



**RYEDALE SCHOOL**

Aspire and Achieve

**Year 7**

**AUTUMN TERM**

**OVERVIEW BOOKLET**

 <b>RYEDALE SCHOOL</b> <small>Aspire and Achieve</small>	<b>Year Group:</b> <b>7</b>	<b>Subject:</b> <b>ENGLISH</b>	<b>Term:</b> <b>AUTUMN</b>
<b>Overview:</b> During the autumn term, students will study an introductory unit focused on autobiographical writing; they will have the opportunity to write about themselves and their own experiences. Following this unit, students will study 'A Christmas Carol' by Charles Dickens; the study of this novella will introduce students to a range of analytical and evaluative skills which ultimately will be required for GCSEs in English.			
<b>Content:</b>  <b>Autobiography Unit:</b> <b>Reading:</b> Students will study a booklet of extracts from the autobiographical writing of Clive James, Laurie Lee and Gerald Durrell. Students will begin to analyse how writers use language and structure to create different effects.  <b>Writing:</b> Students will use the skills learnt from the analysis of autobiographical extracts in their own autobiographical writing.  <b>'A Christmas Carol' by Charles Dickens:</b> <b>Reading:</b> Students will focus their study of this novel on: the conventions of a ghost story, how Dickens uses language to develop his characters and plot, how the structure of the novella is important in presenting Scrooge's character and Dickens' message to the reader and, finally, how Dickens uses his writing to influence social attitudes.  <b>Writing:</b> Students will develop their descriptive writing techniques, focusing on the style of Dickens, culminating in the writing of a descriptive writing piece about Christmas.  <b>Spoken Language:</b> Students will plan, prepare and present a speech to an audience. Students will develop the ability to evaluate opinions, use research to build on and add weight to their thoughts and to present to an audience with confidence.			
<b>Orange Sticker Assessment</b> <ul style="list-style-type: none"> <li>• Reading Assessment on an extract of "A Christmas Carol"</li> </ul>			
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Baseline Assessments: writing/spelling</li> <li>• Writing: Autobiography</li> <li>• Spelling, Punctuation and Grammar Test</li> </ul>			
<b>Feedback:</b> <ul style="list-style-type: none"> <li>• For assessments, students will receive summative feedback, highlighting: raw marks, percentages, strengths of the student's performance and targets for future work.</li> <li>• Students will receive formative feedback throughout their lessons. This may be in the form of verbal feedback, peer or self-assessment with reference to specific success criteria, studying examples of excellent work and examples of work which needs improving, teacher modelling, low stakes testing and quizzing as well as a range of other methods. (Please see Ryedale School website – English – for further details on the English department's methods of feedback.)</li> </ul>			
<b>Homework:</b> <ul style="list-style-type: none"> <li>• Students will be set homework of approximately 40 minutes per week. Homework may be a reading or writing task, learning spellings or opportunities to extend classroom learning.</li> </ul>			
<b>Useful Information/further support:</b> BBC Bitesize <a href="http://www.dickensinfo.com">www.dickensinfo.com</a>			

**Overview:**

In the autumn term we will be studying the topics listed below in maths. Set placements are reviewed termly to ensure students are achieving success and are also being challenged. 'One to one' sessions are available for those who have some difficulty with maths.

**Subject content:**

- 1. Measures, Perimeter and Area**  
Measure and draw lines. Read a variety of scales. Select appropriate units of length, mass and volume. Calculate the perimeter and area of rectangles and shapes made from rectangles. Calculate the surface area of cubes and cuboids. Calculate the area of triangle, parallelogram and trapezium. Know the common metric and imperial equivalents.
- 2. Place value 1**  
Read and write numbers in figures and words. Use decimal notation and know the value of each column. Multiply and divide integers and decimals by 10, 100, 1000. Add and subtract multiples of 0.1, 0.01. Compare and order decimals. Round numbers to a given power of 10 and round decimals to 1 or 2 decimal places.
- 3. Multiples and Factors**  
Test numbers for divisibility by 2, 4, 5 and 3, 6, 8, 9. Calculate multiples and factors of numbers and find the LCM and HCF. Identify prime numbers. Recognise triangular numbers. Calculate squares and square roots. Find the prime factor decomposition of a number. Find the HCF and LCM using a Venn diagram.
- 4. Negative integers**  
Locate numbers on a number line. Use negative numbers in context. Order negative numbers. Add and subtract negative numbers on a number line and with two signs together. Multiply and divide negative numbers.
- 5. Coordinates and Graphs**  
Plot coordinates in all 4 quadrants. Find coordinates using geometric information. Calculate coordinate pairs and plot linear graphs using  $y=mx+c$ . Identify intercept and gradient.
- 6. Statistics**  
Design and use a data collection sheet or survey. Use tally charts. Plan how to collect and organise small data sets. Decide on the degree of accuracy required. Decide on sample size and class intervals for continuous data. Calculate simple results and compare data. Interpret data in charts tables and graphs. Calculate the mode, median, mean and range for small data sets and modal class for grouped data. Calculate mean from a frequency table. Construct charts such as bar chart, bar line graph. Recognise when it is important to use mode, median, mean and range. Construct pie charts and line graphs for time series.
- 7. Algebra**  
Use letter symbols to represent unknown numbers. Know that algebra and arithmetic follow the same rules. Collect like terms and expand a bracket. Substitute into algebraic expressions and formulae including indices. Solve simple equations.  
Mental skills, calculator skills and problem solving will be covered throughout the course.

