep pattern. Therefore we advise a restricted use of mobile phones and electronic games at night time.

**Wider reading and useful web-sites or activities to support learning:**

The school subscribes to [www.mymaths.co.uk](http://www.mymaths.co.uk).

Students can also use the following sites, which offer revision videos and topic booklets, including solutions:

- [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)
- [www.corbettmaths.com](http://www.corbettmaths.com)
- [www.hegartymaths.com](http://www.hegartymaths.com)

**Home Learning:** Set once per week on Teams, either via mymaths or as a worksheet uploaded to Teams. The Home Learning will be on topics that have been learned recently; therefore encouraging students to recall prior knowledge.

**If a student is self-isolating:** Work will be set on Teams. Students will receive a voiced-over powerpoint similar to the one they would see in lessons. This will be focused on the learning. Students will receive similar resources and Home Learnings.

**If there is a local lockdown:** As above, but resources will be enhanced by learning videos from mathswatch, mathsgenie, corbettmaths or hegartymaths.

At home, students will be required to set out their work in their books in the same way they would in school (Worked example/Thinking/Your Turn). They then take a photo of their work and upload it to Assignments. 'Lockdown' style lessons will be delivered in school, initially once per week and then more invariably, to ensure students know how to make the most of their learning if they are in either situation.

## Year 7 Science Autumn Term 2020-21

**Staffing:**

Mr Gordon – Head of Science ([agordon@chestnutgrove.wandsworth.sch.uk](mailto:agordon@chestnutgrove.wandsworth.sch.uk))  
Ms Brooke – KS3 coordinator ([sbrooke@chestnutgrove.wandsworth.sch.uk](mailto:sbrooke@chestnutgrove.wandsworth.sch.uk))

**Subject Description:**

Science literally explains everything we come into contact with in our everyday lives. Science develops a wide range of skills that are particularly attractive to employers, such as resilience and problem-solving. Science also develops practical skills, the ability to process data and evaluation skills

**Curriculum breakdown this term:**

A world of tiny particles – studying solids, liquids and gases and the arrangement, motion and behavior of particles.

Forces – studying different forces, how to represent them and the effect of them in various aspects which can be applied to real life situations.

**Assessment this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Baseline Assessment (Week Beginning 7<sup>th</sup> Sept – to review primary curriculum)
2. Autumn term assessment (Week Beginning 2<sup>nd</sup> Nov – module 1 world of tiny particles and science skills)

**Autumn Term Test Revision Checklist:** *(For the Autumn Term Test in EBacc subjects only)*

**A World of Tiny Particles:**

- ✓ Solids, liquids and gases
- ✓ Particle theory
- ✓ Expansion and contraction
- ✓ Diffusion
- ✓ Dissolving
- ✓ Solubility
- ✓ Changing state
- ✓ Conduction
- ✓ Convection
- ✓ Radiation

**Forces:**

- ✓ Finding forces
- ✓ Equilibrium and compression
- ✓ Tension
- ✓ Upthrust
- ✓ Friction
- ✓ Drag
- ✓ Mass versus weight
- ✓ Moments
- ✓ Pressure
- ✓ Speed
- ✓ Acceleration
- ✓ Space
- ✓ Unbalanced forces
- ✓ The seasons

**What can you do to support your child in Science?**

- Ensure your child is completing all Home Learning set.
- Ensure your child has a scientific calculator and brings it all Science lessons.
- Purchase a KS3 revision guide and workbook for consolidating work at home.
- Ensure your child understands how to access work if they have to self-isolate or shield and the process for continuing their studies if there is a future lockdown.

**Wider reading and useful web-sites or activities to support learning:**

- <http://www.bbc.co.uk/schools/qcsebitesize/>
- SAM learning
- Yr7 -8 Collins KS3 Science revision guide ISBN: 978-0-00-756282-4. £3 from the science department
- Yr7-8 Collins All-in-one revision & practise ISBN: 978-0-00-756283-1.
- YouTube channels like asapscience and TedTalks

**Home Learning:**

- One piece per week that should take approximately 30 minutes to complete.

