

The Cherwell School

Guide to your Child's Year 7 Progress Review



July – Progress Review 5

Dear Parents and Carers,

At The Cherwell School, we are committed to providing a learning experience of the best possible quality. This booklet will provide you with an outline of the core content of our curriculum.

The information provided here is designed to provide you with a richer sense of what the students have actually learnt, and make it easier to interpret the levels, bands or grades used to describe student achievement. We hope that, by gaining a sense of what the students are actually learning, along with a sense of how the learning is assessed, you will be better equipped to support your children in their learning.

We believe that it is healthier and more useful for students to understand their learning in terms of what they have learnt to understand and to do, rather than focusing simply on the score or grade. This Progress Review point might therefore be an opportunity to talk to your child about the content of what they've learnt, and to reflect on their growing bank of skills and knowledge as they progress through their education at The Cherwell School.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Tom Boulter', with a stylized flourish at the end.

Tom Boulter

Deputy Headteacher – Curriculum and Attainment

SUBJECT: Year 7 ENGLISH

In English lessons so far, Year 7 have completed the following:

- Speaking and listening: Presenting research based on Elizabethan England and Shakespeare's life
- Reading: Analysis and comprehension of a Shakespeare play
- Writing: Planning and writing stories

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. An understanding of the plot and key features of a Shakespeare play
2. What the term context means and how to apply this to a text.
3. What a formal presentation looks and sounds like

CORE SKILLS

Speaking and Listening

1. How to present in a formal setting
2. How to be an active listener and ask questions
3. Feedback and evaluate own and others work.
4. Work collaboratively with different people.

Reading

5. How to identify and explore structural features in a text.
6. How to explain and interpret language.

Writing

7. How to deepen a story to increase sophistication.
8. Writing in different forms such as diary entries, scripts, poetry and narrative stories.
9. How to use plans to structure writing.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed in an annotation and a speaking a listening presentation

- Speaking and Listening: Students took part in group presentations based on Elizabethan England and Shakespeare's life and times.
- Reading: Students annotated two extracts from a Shakespeare play
- Writing: Students created a short story using ideas from the Shakespeare play they have studied

What will students learn next year?

Topics will include:

- Of Mice and Men by John Steinbeck
- Naturalistic creative writing
- Poetry focus, including the influence of form and meter

SUBJECT: Year 7 MATHEMATICS

- In Mathematics lessons so far, a wide range and variety of topics have been covered. For the purposes of this document, we will summarise these topics via teaching group (see below)

What have the students been taught to understand and be able to do?

Classes taught by Mr Dyer, Ms Green, Mr Ireland, Ms Fogden/Ms McLeod, Ms Kelbrick, Mr Coatsworth and Ms Overbeck

Rounding with decimals and significant figures, using rounding to estimate, calculations with decimals, using coordinates in four quadrants, using a rule to generate coordinates, calculating percentage changes, types of angle, calculating missing angles in triangles on a line or round a point, calculate probabilities of events, list outcomes of events, name and recognize nets of 3D shapes, calculate the volume of compound shapes made from cuboids, use averages to compare data sets, calculate averages for grouped data, reflections rotations and enlargements.

Classes taught by Mr Jamieson and Ms McLeod

Equivalent fractions, ordering fractions, fractions of an amount, decimal place value, rounding decimals, percentages of an amount, negative numbers, multiplying and dividing by powers of 10, units of measure, the order of operations, ratio, reflections, rotations and enlargements.

Classes taught by Ms Goddard, Ms Routh

Equivalent fractions, ordering fractions, fractions of an amount, decimal place value, ordering decimals, rounding decimals, percentages of an amount, negative numbers, units of measure, area

How has the learning been assessed?

Student learning in Maths has been assessed in two main ways:

- 1 – Regular teacher, peer and self assessment of performance in classwork, homework and class discussion
- 2 – A test taken in June, which provides a snapshot of student understanding of new learning up to this point

SUBJECT: Year 7 SCIENCE

In SCIENCE lessons so far, Year 7 have completed the following units:

Cells; Skeletal & Muscular systems; States of Matter; the Particle Theory, Reproduction, Forces and Motion, Acids and Alkalis (partial), Space and Energy (partial)

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. The micro structure of animal & plant cells including organelles and their functions; unicellular organisms; diffusion into and out of cells; using microscopes; the seven life processes; how organisms are comprised of cells, tissues, organs & systems.
2. The structure of the skeletal system and how we move including major bone and muscle groups; the antagonistic theory of muscle pairs; tendons & ligaments; Types of joint.
3. The three states of matter- solid, liquid and gas including particle theory; changes of state; heating and cooling; density; diffusion; pressure; the conservation of mass.
4. Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation
5. Forces and Motion, including describing motion in terms of speed, types of forces, balanced and unbalanced forces, force diagrams.
6. Space and Energy, including the Sun, galaxies and seasons, energy in joules, power, paying for energy, energy in food, fuels and heat.
7. Acids and Alkalis, including neutralization reactions, the pH scale, indicators, reactions of acids with metals and alkalis.