**Assessment:**

- Summative half-termly topic tests (which will be marked as orange sticker feedback) – the second being the key assessment focus for the autumn term. This assessment will test the subject content listed above and more general maths skills that students will have acquired during KS2.
- Diagnostic low-stakes testing.

**Feedback:**

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Books will be marked regularly with summative statements and areas for development given.
- Peer and self-marking strategies will be used.

**Homework: Either 2 shorter pieces per week or 1 longer piece per week**

- Consolidation and extension tasks.
- Puzzles and research.

**Useful Information/further support:**

- Staff are available to help students at break and lunchtime.
- Equipment can be purchased from the Maths department. Calculator £6. Stationery 20p.
- A new [revision organiser](#) to support lessons and assessments is available on the shared area.

**Overview:**

In the autumn term, we will be studying the topics listed below in Science. The relevant page numbers of the *Activate* textbook are identified next to each of the different sections of the topic. This book should contain all of the information you need to help support your child with their study. There is also a link to the *BBC Bitesize KS3* below which provides animations and short tests to aid learning.

**Content:**Working Scientifically

See pages 2-11 in Activate Book 1 (view online through Kerboodle)

1. Asking scientific questions
2. Planning an investigation
3. Recording data
4. Analysing data
5. Evaluating data

Introduction to Chemistry

See pages 2-11 in Activate Book 1 (view online through Kerboodle)

1. Safety in the laboratory
2. Using a Bunsen Safely
3. Properties of acids and alkalis (safety labels) (p100 Activate 1)
4. Indicators and pH (p102 Activate 1)
5. Neutralisation (p104 Activate 1)
6. Making salts (p106 Activate 1)
7. Exothermic and endothermic reactions (p96 Activate 1)

Cells, Tissues and Organs

1. Organisation (p26 Activate 1)
2. The microscope (p14 Activate 1)
3. Plant and Animal Cells (p16 Activate 1)
4. Specialised cells (p18 Activate 1)
5. Diffusion (p20 Activate 1)
6. Gas Exchange (p28 Activate 1)
7. Breathing (p30 Activate 1)
8. Smoking (p18 Activate 2)
9. Skeleton and joints (p34 Activate 1)
10. Muscles and movement (p36 Activate 1)

The Particle Model (p60-75 Activate 1)

- The particle model
- States of Matter
- Melting and freezing
- Boiling
- Evaporation and sublimation
- Diffusion
- Gas pressure

**Assessment:**

- Short assessments throughout the year at the end of each topic to improve knowledge and skills.
- Longer formal assessment towards the end of each term identified in exercise books. (Recommended areas for improvement will be given by the teacher and an estimated grade based on performance in this assessment.)

**Key assessment focus (orange sticker feedback) for autumn term (late November/early December):**

- **This will be an end of unit test of approximately 50 minutes in length that students will be asked to revise for. The content tested will be from an 'Introduction to 'Chemistry' and 'Cells, Tissues and Organs'.**

**Feedback:**

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.

**Homework:** (2 per week)

- All students will receive 1 homework per week with a further homework set at the discretion of the teacher. Homeworks may be either consolidation to support understanding of classwork in preparation for next lesson or a knowledge based task that will take the form of research or a series of questions to test understanding.

**Useful Information/further support:**

<https://www.kerboodle.com/users/login> (each student will have a login details for this site which gives online access to the textbooks used in lessons)

<http://www.bbc.co.uk/education/subjects/zng4d2p>



**Overview:**

In Year 7, we focus on the Middle Ages and how power and religion shaped the history of this era. In the autumn term, we start with the lead up to the Battle of Hastings and begin to practice historical extended writing skills by analysing why William of Normandy won this key battle. We then investigate the changes that William made to the political and religious running of England as he consolidated Norman power. We also study the reign of King John and how his reputation has been built by literature and film; using historical sources to decide whether he was really as bad as he seems.

**Content:**

**Enquiry Question:**

Who should be King of England?

**Key knowledge:**

The lead up to and event of the Battle of Hastings in 1066, followed by analysis of why William won the battle.