## Year 7 History Autumn Term 2020-21

### Staffing:

**Head of Department:** Ms Laura Adams

**Email:** [ladams@chestnutgrove.wandsworth.sch.uk](mailto:ladams@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

*'The CGA History curriculum challenges the certainty and assumptions we have in today's society, building resilience in dealing with uncertainty, encouraging young people to open their minds, think critically and be empowered with knowledge.'*

KS3 History at Chestnut Grove Academy aims to ensure that all students know and understand the history of these islands, and how they interact with the rest of the world, as a coherent, chronological narrative, from the earliest times to the present day. Through a range of learning techniques, tasks and activities we aim to ensure that all students know and understand significant aspects of the history of wider world; the achievements and follies of mankind. In order to develop an understanding of historical enquiry and to engage with significant aspects, we aim to ensure that all students have the necessary tools and skills; students therefore will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

### Curriculum breakdown this term:

Topic 1: The Battle of Hastings and the Norman Conquest

Topic 2: Challenging the Crown: Who held the power in the medieval ages?

**Assessment this term:** *(Your child will receive detailed feedback linked to a mark scheme on the following pieces of work, depending on the situation this work will be marked in books or on Teams. For the essay on Hastings teachers will be flexible to students' needs and can allow students to hand in typed via teams.*

1. Essay: What was the most important reason for William's victory at the Battle of Hastings?
2. Class debate: How much did England change under the Normans?
3. End of term assessment: The Battle of Hastings, the Norman Conquest and Challenging the Crown.

### Autumn Term Test Revision Checklist:

Topic 1: 1066 The Battle of Hastings and the Norman Conquest

- Chronology of events
- Reasons for Williams' success.
- Impact of Norman invasion.

Topic 2: Challenging the Crown

- Thomas Becket
- The Magna Carta
- The Provisions of Oxford
- Matilda

### What can you do to support your child in History?

- Discussions based on what students have learnt.
- Engaging with political, spiritual, social, cultural and moral issues.
- Visiting places of historical interest in the local area.
- Reading and watching the news and having an awareness of current issues around the world.
- Encourage reading for pleasure

### Wider reading and useful websites or activities to support learning:

- [www.bbc.co.uk/education](http://www.bbc.co.uk/education)
- [www.history.com](http://www.history.com)
- Hodder Education – Making Sense of History / SHP series
- Oxford University Press KS3 History series

**Home Learning:**

- Set through tic tac toe system across the half term.
- Students should spend 30 minutes completing each piece of their History Home Learning.

## Year 7 Geography Autumn Term 2020-21

### Staffing:

**Head of Department:** Mr Kieran Reeves

**Email:** [kreeves@chestnutgrove.wandsworth.sch.uk](mailto:kreeves@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

In Key Stage 3 Geography, students are prepared for the rigours of the new GCSE curriculum and receive an exciting grounding in the key physical and human topics. Students' learning is enriched via up to date case studies which bring the subject to life. With an increasing focus upon the 'knowledge curriculum' students are required to demonstrate that they can learn the key case studies and geographical concepts for termly testing. However, this is also developed further through decision making projects and essays. Students also learn key geographical skills including numerical analysis and Ordnance Survey Map reading.

### Curriculum breakdown this term:

#### First Half Term:

Elements of place and what makes a place amazing?

- Students learn a geographical understanding of "place", starting with why places are important and learning about our local area. Students will also learn what influences our perceptions of places and factors that cause these to change including the media, migration and regeneration/gentrification.

#### Second Half Term:

Key geographical skills

- Students will learn the key skills that are required to exceed in geography and understanding of landscapes and the world including: OS map skills, longitude and latitude, key human and physical locations around the world (atlas work).

**Assessment this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Has the regeneration of Stratford been successful?
2. How do factors affect place?
3. Autumn term assessment.

**Autumn Term Test Revision Checklist:** *(For the Autumn Term Test in EBacc subjects only)*

#### Elements of Place:

- Factors that affect a place
- What influences our perceptions of place
- Regeneration of Stratford

#### Geographical skills:

- OS map skills including: 4 and 6 figure grid references/measuring distance and landscapes
- Using longitude and latitude to locate places
- Atlas work – key locations of continent/oceans/mountains/countries etc

#### What can you do to support your child in Geography?

Ensure Home Learning is completed on time and to a very high standard.

Help to test your child on key knowledge from the revision guides in advance of the termly tests.

Use the Ordnance Survey website to help your child read an OS Map; if you use them yourself encourage your child to begin map reading on your behalf.

Encourage your child to watch and read the news on a regular basis, particularly focusing on natural disasters, climate change and the environment, economics and population stories.

