



The Polesworth School  
ENSURING EXCELLENCE



# **Year 7 Threshold Concepts and support guidance**

**Spring term**

For the topics of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as threshold concepts and it our intention that every student secures these threshold concepts in order to make outstanding progress through the curriculum.

We believe that the form in which feedback and assessment takes place must be specifically related to the individual subject and so each department has a specific feedback and assessment policy and teachers use a range of strategies to assess students' progress using the threshold concepts.

We have included below the subject threshold concepts for the topics of learning covered during the spring term. You can support your son/daughter's progress by regularly discussing the threshold concepts with them to help them to remember what they have learnt. To assist you in supporting your son/daughter with any areas for development we have signposted resources and links for each subject below.

<b>Subject</b>	<b>Year 7 Threshold Concepts - Autumn term</b>	<b>How to support students' learning</b>
<b>Art</b>	<p><b>Cells</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate how to use line and tone, and continuous line.</li> <li>2. Know about the life and work of artist Karen Margolis.</li> <li>3. Effectively use new materials.</li> <li>4. Apply appropriate formal element words to analyse and evaluate their work.</li> </ol>	<ul style="list-style-type: none"> <li>• Encourage your child to draw from objects at home.</li> <li>• Ask them to add shadows using pen and pencil.</li> <li>• Display your child's work.</li> <li>• Visit museums and galleries (when it's safe to do so).</li> </ul>

	<p><b>Optical Art</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate how to draw an optical art image.</li> <li>2. Use a pen or pencil to draw lines to create contrasting shapes/thick lines.</li> <li>3. Demonstrate how to create an artist research page to include the historical and cultural development of Bridget Riley.</li> <li>4. Apply appropriate formal element words to analyse and evaluate their own work.</li> <li>5. Understand the meaning of cut paper collage.</li> </ol>	
<p><b>Drama</b></p>	<p><b>Macbeth</b></p> <ol style="list-style-type: none"> <li>1. Understand and demonstrate how to identify and create atmosphere/ tension.</li> <li>2. Demonstrate ability to use rhythm / discipline in performance.</li> <li>3. Understand and perform stage fighting showing complete understanding of safety and rules.</li> <li>4. Understand how to use music to inform physicality.</li> <li>5. Demonstrate ability to perform mime.</li> <li>6. Apply skills to new contexts.</li> <li>7. Demonstrate development of voice to extend to pitch, tone, volume, emphasis, pause, and attitude/emotion.</li> </ol>	<p><b>Characterisation</b></p> <ul style="list-style-type: none"> <li>• This lesson from 'Oak Academy' explains some approaches to creating a character from a play and has practical exercises to try - <a href="https://classroom.thenational.academy/lessons/characterisation-6tj38e">https://classroom.thenational.academy/lessons/characterisation-6tj38e</a></li> </ul>

	<p>8. Demonstrate how to choose and use props and staging.</p> <p><b>A Game of Soldiers</b></p> <ol style="list-style-type: none"> <li>1. Understand and demonstrate how to identify and create atmosphere/ tension.</li> <li>2. Demonstrate ability to use rhythm / discipline in performance.</li> <li>3. Understand and perform stage fighting showing complete with an understanding of safety and rules.</li> <li>4. Understand how to use music to inform physicality.</li> <li>5. Demonstrate ability to perform mime.</li> <li>6. Apply skills to new contexts.</li> <li>7. Demonstrate development of voice to extend to pitch, tone, volume, emphasis, pause, and attitude / emotion.</li> <li>8. Demonstrate how to choose and use props and staging.</li> </ol>	
<p><b>English</b></p>	<p><b>Shakespeare's villains</b></p> <p><b>Literature and Language Reading</b></p> <ol style="list-style-type: none"> <li>1. Commenting on texts: Relevant points identified, and comments are supported with textual references, including quotations.</li> </ol>	<ul style="list-style-type: none"> <li>• Listen to your child read a range of texts (e.g., fiction, non-fiction, articles, magazines) to allow them to fulfil their daily reading targets and to help improve their confidence in reading.</li> </ul>

2. Inference/ Deduction: Relevant inferences made based on references.
3. Analysing structure: A few features of organisation are identified.
4. Analysing Language: There are simple comments on writers' language choices.
5. Understanding Writers' viewpoints: There are simple comments showing understanding of the main purpose or message of a text.
6. Context: Simple comment on the effect that the writer's context has on the meaning of texts.