**Skills:**

- Thinking about causes and analysing why events happen
- Using language to evaluate cause and consequence

**Enquiry Question:**

How did William keep control of England?

**Key knowledge:**

The consolidation of power under William the Conqueror and how he created then maintained Norman England using the Feudal System, the Domesday book, Castles and the Church.

**Skills:**

- Thinking about how far things change over time and what causes change
- Using language and metaphor to evaluate cause and change

**Enquiry Question:**

Does King John deserve his reputation?

**Key knowledge:**

The reign of King John from 1199-1216, his actions as King relating to tax, land, religion and power. Magna Carta, created in 1215. Writings about King John by later medieval monks.

**Skills:**

- Using historical sources
- Interpreting the past

**Assessment:**

In history, students are developing their analytical written and thinking skills and are assessed in a range of ways to ensure progress. Discussion and debate are an integral part of the history classroom so feedback will often need to take place within the lesson environment and verbally either through discussions with peers and the teacher or through verbal teacher feedback to ensure that a misconception or idea is corrected before it is then recorded in books.

Written assessment is used to check individual student progress and help teachers make judgements about how well students are doing and what adjustments need to be made to teaching in light of their understanding. Some written assessments will require longer answers due to the extended nature of historical thinking and this is both valuable for preparing pupils for GCSE and beyond but also developing a transferable skill that can be used regardless of whether history is taken beyond KS3.

- Regular informal tests and pieces of writing to improve knowledge and skills.
- Longer formal assessment, with more extended writing linked to the different styles of question identified in exercise books. (Recommended areas for improvement will be given by the teacher)

**Key assessment focus for autumn term (October): Essay answering question on why William won the Battle of Hastings.**

**Feedback:**

- Regular verbal feedback to help improve quality of work and understanding of knowledge and concepts during the lesson.
- Use of model answers to unpick good technique and prepare in depth for extended writing or source questions.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.
- Whole class feedback with individualised elements and areas for students to engage with improving their work.

**Homework:**

**Once a fortnight.**

Homework is designed to ensure students:

- Revise key content or practice skills to embed lesson learning
- Research new subject content to prepare for future lessons
- Effectively respond to feedback to improve key skills and content

**Useful Information/further support:**

For general historical enrichment, follow Ms Kesterton on Twitter; @Ryedale\_Hist

**Overview:**

In Year 7 geography, students will develop a wide range of key GCSE skills during each of the topics below.

**The Amazon Rainforest**

Key Content	Key Skills
<ul style="list-style-type: none"> <li>• Structure of the rainforest (layers).</li> <li>• How plants adapt to lack of sunlight / heavy rainfall.</li> <li>• How animals adapt to predation / flooding.</li> <li>• Social, economic &amp; environmental reason why rainforests are important.</li> <li>• Effects of human activities (mining / logging etc).</li> <li>• Environmental / social benefits of ecotourism.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing distribution using a map.</li> <li>• Describing a climate graph.</li> <li>• Making detailed links in longer answers.</li> <li>• Using a wide range of key terms in answers.</li> <li>• Using specific facts/figures as evidence.</li> <li>• Revising effectively to remember key content.</li> </ul>

**Tectonic Hazards in Western America**

Key Content	Key Skills
<ul style="list-style-type: none"> <li>• How earthquakes form at destructive plate margins</li> <li>• Characteristics of a volcano.</li> <li>• Effects of Mount St Helens eruption</li> <li>• Global effects of a Yellowstone super-eruption.</li> <li>• 3 Ps: How to reduce the effects of an earthquake.</li> <li>• Factors affecting vulnerability of Seattle.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing distribution using a map.</li> <li>• Explain a sequence of events clearly and logically.</li> <li>• Making detailed links in longer answers.</li> <li>• Using a wide range of key terms in answers.</li> <li>• Using specific facts/figures as evidence.</li> <li>• Inferring (making judgements) using sources.</li> <li>• Revising effectively to remember key content.</li> </ul>

**Assessment:**

- End of topic tests assessing the key content and skills covered during the topic (see above).
- Formative assessments during lessons helping students to develop the key content and skills covered in the end of topic test. These could be in the form of quizzes, group work, practice exam questions, presentations.

**Feedback:**

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Peer and self-assessment using clear success criteria and WAGOLLS (examples). Peer/self improvements will be made in books using a different coloured pen.
- Written teacher feedback will be given for key pieces of work focusing on strengths (green highlighter) and areas to develop (yellow highlighter).

**Homework:** (1 per fortnight)

Homework will involve one of the following tasks:

- Working on written work to ensure depth of understanding is communicated.
- Providing time for students to respond to feedback and improve work.
- Researching content to prepare for future lessons.
- Revision tasks to prepare students for an end of topic test.