Help your child to learn the location of countries around the world and key physical features such as rivers and mountain ranges. The online Lizard Point Geography quizzes are an excellent place to start

#### Wider reading and useful web-sites or activities to support learning:

We produce our own revision guides for exams.

Useful websites include BBC Bite Size, Lizard Point Geography and the Ordnance Survey.

#### Home Learning:

Home Learning is set on a weekly basis and includes knowledge revision, essays, short answer questions, research and skills tasks.

## Year 7 French Autumn Term 2020-21

<b>Staffing:</b> <b>Head of Department:</b> <i>Ms Helen Holding</i> <b>Email:</b> <a href="mailto:hholding@chestnutgrove.wandsworth.sch.uk">hholding@chestnutgrove.wandsworth.sch.uk</a>
<b>Subject Description:</b>  Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.
<b>Curriculum breakdown this term:</b>  Meeting people, in my school bag, ages & birthdays, classroom language, colours, family, animals, descriptions (physical and personality).
<b>Assessment this term :</b> <i>(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)</i> <ol style="list-style-type: none"><li>1. Vocabulary test on items in bag</li><li>2. Writing Home Learning on personal info</li><li>3. <b>Autumn term assessment (During the Autumn term assessment week)</b></li></ol>
<b>Autumn Term Test Revision Checklist:</b> <i>(For the Autumn Term Test in EBacc subjects only)</i>  <ul style="list-style-type: none"><li>✓ <i>Items in the school bag</i></li><li>✓ <i>Numbers, ages and birthdays</i></li><li>✓ <i>Colours</i></li><li>✓ <i>Family members</i></li><li>✓ <i>Animals</i></li><li>✓ <i>Descriptions (both physical and personality)</i></li></ul>
<b>What can you do to support your child in French?</b> Test your child frequently on new vocabulary covered in class. Make sure that your child completes their Home Learning to a good standard every week.
<b>Wider reading and useful web-sites or activities to support learning:</b>  <ul style="list-style-type: none"><li>• CGP revision guides</li><li>• Visit either of the following websites: <a href="http://www.bbc.co.uk/education/subjects/zqdqxb">http://www.bbc.co.uk/education/subjects/zqdqxb</a> BBC Bitesize</li></ul> <a href="http://www.linguascope.com">www.linguascope.com</a> The login details for Linguascope is available via your child's class teacher.
<b>Home Learning:</b>  Home Learning is set once a week and is either a learning HW where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

## Year 7 Spanish Autumn Term 2020-21

<b>Staffing:</b> <b>Head of Department:</b> <i>Ms Helen Holding</i>
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**Email:** [hholding@chestnutgrove.wandsworth.sch.uk](mailto:hholding@chestnutgrove.wandsworth.sch.uk)

**Subject Description:**

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

**Curriculum breakdown this term:**

Introducing yourself, counting up to 31, the Spanish alphabet, talking about the classroom, talking about school subjects, saying what you do in lessons, talking about teachers, giving opinions and reasons, talking about snacks

**Assessment this term :** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Vocabulary test on items in bag
2. Writing Home Learning on what you study at school
3. Autumn term assessment (During the Autumn term assessment week)

**Autumn Term Test Revision Checklist:** *(For the Autumn Term Test in EBacc subjects only)*

- ✓ Numbers up to 31
- ✓ Classroom language
- ✓ Talking about school subjects
- ✓ Giving opinions
- ✓ Talking about teachers
- ✓ Snacks

**What can you do to support your child in French?**

Test your child frequently on new vocabulary covered in class.

Make sure that your child completes their Home Learning to a good standard every week.

**Wider reading and useful web-sites or activities to support learning:**

- CGP revision guides
- Visit either of the following websites:  
<http://www.bbc.co.uk/education/subjects/zgdqxb> BBC Bitesize

[www.linguascope.com](http://www.linguascope.com) The login details for Linguascope is available via your child's class teacher.

**Home Learning:**

Home Learning is set once a week and is either a learning HW where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

## Year 7 Art Autumn Term 2020-21

**Staffing:**

**Head of Department:** Ms Maddie Horne

**Email:** [mhorne@chestnutgrove.wandsworth.sch.uk](mailto:mhorne@chestnutgrove.wandsworth.sch.uk)

**Subject Description:**

The Arts curriculum encourages students to creatively consider, question and engage in the world around us. Whilst challenging and promoting our confidence in independent problem solving, it prompts us to apply a range of artistic techniques and processes in new and unfamiliar contexts.