#### **Language Writing**

1. Sentence Structure: A variety of sentence lengths are used consistently with a wider range of connectives.
2. Punctuation: A variety of punctuation is used consistently.
3. Structuring writing: Ideas are logically sequenced, and paragraphs help to organise content.
4. Imaginative/ Thoughtful ideas: Appropriate and relevant ideas are consistently included.
5. Tone and Style: Ideas are written in an appropriate style suitable for the reader.
6. Vocabulary: Word choices create an effect.

- Help them to revise content learned in school from their class notes, knowledge organisers and 'Big Question' sheets by testing them on the key concepts for each topic.
- Support them in improving literacy skills by visiting the KS3 grammar pages on the BBC bitesize website <https://www.bbc.co.uk/bitesize/topics/z4hrt39>. Students will benefit from working through the tasks and using the activities to check their own work before submitting it in their 200-word writing challenge fortnightly homework tasks.

<p><b>Geography</b></p>	<p><b>Rivers and flooding</b></p> <ol style="list-style-type: none"> <li>1. Describe how water moves from the atmosphere to land and the sea via the water cycle and drainage basins.</li> <li>2. Explain how rivers and their valleys change from the upper, to middle and lower course.</li> <li>3. Identify and explain the processes which shape the landscape including erosion, transportation, and deposition.</li> <li>4. Describe how river landforms are created including V-shaped valleys, waterfalls, meanders, and ox-bow lakes.</li> <li>5. Identify the physical and human causes of flooding, applied to an example in the UK.</li> <li>6. Describe the physical and human impacts of flooding in both a low-income country (LIC) and a high-income country (HIC).</li> <li>7. Identify how maps can be used to identify river features.</li> <li>8. Explain how geographic information systems (GIS) can be used to reduce the impacts of flooding through improvement of management strategies.</li> </ol> <p><b>Populations and Settlements</b></p> <ol style="list-style-type: none"> <li>1. Describe and explain global population trends.</li> </ol>	<ul style="list-style-type: none"> <li>• Watch Geographical documentaries together such as David Attenborough.</li> <li>• Encourage your child to take an interest in current affairs/watch/read the news.</li> <li>• Use the BBC Geography bitesize website to support your son/daughter's learning.</li> </ul>
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	<ol style="list-style-type: none"> <li>2. Explain why locations are sparsely and densely populated.</li> <li>3. Explain why the global population is increasing.</li> <li>4. Describe and explain the One Child Policy in China.</li> <li>5. Assess the positive and negative impacts of the One Child policy.</li> <li>6. Describe and explain the differences between the term's migrant, immigrant, emigrant, refugee, and asylum seeker.</li> <li>7. Categorise the push and pull factors which have caused people to migrate from Mexico to the USA.</li> <li>8. Assess the impacts of the civil war upon migration patterns and life for refugees.</li> </ol>	
<p><b>History</b></p>	<p><b>How did William conquer England and control the country?</b></p> <ol style="list-style-type: none"> <li>1. Provide examples of England's strengths and weaknesses in 1066.</li> <li>2. Know the circumstances around the crown on Edward the Confessor's death.</li> <li>3. List the contenders for the throne in 1066 and give a reason for their claim.</li> <li>4. Give a judgment on the rightful claimant (in their view).</li> </ol>	<ul style="list-style-type: none"> <li>• Talk about History at home around topics being studied and more generally.</li> <li>• Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills.</li> <li>• Visit sites/museums/online displays when safe to do so.</li> </ul>