**Useful information/further support/revision:**

<http://www.bbc.co.uk/education/subjects/zrw76sg>



**Overview:**

In the autumn term we will be studying the topics and grammar points listed below in French. There are also links to websites below which provide support for your child's home learning, short tests and feedback.

**Content: Leisure**

**Revision of the following topics:**

- Greetings
- French alphabet
- Numbers (+ phone numbers)
- Giving your age
- Months of the year and days of the year
- Giving the date of your birthday
- Pets
- Colours; position and agreement of adjectives in French
- Family members; introduction to key verbs in the 3<sup>rd</sup> person

**Classroom language**

- Classroom routines
- Teacher and student target language
- Introduction to imperatives
- Classroom objects

**Leisure**

- General Hobbies, including opinions
- How to conjugate regular verbs in the present tense
- Range of sports; the use of the verb 'faire' and 'jouer'
- Time phrases
- The rules of boules – research homework
- Research famous French Sportsmen/women
- Types of music and musical instruments
- The Geography of France, Paris and its famous landmarks
- Eating Out In Paris – ordering crêpes, ice-creams, snacks and drinks
- Following a recipe to make your own crepe at home
- **Christmas in France** (customs, culture, typical food, French carols)

**Assessment:**

- Low stakes testing and shorter assessments throughout the year to assess and improve knowledge and skills.
- Longer formal assessment towards the end of each term identified in exercise books. Strengths and areas for development identified.

**Key assessment for the autumn term in December: there will be a listening, reading and writing test on the content listed above.**

**Feedback:**

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.

**Homework:** (1 per cycle)

- Vocabulary learning in preparation for a low stake test.
- Consolidation of reading or writing skills.

**Useful Information/further support:**

[www.quizlet.com](http://www.quizlet.com)

[www.duolingo.com](http://www.duolingo.com)

[www.bbc.co.uk/education/subjects/zgdqxn](http://www.bbc.co.uk/education/subjects/zgdqxn)



**Overview:**

In the autumn term we will be studying the topics and grammar points listed below in Spanish. There are also links to websites below which provide support for your child's home learning, short tests and feedback.

**Content: Classroom and School**

**Revision of the following topics:**

- count to 31
- exchange basic greetings
- understand and use some classroom language
- understand the alphabet
- spell their own name
- exchange information about their age and birthday
- use intonation when questioning
- Spanish the vowel sounds and basic consonants
- recognise and use orthographical features
- form plurals of nouns and adjectives
- understand *o* and *a* endings for masc. and fem.
- understand the differences between the **definite** and **indefinite articles**
- introduce independent learning through **quizlet.com**
- form a negative (no + verb)
- Introduce idea of (no) tiene razón, (no) es correcto when going through work

**Classroom language**

- Classroom routines
- Teacher and student target language
- Introduction to imperatives
- Classroom objects

**School**

- exchange information about school subjects
- give opinions of school subjects and teachers
- state what they do in lessons
- ask for and give opinions
- justify some opinions
- accents for syllable stress – *matemáticas, informática* etc.
- recognise patterns in all forms of present tense verbs
- use qualifiers / modifiers
- extend sentences with *porque*
- **Christmas in Spain** (customs, culture, typical food, French carols)

**Assessment:**

- Low stakes testing and shorter assessments throughout the year to assess and improve knowledge and skills.
- Longer formal assessment towards the end of each term identified in exercise books. Strengths and areas for development identified.

**Key assessment for the autumn term in December: there will be a listening, reading and writing test on the content listed above.**

**Feedback:**

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.

**Homework:** (Sets 1 & 2: 1 per cycle, set 3: 2 per cycle)

- Homework is a mixture of vocabulary learning in preparation for a low stake test and consolidation of reading or writing skills.

**Useful Information/further support:**

[www.quizlet.com](http://www.quizlet.com)

[www.duolingo.com](http://www.duolingo.com)

<https://ryedalenyorkssch.sharepoint.com/studentsharedarea/ModernForeignLanguages/SitePages/Home.aspx>