**Curriculum breakdown this term:**

This first Year 7 Art project the academic year is entitled 'Utopian Landscapes'. This unit focuses on introducing students to a range of playful and exciting creative techniques, which will allow students to create their own utopian landscape. Students will explore the Art movement of surrealism while developing and strengthening drawing techniques. Students will be inspired by the natural world, with a key focus on techniques for creating effects such as sky, distant landscapes, and buildings. Pupils are expected to learn about the history of landscape painting, its main proponents.

**Assessment this term:** (*The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme*) Students will consistently evaluate their work and the work of others against the learning ladder assessment steps.

1. Colour theory worksheets
2. Oil pastel blending
3. Cross hatching exquisite corpse outcome
4. Utopian Landscape collage

**What can you do to support your child in Art**

Students will be encouraged to complete wider reading at home on the theme of landscape art. Students could research the work of traditional landscape artists such as Monet and Turner. The student's landscape art has a surreal twist. To research the surrealist work of Dali would be greatly beneficial.

Ensure that Home Learning is completed to the best of your child's ability.

**Wider reading and useful web-sites or activities to support learning:**

New British Artists	<a href="http://www.newbritishartists.co.uk">www.newbritishartists.co.uk</a>
Photographers' Gallery	<a href="http://www.photonet.org.uk">www.photonet.org.uk</a>
Royal Academy	<a href="http://www.royalacademy.org.uk">www.royalacademy.org.uk</a>
The Artchive	<a href="http://www.artchive.com">www.artchive.com</a>
Centre Pompidou	<a href="http://www.cnac-gp.fr">www.cnac-gp.fr</a>
Crafts Council	<a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a>
Design Museum	<a href="http://www.designmuseum.org">www.designmuseum.org</a>
Guggenheim	<a href="http://www.guggenheim.org">www.guggenheim.org</a>
The Lowry	<a href="http://www.thelowry.com">www.thelowry.com</a>
Metropolitan Museum of Art	<a href="http://www.metmuseum.org">www.metmuseum.org</a>
Museum of Modern Art	<a href="http://www.moma.org">www.moma.org</a>
National Gallery	<a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>
National Portrait Gallery	<a href="http://www.npg.org.uk">www.npg.org.uk</a>
Natural History Museum	<a href="http://www.nhm.ac.uk">www.nhm.ac.uk</a>
Tate online	<a href="http://www.tate.org.uk">www.tate.org.uk</a>
Victoria and Albert Museum	<a href="http://www.vam.ac.uk">www.vam.ac.uk</a>
Yorkshire Sculpture Park	<a href="http://www.ysp.co.uk">www.ysp.co.uk</a>

**Home Learning:**

Art Home Learning is set fortnightly and is handed out on individual worksheets. Art Home Learning will either be an observational drawing task, a research task or an artist analysis.

## Year 7 Design and Technology Autumn Term 2020-21

**Staffing:**

**Head of Department:** *Mr J Wildman*

**Email:** [jwildman@chestnutgrove.wandsworth.sch.uk](mailto:jwildman@chestnutgrove.wandsworth.sch.uk)

**Subject description**

Design & Technology at Chestnut Grove Academy is taught in a way that nurtures young thinkers and inspires them to be the designers for the next generation.

Students are challenged in ways that encourage them to work independently, designing, problem solving and creating. We deliver strong and diverse projects that cater for students of all capabilities and that encourage them to look at the world and investigate how they can use design to improve it.

**Curriculum breakdown this term:**

Design & Technology at Key Stage 3 focuses on four key areas; investigating, designing, realising and evaluating.

### Investigating

- Analysing the task and brief.
- Developing several research pages investigating the theme and target market.
- Look at using both primary and secondary research to inform later design decisions.

### Designing

- Identifying and designing for a target market.
- Developing design proposals through detailed sketches and modelling making.
- Drawing in Orthographic and Isometric projection.

### Realising

- Manufacturing skills through practical tasks
- Demonstrating tool and material knowledge.

### Evaluating

- Analysing existing products to aid the design process.
- Evaluating final outcomes and products based on a design criteria.
- Testing products on target market and using suggestions for further developments.