CORE SKILLS

1. Recall scientific content that they have been taught.
2. Describe scientific processes & data by saying what happens.
3. Explain scientific processes & data by saying why something happens.
4. Comprehend- using an unfamiliar situation to apply their knowledge.
5. Analyse, using data in science

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through several module tests containing sections on recall, describe, explain, comprehend & analyse, on cells & the skeletal and muscular system, states of matter & the particle theory, reproduction and forces and motion. Some classes have also completed the acids and alkalis test.

There has also been an End of Year Assessment following the same format as described above covering the following topics: Cells and Reproduction, Solids Liquids and Gases, and Forces and Motion.

What will students learn next year?

A further wide range of topics will be covered, including Food and Digestion, Magnetism, Heat, Elements and Compounds and more.

SUBJECT: Year 7 ART

In **Art** lessons so far, Year 7 have completed the following units:

- Still life Drawing
- Colour Theory
- Painting

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. How to develop their ideas for a painting
2. How to use and mix colours in a range of media effectively.
3. How to blend tone to make objects look three dimensional.
4. How to design and make a sculpture.

CORE SKILLS

1. Produce mixed media final piece.
2. How to mix colours using the colour wheel.
3. Develop a sculpture using a range of materials.
4. Make observational drawings of objects that relate to their class work showing understanding of sketching and tone.
5. How to evaluate and analyse the work of another artist and relate it to their own work.
6. How to respond to the work of others visually

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- The accuracy of their observational drawings and the progress they have made within these drawings.
- The quality of their still life painting including the mixing of colours to create shadows. A case study on a relevant artist that uses some of these techniques in their work.

What will students learn next year?

Topics in Year 8 Art next year will include:

Portraiture; Painting; 3D work; Printmaking

SUBJECT: Year 7 COMPUTING

In Computing lessons so far, Year 7 have completed the following units:

- Control Technology (including IPO model and flowcharts)
- Desk Top Publishing

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. How technology controls everyday systems and its importance to us
2. The IPO model and its relevance to real world systems
3. Understanding the importance of purpose & target audience and layout & house style for professionally published documents (specifically adverts and leaflets)
4. Key terminology for each unit of work

CORE SKILLS

1. Write simple algorithm to breakdown a problem
2. Design and create flowcharts to control real world systems
3. High level DTP skills to create professional adverts and leaflets

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through online summative assessment tests and through the completion of a portfolio of work, which includes:

- Designing and creating flowcharts to control traffic lights and the systems in a modern house.
- Online test covering theory of IPO model and flowchart symbols and operators.
- Creating two adverts using the original to compare their final versions with.
- Using new skills to design and create a leaflet for a chosen audience.

What will students learn next year?

Topics will include:

- Databases
- Programming using Python
- More advanced IT skills

SUBJECT: Year 7 DRAMA

In Drama lessons, Year 7 have completed the following units:

- World War One
- Roald Dahl's Matilda

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. How to re-order a narrative
2. How poetry can act as a stimuli for devising drama
3. The social and historical context of WW1
4. What makes a character funny
5. How to re-order a narrative
6. How to reveal sub-text

CORE SKILLS

1. Perform a piece of devised drama in small groups
2. Use flashback and cross-cutting to move between locations and timeframes.
3. Interpret stimulus material and create a piece of drama
4. Acknowledge the audience by changing voice and body to suit the character
5. Create a response in the audience (to laugh or to be emotionally moved)

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through their ability to create drama in their response to WW1 poetry and text from Matilda by Roald Dahl.

What will students learn next year?