 <b>RYEDALE SCHOOL</b> <small>Aspire and Achieve</small>	Year Group: <b>7</b>	Subject: <b>COMPUTING</b>	Term: <b>AUTUMN</b>
<b>Overview:</b> In the autumn term we will be studying topics in computing that allow for the smooth transition from key stage 2, regardless of each student's previous experience in this subject. This will include plugged activities (with computers) and unplugged activities (without computers) that focus on developing students into computational thinkers and problem solvers.			
<b>Content:</b> <b>Topic 1 – Computer Hardware Through History</b> <ul style="list-style-type: none"> <li>• A timeline of how computational devices have developed</li> <li>• Key events that have led to specific developments in computing</li> <li>• Decomposing (breaking down) a computer into its key components</li> <li>• Identifying hardware components of a computer</li> <li>• Writing an algorithm for building a computer</li> </ul> <b>Topic 2 – Computational Thinking</b> <ol style="list-style-type: none"> <li>1. How Google uses computational thinking</li> <li>2. Decomposing problems</li> <li>3. Recognising patterns and making generalisations</li> <li>4. Abstracting information to solve problems</li> <li>5. Algorithm design for a given task</li> <li>6. Evaluating algorithms</li> </ol> <p>As each of the topics are delivered we will cover relevant digital literacy and software skills in order to develop those previously taught in KS2. Our focus in the first term will be...</p> <ul style="list-style-type: none"> <li>• Logging on and user security</li> <li>• File saving and organisation</li> <li>• Email and sharepoint</li> <li>• Effective internet search techniques</li> <li>• PowerPoint tricks, tools and shortcuts</li> </ul>			
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Mini quizzes and recall activities are a regular feature from one computer lesson to the next. This allows us to assess how well students retain key facts and terminology.</li> </ul> <b>Key assessment for autumn term:</b> <ul style="list-style-type: none"> <li>• Late in the autumn term, (December) students will complete a more formal assessment by answering a range of multiple choice and short answer questions on all the work covered. They will receive a <b>percentage mark</b> for this assessment.</li> </ul>			
<b>Feedback:</b> <ul style="list-style-type: none"> <li>• The majority of feedback given in computing is verbal and specific to the task and individual student. This feedback is intended to challenge and support each student to allow them to progress.</li> <li>• Feedback on the key assessment will be to the whole class in relation to general misconceptions and specific to each student also. This to allow them to identify 'what went well' (www) and how they can improve, 'even better if' (EBI)</li> </ul>			
<b>Homework:</b> <ul style="list-style-type: none"> <li>• Homework is not set in computing although, occasionally, optional independent research and extension activities may be given.</li> </ul>			
<b>Useful Information/further support:</b> Some useful information on computational thinking can be found on the KS3 BBC Bitesize website.			



**Overview:**

In the autumn term in year 7, pupils will be designing and manufacturing a rubber stamper from pine and acrylic. This will be produced with a Christmas theme and will be used to print a range of gift tags. The stamper will also be appropriately packaged.

**Content:**

**Research**

- Consider the size and shape of the hand so that suitable handle shapes are produced.
- Research into different material classifications.
- Consider appropriate health and safety strategies in the workshop.

**Designing**

- Produce a range of suitable handle designs and render them appropriately.
- Model the best ideas in card and annotate good points and weak points.
- Produce graphic transformations from Christmas images into simple symbolic designs.
- Develop the best idea and model in card.

**Making**

- Card template made to mark out the pine for the handle..

Working with pine to manufacture the final handle design:

- Marking out with a pencil.
- Cutting.
- Finishing processes – filing, sanding, sealing, and polishing.
- Drilling of pilot hole.

Working with acrylic to manufacture the 'plate':

- Edge treatment – file, wet and dry, polish.
- Drilling and countersinking.
- Attaching to the handle using a woodscrew.

Working with neoprene to manufacture the final graphic symbol:

- Cutting with scissors and craft knife/safety rule.
- Attaching to the acrylic with solvent free cement.

**Assessment:**

- **Low stakes test 1** – Woods
- **Assessment 1** – teacher assessment of graphic symbol idea sheet. WWW/EBI with highlighted areas to improve and grade. **Orange sticker / parental signature sticker home.**
- **Low stakes test 2** – Materials and construction.
- **Assessment 2** – Stamper practical work. Pupil self-assessment sheet. Teacher comment / target and grade W/A.

**Feedback:**

- Regular verbal feedback.
- Marking refers to numbered targets at the front of exercise books.
- Additional personalised targets as required.
- Termly summary assessment – WWW/EBI highlighted in exercise books and taken home.

**Homework:**

- Design an information sheet or poster to make pupils aware of health and safety issues in the workshop.
- Spend 30 minutes improving and completing design work in your book.