In the Autumn term of Year 7 the key topic is **healthy eating**. This is a graphic design project focusing on designing and making promotional material for a café or restaurant. Students will be encouraged to invent their own café/restaurant and look at different meals they could make there – making menus and takeaway bags using CAD/CAM methods and Adobe based software.

### Assessment this term:

*(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Research based on existing cafes and restaurants.
2. Design sheets for logos, takeaway bags and menus. Students are required to produce at least 4 designs which are fully annotated and then developed.
3. Students will produce a range of promotional material and produce an independent piece of writing based on evaluating the end products.

### What can you do to support your child?

- **Visit exhibitions and galleries** to keep your child informed of current and past design movements, designers, architects and illustrators.
- **Encourage your child to do his/her D&T Home Learning to the best of his or her ability.** In Key Stage 3 students will receive Home Learning once every two weeks.
- **Encourage your child to attend the Engineering Club.** Until further notice this won't be taking place but will hopefully be up and running in a few months time.

### Wider reading and useful websites

Please encourage your child to complete additional research. Websites such as [www.technologystudent.com](http://www.technologystudent.com) and [www.bbc.co.uk/schools/gcsebitesize/design/](http://www.bbc.co.uk/schools/gcsebitesize/design/) are great for building independent learning skills.

### Home Learning

Once every two weeks. This will usually be research based to support the design and making project in lessons.

## Year 7 Physical Education Autumn Term 2020-21

### Staffing:

**Head of Department:** *Mr James Tobin*

**Email:** [Jtobin3.212@lqflmail.org](mailto:Jtobin3.212@lqflmail.org)

**Subject Description:** The PE program of study builds on the knowledge, understanding and skills established in your child's primary school. It provides exciting opportunities to be involved in a number of different physical activities. Students perform in one or all of the following roles: player/participant, leader or official. Students will learn to: develop their knowledge and practical skills in a range of physical activities, the effects of exercise and how training can improve performance, ways to improve their own development in a variety of roles, how to identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

### Curriculum breakdown this term:

Unit	All students follow and induction course to PE being introduced to the different
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1	activities and being made aware of the facilities and Health & Safety requirements of different activities. Starting with striking and fielding games such as Rounders, where activities have been made Covid secure.
Unit 2	Rotation of activities between, developing team games which may be adapted to ensure they are Covid secure. Each group to follow a unit on each activity learning basic skills and an introduction to tactics and rules of the activity.
Each student will have 1 of their 2 lessons as PE and the second will be dance and Fitness, taught by specialist Dance teachers,	
<b>Assessment this term:</b> During the Assessment Week of November 27 <sup>th</sup> -December 1 <sup>st</sup> students will receive detailed feedback, linked to a mark scheme / criteria in line with the performance, to which they will make MRI responses. The PE department uses a variety of both formative and summative assessment methods to ensure that level students attain is a true reflection of their ability.	
<b>Autumn Term Test Revision Checklist: N/A</b>	
<b>What can you do to support your child in PE?</b> Parents can help and support learning by: <ul style="list-style-type: none"> <li>○ Ensuring that PE kit is brought to every lesson and should be clearly marked with the student's name.</li> <li>○ Encouraging physical activity as part of a healthy lifestyle, being as active as you can, where possible using active transport to and from school.</li> <li>○ Encouraging students to join in the many extra-curricular activities on offer; the Department runs a number of sports teams.</li> <li>○ Watching top level performance in a range of sports, live or on TV, Youtube and other media outlets</li> </ul> The PE department welcomes the support of parents at extra-curricular fixtures and is always pleased to deal with any queries. Initial contact should be made with your child's PE teacher.	
<b>Wider reading and useful web-sites or activities to support learning:</b> We recommend taking part in as many different types of physical activities as possible. Watching high level sporting completion live or on television is beneficial to understand the rules conventions and appreciate high level performance. Reading sporting biographies and keeping up to date with sporting current affairs.	
<b>Home Learning:</b> A wide range of extracurricular clubs run throughout the term, please see the school extracurricular calendar for full details of times and locations.	