Students will cover a range of topics including:

- Creating dramatic tension
- Physical Theatre
- Script work around Stone Cold

SUBJECT: Year 7 GEOGRAPHY

In Geography lessons since PR3, Year 7 have completed the following:

- Map skills
- Weather
- Kenya
- River environments

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE	CORE SKILLS
<ol style="list-style-type: none"> 1. Map skills, including direction, scale, symbols, contours and grid references. 2. Key features of the weather. 3. Weather observation and measurement. 4. The effects of extreme weather. 5. The locations of key geographical features in Kenya 6. Key features of life in Nairobi and tribal lifestyles. 7. How tourism is affecting Kenya. 8. The water cycle. 9. Infiltration and flooding. 10. River environments, features and processes. 	<ol style="list-style-type: none"> 1. Describe human and physical features. 2. Describe key characteristics of a place. 3. Draw and describe graphs, sketch maps and diagrams. 4. Annotate photographs. 5. Locate and describe places on a map using the key, direction and scale. 6. Plan, record and analyse field work. 7. Explain social, economic and environmental effects. 8. Conduct a simple infiltration experiment and write up methodology.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through

- 1) Map skills exercises.
- 2) Weather fieldwork data analysis.
- 3) Key word tests.
- 4) A Kenya Assessment (testing knowledge and skills).

What will students learn next year?

- Tropical Rainforest Biomes – physical geography characteristics.
- Sustainable Rainforests – human use, interference and management of the Tropical Rainforests.
- Global population and migration.
- Asia and India.

SUBJECT: Year 7 German

In German lessons so far, Year 7 have completed the following units:

Introducing myself - Family and friends – School - My house and room
Food and Drink - Hobbies

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- **Introducing myself:** Classroom language, meeting and greeting people, numbers up to 100, introducing myself, my family and my friends, colours, the alphabet, pets. Describing myself and others: physical appearance and personality.
- **My family and pets:** family, pets, verbs haben and sein, describing character
- **My school:** Talking about your daily routine and your school: describing subjects and your preferences
- **My house and room:** writing about a dream house, prepositions
- **Food and drink:** food, drink, present tense
- **Hobbies:** Talking about sports and games, more present tense

CORE SKILLS

- Listening for gist and detail
- Reading for gist and detail
- Writing and Speaking
- Pronunciation
- Memorization
- Sentence-building
- Making links (cognates/ semi-cognates)
- Creativity, Performance, Autonomy

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through

- Vocabulary tests and class work activities
- End of term speaking, listening, reading and writing assessments

What will students learn next year?

Next year, students will deepen their skills and knowledge of German, through studying topics such as:

- My home town, Body and illnesses, Health and Being Healthy, Family Relationships revision and extension.

SUBJECT: Year 7 HISTORY

In History lessons since January, Year 7 have completed the following:

- Why was the Islamic world so successful in the Middle Ages?
- Why did the peasants revolt in 1381?

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. Key features of the Islamic world between AD600 and AD1600.
2. Characteristics of important Islamic leaders, such as Salah-al-Din.
3. The impact of the Black Death on the British population.
4. The primary causes of the Peasants' Revolt.

CORE SKILLS

1. Examine historical evidence in close detail to draw inferences about the past.
2. Use the provenance of historical sources to assess and compare their value.
3. Identify and explain reasons for differing historical interpretations.
4. Examine and evaluate the causes of historical events.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Class work, including regular knowledge quizzes.
- Verbal contributions.
- A written assessment on the causes of the Peasants' Revolt.

What will students learn next year?

Key questions in the first half of next year include:

- What mattered in early modern Britain?
- How did the Civil War affect the people of Oxford?

SUBJECT: Year 7 MUSIC

In Music lessons since January, Year 7 have completed the following:

- Instruments of the Orchestra
- Planets Composition Project
- Chinese Music Project
- Vocal Music Project

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. Basic, and more complex, notation, including adding chords to a melody.
2. Note lengths, time signatures and pitches and related terminology.
3. Finger patterns in right and left hand keyboard.
4. Understanding and recognition of the instruments of the Orchestra.
5. Learning about the music of China.
6. The Pentatonic Scale and how it is used.
7. Understanding and recognition of different voices and styles of singing.

CORE SKILLS

1. Maintaining a rhythm.
2. Playing a piece fluently with accuracy and expression.
3. Composing simple five note melodies with a Drone and Ostinato.
4. Identifying different sections of the Orchestra and different instruments within it.
5. Composing descriptive music using a pentatonic scale.
6. Performing vocal music in a range of different styles.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through Performances, Compositions and Listening tests.

What will students learn next year?

Topics will include

- Gamelan Music of Indonesia.
- Reggae & Caribbean music.
- Theme & variations, including the different techniques of composing in this style.
- Blues Music – including learning about chords and improvisational techniques.