5. Describe the events at the battle of Stamford Bridge.
6. Recount the Battle of Hastings events.
7. Identify reasons for William's victory at the Battle of Hastings.
8. Prioritise the reasons for victory using significance criteria.
9. Assess the patterns of rebellions and the Normans actions in response.
10. Identify the problems William I had after conquest.
11. Provide a definition for a hierarchy.
12. Arrange different groups in a feudal system and state how they benefit and what they must give in return.
13. Compare power of aspects of control (e.g. Domesday Book against castles etc.).
14. Explain the role of the Marcher Lords.
15. Explain the use of castles and state how they changed in design and function.
16. Compare the advantages and disadvantages of castles to give at least 3 for each.
17. Scale the success of the monarchs that followed William I to show success.
18. Factor and judge the most important reasons that William was able to maintain control.

<b>IT</b>	<p><b>Using media: gaining support for a cause</b></p> <ol style="list-style-type: none"> <li>1. Appropriately identified the audience and there is some evidence that content is tailored for the audience.</li> <li>2. Uses two or more sources of information, which are referenced appropriately, and it can be proven that some information came from credible sources.</li> <li>3. Formatted a blog appropriately with few improvements needed.</li> <li>4. Appropriately included most of the following features: bullet points, alignment, font style and size, titles, colour.</li> <li>5. Selects suitable images for a blog.</li> <li>6. Edited at least one image appropriately to fit with the text (cropped/text wrapped, recoloured).</li> <li>7. All images are attributed to the author.</li> </ol> <p><b>Programming essentials in Scratch - Part I</b></p> <ol style="list-style-type: none"> <li>1. Sequence both subroutines and apply some debugging techniques.</li> <li>2. Apply count-controlled iteration to reduce the lines of code in the countdown subroutine.</li> <li>3. Use the 'start' variable appropriately.</li> <li>4. Debug problems with some support.</li> </ol>	<ul style="list-style-type: none"> <li>• Ask your son/daughter to independently login to Office 365/MS Teams frequently to ensure their login details are accurate and to demonstrate self-reliance.</li> <li>• Practice key formatting skills from the home ribbon in MS packages to enhance the appearance of their work.</li> <li>• Support your child in exploring Scratch programming and trying out remixing to understand the coding elements.</li> </ul>

	<ol style="list-style-type: none"> <li>5. Apply knowledge of programming to complete the task set.</li> <li>6. Apply the appropriate operator with some guidance.</li> <li>7. Demonstrate some independent problem-solving skills.</li> <li>8. Apply knowledge of programming to new scenarios (Explorer tasks).</li> </ol>	
<b>Languages (French)</b>	<p><b>Free time</b></p> <ol style="list-style-type: none"> <li>1. Produce at least one free-time sentence with each of the 4 verbs Je joue, Je fais, Je regarde, J'écoute.</li> <li>2. Recognise eight different time phrases listed in the student booklet and use at least four of these in free-time sentences (listening, reading, speaking, and writing).</li> <li>3. Recognise places and people listed in the student booklet and use at least four of these in free-time sentences (listening, reading, speaking, and writing).</li> <li>4. Recognise two idiomatic constructions and use at least one of them with an infinitive as part of a description of free-time activities (listening, reading, speaking, and writing).</li> </ol>	<ul style="list-style-type: none"> <li>• Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources.</li> <li>• Refer to the Knowledge Organiser in the student's books for vocabulary support.</li> <li>• Use the student vocabulary booklet for reference to vocabulary and grammatical structures.</li> </ul>

	<ol style="list-style-type: none"> <li>5. Recognise seven connectives and use at least two of them in their description of free-time activities (listening, reading, speaking, and writing).</li> <li>6. Recognise five opinions and use at least two of them in their description of free-time activities (listening, reading, speaking, and writing).</li> <li>7. Recognise 6 types of question and make a one sentence response to each question in a two-way conversation about free-time activities (listening &amp; speaking).</li> <li>8. Produce at least six of the verbs listed in the student booklet and link them with at least four connectives to make a paragraph to describe their daily routine (speaking and writing).</li> </ol>	
<b>Languages (German)</b>	<b>Free time</b> <ol style="list-style-type: none"> <li>1. Produce at least one free-time sentence with each of the 4 verbs Ich spiele, Ich treibe, Ich sehe, Ich höre.</li> <li>2. Recognise eight different time phrases listed in the student booklet and use at least four of these in free-time sentences (listening, reading, speaking, and writing).</li> </ol>	<ul style="list-style-type: none"> <li>• Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources.</li> <li>• Refer to the Knowledge Organiser in the student's books for vocabulary support.</li> <li>• Use the student vocabulary booklet for reference to vocabulary and grammatical structures.</li> </ul>