## Year 7 Philosophy, Beliefs and Ethics (PBE) Autumn Term 2020-21

### Staffing:

**Head of Department:** Ms Lois Vanstone

**Email:** [lvanstone@chestnutgrove.wandsworth.sch.uk](mailto:lvanstone@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

England is a multi-cultural and multi-faith society, a fact that brings great benefits, but can also lead to misunderstandings and conflict. Prejudices are easily formed; if students are not to misunderstand different beliefs and attitudes, they must be well-informed. Philosophy, Beliefs and Ethics (PBE) allows students time to reflect on themselves and the world around them. Students learn about politics, philosophy, religions and other beliefs systems, the media, ethical issues and, most importantly, about themselves.

### Curriculum breakdown this term:

**First Half Term:** Why do we study Philosophy, Beliefs and Ethics? Including the study of medical ethics, the history of philosophy and belief and conflict

**Second Half Term:** What do Sikhs believe?, including attitudes to equality and war

### Assessment this term:

Term 1a: Essay on Mary and Jodie and on religion and conflict

Term 1b: Assessment of Sikhism

### Spring Term Test Revision Checklist:

- ✓ What are the arguments surrounding Mary and Jodie?
- ✓ What is the history of religion and atheism?
- ✓ What is the Khalsa?
- ✓ Is Guru Nanak more important than Guru Gobind Singh?
- ✓ What do Sikhs believe about equality?

### What can you do to support your child in PBE?

Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work.

Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.

Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whatever the argument is about!

### Wider reading and useful web-sites or activities to support learning:

Harris, Gemma E. Big Questions from Little People... Answered By Some Very Big People

Law, S. The Philosophy Gym

Vardy, P. & Arliss, J. Thinker's guide to God

Dawkins, R. The God Delusion

Armstrong, K. The Case for God

Nesbitt, E. Sikhism: A Very Short Introduction (Very Short Introductions)

Soloman, N. Judaism: A Very Short Introduction (Very Short Introductions)

Knott, K. Hinduism: A Very Short Introduction (Very Short Introductions)

### Home Learning:

Students will either be set a piece of Home Learning every fortnight or a project that will span between 3 and 6 weeks.

## Year 7 Drama Autumn Term 2020-21

### Staffing:

Ms Lucinda Merritt  
Ms Emily Dydymaska  
Ms Noga Verber

Email: [lmerritt@chestnutgrove.wandsworth.sch.uk](mailto:lmerritt@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

Students will have one lesson of Drama a week in year 7. Drama schemes of work introduce students to performance skills and techniques that are then used in practical class work to create performance. Each year students will explore:

- European theatre history
- Dramatic text
- Practitioners and genres
- Devising and production

The schemes of work will develop students' understanding of drama, theatre and performance, their ability to think creatively and critically. By working collaboratively students will develop their confidence and resilience. Drama provides students with the transferable skills they will need throughout their learning whilst preparing those that are intending to take Drama at KS4 for the GCSE course.

At Chestnut Grove there are lots of opportunities for students to be involved in Drama including after school and lunchtime clubs, productions (including the annual whole school musical) and externally facilitated workshops.

### Curriculum Breakdown:

#### **Ancient Greek Theatre- Autumn Term**

The origins of European theatre reside in ancient Greece with two main types of plays tragedies and comedies. Students will explore the origins of ancient Greek theatre and the tragedy Antigone by Sophocles. Students will interpret text making directorial and design decisions.

#### **Missing Person- Spring Term**

Through Process Drama, a method of teaching and learning in which both the students and teacher work in role and participate in an imagined dramatic situation, students will work in role as 'detectives, journalists and/or psychologists' to explore the imagined story of a missing person.

#### **Medieval Theatre- Spring Term**

A promenade style of performance; consisting of three types of plays miracle, morality and mystery. Students will use the morality play Everyman to develop their understanding of the theatrical conventions of the time.

#### **Physical Theatre- Summer Term**

Students are introduced to the genre of Physical Theatre and non-naturalistic drama. They will engage with the works of physical theatre company Frantic Assembly to inform their devised work. Working collaboratively students will create a non-naturalistic piece of drama, using a stimulus to devise their final performance.

#### **Commedia dell'arte- Summer Term**

Translates as Comedy of the Art. Students will develop an understanding of the popular 16<sup>th</sup> century performance style and its influence on modern comedic performance. Developing

performance skills using extreme physicality, masks, mime and dramatic irony.

**Assessments:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Each half term, students will receive an assessment record with feedback on a variation of the following, dependent on the unit: DEVISING, REALISING, INTERPRETING and/or EVALUATION and ANALYSIS. Feedback on students' positivity, resilience, and written Home Learning tasks will also be provided.