 <b>RYEDALE SCHOOL</b> <small>Aspire and Achieve</small>	Year Group: <b>7</b>	Subject: <b>FOOD PREPARATION  AND NUTRITION</b>	Term: <b>AUTUMN</b>
<b>Overview:</b> In the autumn term we will be studying a 'Basic Skills' topic in Food Preparation and Nutrition. We will learn about safety in the food room, selecting the correct tools, knife skills and other basic kitchen skills. We will engage in a range of practical sessions, and make a number of dishes, including potato wedges, crumble and pineapple upside down cake. We will combine the skills we have learned to end the term with a winter celebration cake topic, whereby students will all produce their own mini winter cake, whilst learning about different types of manufacture/production, as well as touching on recycling, designing, costing and sugar craftwork.			
<b>Content:</b> <u><b>Safety in the Food Room</b></u> <ul style="list-style-type: none"> <li>• Identifying and minimising risks in the kitchen.</li> <li>• Personal hygiene.</li> <li>• Kitchen hygiene.</li> <li>• Food storage and spoilage.</li> <li>• </li> </ul> <u><b>Knife Skills</b></u> <ul style="list-style-type: none"> <li>• Using the bridge method.</li> <li>• Using the claw method.</li> <li>• Using the safety equipment to aid your knife use.</li> <li>• Potato wedges practical.</li> <li>• Fruit cutting in crumble practical.</li> </ul> <u><b>Rubbing In</b></u> <ul style="list-style-type: none"> <li>• Rubbing in fat and flour- crumble practical</li> <li>• What happens scientifically when we rub fat and flour together- shortening.</li> </ul> <u><b>Right Tool For The Job</b></u> <ul style="list-style-type: none"> <li>• Ensuring we have the correct skills and knowledge to be able to select the right tool/utensil for the job.</li> <li>• Having the skills to utilise the correct tools/utensils effectively and safely.</li> </ul> <u><b>Winter Celebration Cake Making</b></u> <ul style="list-style-type: none"> <li>• Designing a product- using 3D drawings, rendering and annotations.</li> <li>• Understanding a factory set up: large scale manufacturing.</li> <li>• Working as a team to produce a class set of mini winter cakes in pineapple tins, using a bulk manufacture approach.</li> <li>• Icing, decorating and packaging a mini cake, learning about quality control, high quality finishes and costing.</li> </ul>			
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Short assessments throughout the year to improve knowledge and skills.</li> <li>• Longer formal assessment towards the end of each topic. Recommended areas for improvement will be given by the teacher and an on-track/off-track overview based on performance in this assessment.</li> </ul> <b>Key assessment focus for autumn term:</b> <ul style="list-style-type: none"> <li>• Mini Winter Cake</li> </ul>			
<b>Feedback:</b> <ul style="list-style-type: none"> <li>• Regular verbal feedback will be given in both practical and theory lessons.</li> <li>• Key pieces of practical work will be marked so students can identify 'What Went Well' (WWW) and what would be 'Even Better If' (EBI).</li> <li>• Theory work will be regularly marked, posing further questions for students to think about, extending prior knowledge.</li> </ul>			
<b>Homework:</b> <ul style="list-style-type: none"> <li>• Students will not receive homework in FPN throughout year 7; however, there is an expectation that students will attend ALL practical lessons, prepared with the correct ingredients. Failure to do this will result in the detention system.</li> <li>• If students miss any FPN lesson, it is a minimum expectation that they would find out what they will be cooking next lesson, and come to the practical lesson prepared, thus not having a long standing impact on their progress.</li> </ul>			
<b>Useful Information/further support:</b>			



**Overview:**

The Year 7 curriculum will allow you to explore the following areas of music:

**Performance**

- How to play the keyboard
- Those that have instrumental and singing lessons, how to prepare for public performance
- Considering carefully instructions in a musical score, such as dynamics and articulation
- How to cope with nerves when performing in class/public
- How to join in with whole-class singing activities to make an individual contribution that matters
- How to offer supportive critical feedback to improve the quality of someone else's performance

**Composition**

- How to use the basic elements of Sibelius software
- The importance of musical structure in composition
- Other key fundamentals, such as use of a key note (tonic) to write a melody and phrase shape
- How to add accompaniments to melodies
- Considering score details such as dynamics and articulation
- How to offer supportive critical feedback to improve the quality of someone else's composition

**Listening and Appraising**

- Learning how to read basic and more advanced rhythms
- Learning how to read basic treble clef pitch, and explore other clefs such as the bass and alto/tenor
- Learning how to express an opinion about a piece of music we listen to, and respect the opinion of others
- Learning the fundamental elements of music in addition to pitch and rhythm – structure, melody, harmony, texture
- Listen to a range of musical styles and understand how they link to the specific topic we are studying
- Listen to and recognise the sound of main voice types, both male and female
- Learn how to attempt rhythmic and melodic dictation

**Content:**

- **African Drumming Group Composition** – students will learn how to create a short drumming piece based on West African Drumming techniques. They will explore the skills required to play the djembe, compose using structures and develop collaborative skills
- **Developing aural skills** – students will begin to develop the necessary aural skills to become a successful musician. This includes being able to identify a simple pulse, imitating rhythms, imitating melodies and identifying key musical elements in a variety of pieces. This topic is likely to start in the Autumn term and be completed at the start of the Spring term.