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|  | <ol style="list-style-type: none"><li>3. Recognise places and people listed in the student booklet and use at least four of these in free-time sentences (listening, reading, speaking, and writing).</li><li>4. Recognise infinitive + gefällt mir and use it with an infinitive as part of a description of free-time activities (listening, reading, speaking, and writing).</li><li>5. Recognise seven connectives listed in the student booklet and use at least two of them in their description of free-time activities (listening, reading, speaking, and writing).</li><li>6. Recognise four opinions listed in the student booklet and use at least two of them in their description of free-time activities (listening, reading, speaking, and writing).</li><li>7. Recognise five types of question listed in the student booklet and make a one sentence response to each question in a two-way conversation about free-time activities (listening &amp; speaking).</li><li>8. Produce at least six of the verbs listed in the student booklet and link them with at least four connectives to make a paragraph to describe their daily routine (speaking and writing).</li></ol> |  |
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<p><b>Maths</b></p>	<p><b>Angles</b></p> <ol style="list-style-type: none"> <li>1. Draw and measure acute and obtuse angles reliably to the nearest degree.</li> <li>2. Estimate the size of a given angle.</li> <li>3. Know and use angle facts: angles at a point, angles at a point on a straight line, vertically opposite angles.</li> <li>4. Use generalisations and reasoning – e.g. going beyond two angles.</li> <li>5. Define parallel and perpendicular lines.</li> <li>6. Use angle facts around corresponding, alternate, and co-interior angles to find missing angles.</li> <li>7. Find unknown angles.</li> <li>8. Form algebraic expressions.</li> <li>9. Solve for unknowns on one side.</li> </ol> <p><b>Classifying 2D shapes</b></p> <ol style="list-style-type: none"> <li>1. Classifying polygons by symmetry, regularity, intersection of diagonals, number of parallel sides.</li> <li>2. Classify triangles and quadrilaterals according to properties (angles, regularity, symmetry).</li> <li>3. Know and use the angle sum of triangles and quadrilaterals.</li> <li>4. Generalise results for properties of special types of triangles and quadrilaterals.</li> </ol>	<ul style="list-style-type: none"> <li>• Follow the teacher’s guidance and use Hegarty Maths to support home learning.</li> <li>• If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue.</li> </ul>
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5. Form and solve equations from contexts arising from properties of triangles and quadrilaterals.

### **Constructing triangles and quadrilaterals**

1. Construct triangles and quadrilaterals for given conditions using a ruler, protractor and compasses.
2. Explore constructions through use of dynamic geometry software.
3. Explore and define the minimum conditions for constructing triangles.
4. Become familiar with the different cases of minimum conditions for the construction of triangles.
5. Recognise when two triangles are congruent using the criteria of minimum conditions.

### **Coordinates**

1. Reading and writing coordinates of points in all four quadrants, including non-integer coordinates.
2. Solving geometric problems involving missing coordinates.
3. Finding the mid-point of a line segment or two points.
4. Using the midpoint and a point on the line to find the coordinates of another point on the line.

5. Recognise and plot horizontal and vertical lines on a coordinate axis.

### **Area and perimeter of 2D shapes**

1. Develop understanding of counting strategies in arrays to using similar strategies to calculate the area of shapes.
2. Finding the area of rectilinear shapes and the area of other 2-D shapes including triangles, and special quadrilaterals.
3. Generalise formulae for finding the area of 2-D shapes using the language of height, base, width, length etc.
4. Rearrange formulae to make a different subject.
5. Reason about generalised statements of the relationship between area and perimeter.