**Autumn Term:** Students will be assessed on their interpretation of a script; making directorial or design decisions.

**Spring Term:** Students will be assessed on their practical work and final devised performances.

**Summer Term:** Students will sit a written exam in which they will evaluate and analyse a piece of live theatre

**End of year exam revision checklist:**

Drama glossary, knowledge organisers, writing frames

**What can you do to support your child in Drama?**

Encourage your son /daughter's full participation in Drama and support them to do their Home Learning.

**Activities to support learning:**

To help students gain a wider experience in drama, it is great if students have the opportunity to see live performance at the theatre. This could be a variety of different performances ranging from plays to musicals. Explore your local areas' theatres; Wandsworth and Lambeth have some great smaller venues including: Battersea Arts Centre, Ovalhouse and Stockwell Playhouse. Also, both The Royal Court and the National Theatre are excellent venues for live theatre that provide a range of different performances throughout the year. Tickets can be purchased for as little as £12.

The Victoria and Albert Museum has performance related exhibitions and is an excellent place to visit to extend students' knowledge of theatre. For more information go to <http://www.vam.ac.uk/page/t/theatre-and-performance/>. In addition, the National Theatre has an excellent website where students can discover online the backstage workings of the theatre. Go to <http://www.nationaltheatre.org.uk/> and click on "Discover" tab.

**Home Learning:**

1<sup>st</sup> half-term n/a, after this there is one piece of Home Learning per half term for drama, which may include:

- Subject knowledge quizzes
- Directorial or design questions
- Character or text analysis questions
- Design tasks
- Research tasks
- Evaluations of own or peers' performances
- Analysis and evaluation of live performance (YouTube clip)

**Summer Term:**

Students will need to revise for the written exam using their revision booklets that include subject terminology, a writing frame and knowledge organisers.

## Year 7 Music Autumn Term 2020-21

### Staffing:

Ms E Dydymaska, HOD Performing Arts

Ms K Striesow (RSL Year 9)

Email: [edydymaska@chestnutgrove.wandsworth.sch.uk](mailto:edydymaska@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

Throughout KS3 students are taught Music for one 50-minute lesson each week. Lessons focus on three main strands of learning;

- Listening & Appraising
- Composing
- Performing

Students learn about different styles of music and varying musical traditions from Beethoven to Bob Marley with the opportunity to use a variety of instruments including kalimbas, ukuleles and desk drumming as well as developing their vocal skills both in singing and rapping. Music Technology skills are further developed through the home learning programme with students able to develop their skills through using BandLab for Education. We also encourage all students to learn the basics of reading a variety of different musical notations and to develop their ability to learn music through listening. We strongly believe that it is important for all students to learn to appreciate music from different countries, cultures and traditions and to give students the opportunity to enjoy and develop their practical music making in class.

### Curriculum breakdown this term:

#### *Autumn 1*

Music as Communication: Story Tellers 1

Students will explore the history of the Malian Empire through examining Malian musical traditions. Students will learn how to play and create traditional drumming patterns; write their own 'praise' songs and develop their ability to use BandLab software.

#### *Autumn 2*

Music as Communication: Story Tellers 2

Students will build on their exploration of Malian Music looking at the history of the Griots. They will then learn about contemporary Malian music especially rap and will compare this to British rap music through looking at the work of Akala. They will then create their own 'lockdown rap', writing their own lyrics and creating a backing track to perform this to on BandLab, which they will hand in as their final assessment.

**Assessment this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme based on the Music Steps targets)*

- *Paired drum pattern composition and evaluation.*
- *BandLab Home Learning on creating a backing track for their 'lockdown rap'*
- *Completed 'lockdown rap' and evaluation.*

*Practical assessment in class focusing on performance, creation, evaluation, resilience and Home Learning. Students will be graded from 1-4 in each of these areas as well as being given a progress grade (twice per term). All of their assessments over the term are used to give them a Step for Music..*

### What can you do to support your child in Music?

- Listening to a variety of music stations and asking your child; what do you hear? How does it make you feel?
- Investigating different styles of music from a variety of countries, if you are investigating family heritage or going on holiday, discuss the Musical features of that country.
- If in receipt of peri lessons, ensuring that students practice and attend all peri lessons.