The work of every topic is supported by a range of listening activities. Students keep a record of listening work in their workbooks. This also includes continued work on basic musical literacy and the development of the recognition of different instruments and voice types, and other musical features.

**Assessment:**

- Summative assessments: African Drumming composition; African drumming listening test; which will include factual recall about the style and also a listening test. Ongoing low-level checking of listening work, sometimes verbal, sometimes in back of work book. Aural skills will be assessed in line with ABRSM mark schemes for this part of practical examinations.

**Feedback:**

- Summative feedback for all summative assessments (listed above)
- Frequent teacher-peer and peer-peer feedback of all aspects of performing and composing work. This is usually verbal, or available in Sibelius software,

• **Homework:**

- Formal homework is not set at KS 3 in music.
- Students undertaking private music lessons should always consider the amount of personal practice they do and staff will always support and encourage this.
- Taking part in an extra-curricular musical activity is a good way of broadening your general musical knowledge and improving your confidence as a performing musician.

**Useful Information/further support:**

There is such a rich range of good online resources, and there are many more than this short list, but these are good starting points:

[www.abrsm.org](http://www.abrsm.org) – help with music theory, how to practice, how to prepare for exams.

[www.musictheory.net](http://www.musictheory.net) – really good basic theory lessons and tests

[www.classicfm.com](http://www.classicfm.com) – great way into classical music

The Year 7 music page of the school website outlines learning in more detail and contains resources to support learning. Listening to a wide range of music broadens musical horizons.

**Overview:**

To understand the basic elements of colour theory. To explore a range of mark making skills and create own paintbrush to investigate methods of mark making. To be familiar with the work of famous Pop Artists including Andy Warhol, Roy Lichtenstein, Peter Blake, Keith Haring.  
To use knowledge of pop artists to create their own pieces to show advertising for an everyday object.

**Content:**

**Assessment Objective 1 (AO1)**

**RESEARCH – IMAGES & ARTISTS – A minimum of 3 different artists of the student's choice.**

*Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding*

- Make a detailed copy of a piece of Roy Lichtenstein's work.
- Research Roy Lichtenstein – find out about his work using annotation sheets.
- Research Peter Blake's collage work and create a collage in a grid style.
- Research Andy Warhol's still life work. And produce a repeated everyday object in this style.

**Assessment Objective 2 (AO2)**

**EXPERIMENTS WITH MEDIA**

Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

- Develop skills in using pencil media.
- Develop knowledge and skill in colour theory.
- Create Peter Blake Grid Piece using collage.
- Experiment with text.

**Assessment Objective 3 (AO3)**

**IDEAS, OBSERVATIONAL DRAWINGS & EXPLANATIONS**

*Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.*

- Refine painting skills and develop work on bush control.
- Develop accuracy using the grid method to draw a piece of Roy Lichtenstein's work.

**Assessment:**

- Onomatopoeia pop art.

**Feedback:**

- Regular verbal feedback to help improve quality of work and understanding of skills and knowledge during the lesson.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI).
- Peer and self-assessment against clear success criteria given in the lesson.

**Homework:**

- 1 per fortnight.
- Preparation and research to support work in lesson.