### **Transforming 2D figures**

1. Reflection of an object in a mirror line.
2. Identify horizontal and vertical mirror lines and their equations.
3. Rotation of an object using the centre of rotation.
4. Translating shapes by a given number of units (positive or negative) in the  $x$  and  $y$  directions.

	<ol style="list-style-type: none"> <li>5. Combining transformations and which combinations can be expressed as a single transformation.</li> <li>6. Simple enlargements with positive scale factors.</li> <li>7. Explore the ratios of sides lengths within and between shapes produced by an object being enlarged by a given scale factor.</li> <li>8. Recognise which transformations produce congruent shapes.</li> <li>9. Explore the ratios within and between similar shapes when an object is enlarged by a given scale factor.</li> </ol>	
<p><b>Music</b></p>	<p><b>The Orchestra</b></p> <ol style="list-style-type: none"> <li>1. Recognise the different instruments of the orchestra e.g., what they look like, how they are played, what they sound like, referring to musical elements.</li> <li>2. Understand the history and development of the instruments.</li> <li>3. Understand how the orchestra is constructed and what the families are (woodwind, string, brass, percussion).</li> <li>4. Know the traditional layout of an orchestra.</li> <li>5. Know which instruments belong to which families.</li> </ol>	<ul style="list-style-type: none"> <li>• This website has several free apps and sites that help students to understand structure and the elements of music. <a href="https://leicestershiremusic.org/music-tech-ks3">https://leicestershiremusic.org/music-tech-ks3</a></li> <li>• This site has lots of historical context and listening resources. <a href="https://www.beatlesstory.com/teacher-resources/">https://www.beatlesstory.com/teacher-resources/</a> <a href="https://kids.britannica.com/kids/article/the-Beatles/390013">https://kids.britannica.com/kids/article/the-Beatles/390013</a></li> </ul>

6. Explain the role of a conductor.

### **British Folk Music**

1. Understand basic note names (and note values) in the treble and bass clefs – western notation, through performing and composing.
2. Understand what a scale and pentatonic scale are and how they are used in traditional folk music.
3. Compose and perform their own pentatonic question and answer melodies, supported with C and G chords/drones - improvisation.
4. Understand what folk music is and the history of British folk music, including the impact it has had on different styles of music.
5. Understand binary and ternary structures (AB/ABA) through performing and composing.

### **African Music**

1. Understand and demonstrate call and response and polyrhythms, and how they are used in African cyclic music.

- YouTube is a great resource for watching and listening to Djembe drumming.

### **Composing**

- This website has a variety of resources that will help with song writing and structure.  
<https://www.bbc.co.uk/bitesize/topics/z3dqhyc>
- The English Folk Dance and Song Society have a website dedicated to the traditions of folk music.  
[https://www.efdss.org/55-resources/learning-resources/2515-efdss-resource-bank-creative-music-ks3-and-4?gclid=CjwKCAiAkJKCBhAyEiwAKQBCKi5lwSq365\\_eR9IJD57z2yxKipc8rgZVcdwMKAhWpvH5wokqY-fzdhoCT5IQAvD\\_BwE](https://www.efdss.org/55-resources/learning-resources/2515-efdss-resource-bank-creative-music-ks3-and-4?gclid=CjwKCAiAkJKCBhAyEiwAKQBCKi5lwSq365_eR9IJD57z2yxKipc8rgZVcdwMKAhWpvH5wokqY-fzdhoCT5IQAvD_BwE)

### **Performing**

- These websites have a selection of virtual instruments that allow students

2. Understand and demonstrate the role of a master drummer taking on this role within a group.
3. Understand why drumming is so popular in West Africa.
4. Understand the social impact of music and the different ways in which it is used in their culture.
5. Understand and demonstrate how to play slap, tone and bass on the drums and other technical devices used in cyclic drumming.
6. Sing traditional Ghanaian call and response songs.

to practise and perform what we have covered in the classroom.