SUBJECT: Year 7 PE

In Physical Education lessons so far, Year 7 have completed the following:

- Invasion games- including Football, Rugby, Basketball and Netball
- Dance
- Gymnastics
- Health Related Exercise
- Net and Wall games- Tennis
- Athletics
- Striking and fielding games – Rounders or Cricket

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE	CORE SKILLS
<p><u>Tactics and Strategy</u></p> <ol style="list-style-type: none"> 1. The rules relating to each activity. 2. A range of strategies and tactics for each activity. <p><u>Attitude and Leadership</u></p> <ol style="list-style-type: none"> 3. How to show sportsmanship and the importance of fair play across all games. <p><u>Physical Skills</u></p> <ol style="list-style-type: none"> 4. The techniques used for a range and variety of activities. 	<p><u>Tactics and Strategy</u></p> <ol style="list-style-type: none"> 1. To analyse their performances compared to previous examples and demonstrate improvement to achieve their personal best 2. How to select a range of tactics and strategies to overcome opponents in direct competition through team and individual games. 3. How to perform skills which develop their ability to outwit an opponents. <p><u>Attitude and Leadership</u></p> <ol style="list-style-type: none"> 4. To support their peers and show empathy and sensitivity in each area of activity. <p><u>Physical Skills</u></p> <ol style="list-style-type: none"> 5. How to control and manage body position and form in gymnastics, fitness and athletics

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed at three points in a six week unit of work.

- Teacher Observation
- Peer assessment e.g. watching and analysing performance in a dance lesson
- Self assessment e.g. looking and interpreting their performance in a fitness lesson
- Use of ICT e.g. watching performance and making comparisons between themselves and a perfect model.

What will students learn next year?

Invasion games: including Football, Basketball, Rugby and Netball; Dance; Gymnastics.

SUBJECT: Year 7 RS / Social Wellbeing

In RS lessons so far, Year 7 have completed the following:

- Buddhism
- Starting a module on stories from different religions and cultures

In Social Wellbeing lessons so far, Year 7 have completed the following:

- The world of work
- Identifying and managing risk

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. Core principles of Buddhism including;
 - The life of Prince Siddhartha Gautama
 - The Wheel of Life
 - The Four Noble truths
 - The 5 Precepts
 - The Eightfold Path
 - Meditation / Buddhist practices
 - Monastic Life
2. Compare and contrast own life and values to that of a Buddhist.

CORE SKILLS

1. Enquire into and analyse belief systems and world views
2. Compare and contrast
3. Express and explain their own opinion / arguments
4. Support their arguments with reasons and/or evidence
5. Reflect on, evaluate and discuss their own experiences

How has the learning been assessed?

The assessment is comprised of an extended piece of writing which focuses on the two Religious Studies Attainment Objectives: 'Learning about....' and 'Learning from...'. Students also completed a knowledge test in preparation for this assessment.

You and Buddhism – Y7 Assessment

"The Buddha's teachings are a useful guide for life, even if you are not religious." Do you agree? Why or why not? Include a personal opinion with reasons and examples drawing on class work and own research. Also include the perspective of a Buddhist and why your life is similar or dissimilar to it.

What will students learn next year?

Topics will include:

- Beliefs and Practices unit, including a case study of LGBTQ
- Philosophy of Religion unit – an introduction to major philosophies and philosophers, with students encouraged to form their own views in relation to the ideas of others.

SUBJECT: Year 7 SPANISH

In Spanish lessons so far, Year 7 have completed the following units:

- Introducing myself and others
- My school and routine
- Present Tense
- My house

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- **INTRODUCING MYSELF AND OTHERS:** Meeting and greeting people, classroom language, school objects, numbers up to 100, the alphabet, days of the week, months of the year, describing myself and others, physical description, personality, nationality, saying where you live.
- **MY SCHOOL AND ROUTINE:** School subjects, school routine, likes and dislikes, telling the time, describing your school.
- **PRESENT TENSE:** Talking about your daily routine and your school: regular verbs endings (ar,er,ir) + verb 'to be' and 'to have'.
- **MY HOUSE:** describing your house, rooms, bedroom objects, everyday routines.

CORE SKILLS

- Listening for gist and detail
- Reading for gist and detail
- Writing and Speaking
- Pronunciation
- Memorization
- Sentence-building
- Making links (cognates/ semi-cognates)
- Creativity, Performance, Autonomy

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through

- Vocabulary tests and class work activities
- End of term speaking, listening, reading and writing assessments

What will students learn next year?

Topics will include:

- My Free Time
- Food
- Various grammatical forms including tenses
- Shopping