**Useful Information/further support:**

 <b>RYEDALE SCHOOL</b> <small>Aspire and Achieve</small>	<b>Year Group:</b> <b>7</b>	<b>Subject:</b> <b>DANCE AND DRAMA</b>	<b>Term:</b> <b>AUTUMN</b>
<b>Overview:</b> Pupils study both drama and dance in the first year of the course. In the first term, a variety of shorter activities will be used to introduce pupils to the key skills and expectations of the subject. When pupils are ready, the teacher will then introduce two topics designed to focus pupils on their use of movement to communicate imaginatively.			
<b>Content:</b> 1) 'Getting to Know You' The bulk of this topic is concerned with introducing pupils to the key skills of drama using a mixture of games and activities. Overall, the games chosen for this topic aim to develop concentration and memory; an ability to listen to others, as well as general alertness and quick responses. Many of the games involve problem-solving, and require pupils to analyse a situation and evaluate a response. 'icebreaker' games will be used to ease pupils into the subject, gently encouraging them to contribute effectively to group situations, and establishing a working partnership founded on trust and mutual respect. Building pupils' confidence is key, and 'icebreaker' games enable children to overcome any initial embarrassment they might feel about talking or acting in front of their peers. 2) 'Mime' The second topic in Year 7 focuses on building pupils' confidence with communicating ideas, thoughts and feelings through the face and body. Movement games will be used to explore the potential of the body, and mime tasks will introduce pupils to basic characterisation, allowing them to sustain a role for short periods. Mime-based sketches can be pupils' first experience of performing in front of their peers, and having their work evaluated by others. 3) 'Machine Dance' Having considered natural movement onstage, this topic aims to develop pupils' experience of non-naturalistic forms of movement, and introduce them to basic choreographic devices such as: • Unison • Canon • Isolated movement • Tension • Extension • Repetition			
<b>Assessment:</b> In Year 7, pupils are assessed on three areas of activity: <ul style="list-style-type: none"> <li>• Making -This involves pupils working alone or with others to shape their ideas into actions onstage. 'Making' includes discussion, research, questioning, thinking, sharing ideas and experimenting with different approaches to deepen their understanding of an idea, issue or concept. In the later stages of a project, it will involve working collaboratively to finalise ideas and refine material so it is ready for performance.</li> <li>• Performing -Refers to the work of a class, group or individual sharing ideas through enactment. Key aspects of performance might include: sustaining a role and giving a coherent interpretation of a text or stimulus; communicating both with fellow performers and an audience using a range of skills, including voice, body, movement, timing and space; creating a dramatic atmosphere showing an understanding of design elements such as lighting, sound, costume and set design.</li> <li>• Evaluating - Involves pupils reflecting on their own experience of dance/drama, both as a participant/performer, and as a member of an audience. They must consider what a performance is saying and how it is saying it through conventions and techniques. At KS3, we assess responding in two ways: firstly, through students' verbal contributions to class discussions, with individuals feeding back to performers in a constructive manner, and through written assessments, where the individual is required to analyse and evaluate their own work during making and performing.</li> </ul> In this term, topic 3 will be assessed for making, performing and evaluating, with summative grades given in ATL reports being representative of pupils' overall progress in all three areas.			
<b>Feedback:</b> <ul style="list-style-type: none"> <li>• Regular verbal feedback to help the improve quality of work and understanding of topics during the lesson.</li> <li>• Students will participate in peer and self-assessment during lessons.</li> <li>• End of topic levels and targets will be recorded in pupils' assessment booklets.</li> <li>• Written evaluations will feature written feedback from the teacher.</li> </ul>			
<b>Homework:</b> <ul style="list-style-type: none"> <li>• Formal homework is not set during Year 7, although from time to time, students will be given tasks to complete outside of lessons, including learning lines, finding properties or items of costume and revising for informal tests. <b>Later in the year, pupils will be required to revise for the written examination.</b></li> </ul>			
<b>Useful Information/further support:</b> <ul style="list-style-type: none"> <li>• Students are required to bring their drama kit to every lesson and pupils with long hair are requested to tie it back. If pupils are missing an item of kit, please provide them with a note; otherwise, pupils will be given a kit mark which will be recorded in the register. After three kit marks, students will be given a detention. The three kit marks are replenished at the beginning of each term.</li> </ul>			



**Overview:**

**Boys and Girls will receive two hours of physical education per week.**

The Physical Education curriculum at Ryedale inspires all pupils to **succeed** and **excel** in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically **confident** in a way which supports their health and fitness. By giving pupils the opportunities to compete in sport and other activities it enables pupils to build character and help embed values such as **fairness** and **respect**.

**Content:**

Pupils are taught the necessary knowledge, tactics, skills and techniques and they are given the opportunity to apply these in a competitive situation.

**Boys**

Football, Rugby, Basketball and Health Related Fitness.

**Girls**

Netball, Hockey, Football and Health Related Fitness

**Assessment:**

- After each unit of work, pupils will be asked to think about their performance to identify what grade they are in each activity. Pupils will self-assess their performance. Due to the nature of the subject, peer assessment is used throughout lessons, assessment criteria is given verbally to the pupils (the key teaching points of a specific skill) and pupils are asked to look at each other's performance and identify what needs to be improved. Pupils will complete the PE progress page within the student planner.

**Feedback:**

Feedback is an integral part of all lessons, it is an essential tool to enable pupils progress. A range of feedback used.

**Peer Feedback**

- Within all lessons, pupils are given an opportunity to feedback to each other, whether it is during drills or games. Pupils are given the opportunity to discuss with each other about their own performance and others. During a demonstration the class teacher will identify a list of teaching points, pupils will then go and work in pairs or small groups and they will feedback to each other whether or not their partner has performed the teaching points.

**Teacher Feedback**

- Verbal feedback is given throughout all lessons. Teachers are constantly giving feedback to pupils, whether they are in small groups or in a competitive situations. This lets teachers verbal guide pupils in a range of skills.

**Intrinsic / Self-assessment Feedback**

- Pupils are encouraged in every lesson to self-assess themselves, targeted questions are given to the pupils to make them analyse and assess their own performance. Due to the nature of the subject pupils can often visualise and feel when they have made in an incorrect decision or used the wrong skill and therefore can go on to improve and rectify it.

**Homework:**

- N/a

**Useful Information/further support:**

- Pupils are encouraged to attend extra-curricular clubs; information is on the PE noticeboards.