**Wider reading and useful web-sites or activities to support learning:**

- ABRSM theory app, free
- Free concerts/musicals available through various online platforms such as YouTube
- Horniman museum music lab, Forest Hill

**Home Learning: 1 per half term**

- Term 1 – BandLab assignment on rhythms
- Term 2 – BandLab assignment on creating a backing track for their 'lockdown rap'.

## Year 7 Dance Autumn Term 2020-21

### **Staffing:**

Ms E Dydymaska, HOD Performing Arts

Ms C Atkinson

**Email:** [catkinson@chestnutgrove.wandsworth.sch.uk](mailto:catkinson@chestnutgrove.wandsworth.sch.uk)

### **Subject Description:**

Throughout KS3 students explore a range of Dance styles and topics that will enable them to build their skills in the three strands of dance: Performance, Choreography and Appreciation.

Within each unit students will develop a variety of skills and attributes such as: Memory, on the spot thinking and decision making, concentration, social skills, teamwork and the understanding of accountability, confidence and self-acceptance, attention to detail, sensory awareness.

Year 7 Dance is about introducing students to the subject and laying the foundations for creating, performing and analysing.

### **Curriculum breakdown this term:**

#### **Autumn Term 1a: African Dance**

Students will be learning about the importance of African dance. Studying its history, stylistic features, movement content and its influences on other dance styles.

Students will learn a dance phrase and will build upon their performance skills by focusing this year on Technical Skills (reproducing action, space, dynamic, relationship, timing, and rhythmic content accurately and safely). Students will have an opportunity to create material in quartets and will share their work at the end of the unit.

#### **Autumn Term 1b: Choreography 101**

Students will study the building blocks of choreography, exploring the 4 categories that make up movement (action, space, dynamics, and relationships). They will also learn about different stimuli in Dance. They will do this through creating their own from a stimulus. They will work in small groups and as a team to create a piece of choreography to share at the end of the unit.

**Assessment this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

#### **Autumn Term 1a: African Dance**

Practical assessment focusing on Performance including the demonstration of Technical Dance Skills. Students rehearsal process will also be assessed. At the end of the unit the students will receive feedback and a progress grade.

#### **Autumn Term 1b: Choreography 101**

Practical assessment focusing on Choreography including the selection and use of Action, Space, Dynamics, and Relationships. Students rehearsal process will also be assessed. At the end of the unit the students will receive feedback and a progress grade.

### **Home learning:**

Students will receive 1 piece of home learning per unit that will either link to their own work in lessons or a professional work. The aim of the home learning is to build students writing, evaluative and analysis skills that they can then apply in other subjects.

## Year 7 Health Autumn Term 2020-21

**Staffing:**

Subject Leader: Ms J Taylor-Campbell

Mr D Collins [dcollins@chestnutgrove.wandsworth.sch.uk](mailto:dcollins@chestnutgrove.wandsworth.sch.uk)

All tutors

**Subject Description:**

Studies show that students who engage in good PSHE lessons are more likely to achieve good results and go on to be safer and happier in later life. At Chestnut Grove, we take Health seriously for this reason. It is a subject that allows students to reflect on their own lives and the world around them. It gives them the opportunity to investigate current affairs, issues that might affect their safety and wellbeing as well as local, national and global concerns. The subject is focused on Human Rights and the values of law, democracy, freedom and tolerance for others. Lessons also promote Social, Moral, Spiritual and Cultural (SMSC) development of students and citizenship education.

**Curriculum breakdown this term:**

Term 1a: Conflict, including a study of different conflicts around the world that affect children

Term 1b: Impressions, including a study of autism

**Assessment this term:**

Term 1a: Project on conflicts

Term 1b: Project on impressions

**What can you do to support your child in Health?**

Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current affairs

Encourage your child to complete additional research, either through using books and the internet (under your supervision) to find out more about relevant issues

Practise debating with your child and encourage them to think critically

Report any concerns you might have to your child's tutor or the safeguarding officers, Ms Jackson or Ms Jolley

**Wider reading and useful web-sites or activities to support learning:**

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.samaritans.org](http://www.samaritans.org)

[www.mind.org.uk](http://www.mind.org.uk)

[www.nhs.uk](http://www.nhs.uk)

[www.teenlineonline.org/](http://www.teenlineonline.org/)

**Home Learning:**

Students will either be set a piece of Home Learning every fortnight or a project that will span between 3 and 6 weeks.