<https://www.onlinepianist.com/virtual-piano>

<https://virtualpiano.net/>

<https://www.musicca.com/guitar>

<https://www.aponus.com/music/onlineguitar.htm>

<https://ukebuddy.com/ukulele-chords>

- All music covered in class will be available to take home if students wish to develop their performing skills.  
African drumming apps available on Google Play:

\*Djembe Fola African Percussion.

\*Djembe African Drum.

These apps allow the student to understand the techniques of slap, tone, bass.

### **Listening**

- I would recommend creating a free account with [www.spotify.com](http://www.spotify.com) or using YouTube for listening around the styles we will be studying throughout Year 7.

		<p>The more students listen to the music we are studying, the more they will understand the techniques and elements used.</p>
<p><b>PE</b></p>	<p><b>Athletics</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the correct grip technique for at least one throw</li> <li>2. Understand that pacing is important in a middle/long-distance running event.</li> <li>3. Demonstrate the basic technique to achieve maximum speed when performing a sprint.</li> <li>4. Demonstrate the basic jumping technique in at least one jump event.</li> <li>5. Strive to achieve their own personal best in performance.</li> <li>6. Demonstrate how to prepare the body effectively for a variety of activities.</li> </ol> <p><b>Badminton</b></p> <ol style="list-style-type: none"> <li>1. Grip racket correctly.</li> <li>2. Use ready stance.</li> <li>3. Use at least one type of serve to start a competitive rally.</li> <li>4. Play the overhead clear over the net past service line.</li> </ol>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Join a local athletics club (Tamworth/Nuneaton) to develop your technique.</li> <li>• Encourage your child to attend the school club for extra practice.</li> <li>• Discuss the requirements for different events with your child and encourage them to record and improve their personal bests.</li> <li>• Watch athletics events live on TV or on YouTube. Watch world records and coaching videos for individual events.</li> </ul> <p><b>Badminton:</b></p> <ul style="list-style-type: none"> <li>• Book a court at Polesworth sports centre to play.</li> <li>• Encourage your child to attend the school club for practice.</li> <li>• Watch badminton matches/skills on YouTube/TV (e.g.</li> </ul>

5. Play the backhand clear over the net.
6. Play a variety of shots in a rally to move opponent.
7. Score singles game.

### **Cross Country**

1. Complete a cross country course with some success.
2. Understand the importance of pacing in a middle/long-distance race.
3. Understand and demonstrate a basic running technique.
4. Understand how running can help them to maintain a healthy lifestyle.
5. Identify when working aerobically or anaerobically in a cross-country run.

### **Dance**

1. Copy specific stylistic movements.
2. Understand street dance/hip-hop as a dance style.
3. Recognise and understand specific terminology in dance.
4. Understand the importance of timing in choreography.
5. Contribute positively to group effort.
6. Awareness and importance of a dance warm up.
7. Understand some choreographic devices.

<https://www.badmintonskills.net/badminton-skills-and-techniques/>).

### **Cross Country:**

- Go for a run as a family.
  - Download free Apps to track their runs (Strava).
  - Join local running club/park runs/athletics club (Tamworth/Nuneaton)
- <https://www.parkrun.org.uk/>.

### **Dance:**

- Watch professional street/hip-hop companies on YouTube (e.g., boy blue entertainment, Zonation and annual 'breakin convention').
- Encourage your child to attend the school club and annual dance shows for extra practise and confidence.
- To aid with movement memory and confidence, challenge students to either perform or teach others key moves, warm up and dance phrase.

### **Football:**

**Football**

1. Use at least two different parts of the foot to manipulate the ball.
2. Use correct part of the foot to pass the ball accurately.
3. Control the ball using their foot.
4. Move with the ball with some control.
5. Select the correct option to pass or move with the ball.
6. Move into space to receive the ball.
7. Use their body to shield the ball.
8. Demonstrate good etiquette, sportsmanship, and respect.
9. Warm up and cool down safely.

**Handball**

1. Use at least one type of pass to pass the ball accurately -  
Over arm pass  
Bounce pass  
Flick pass  
Under arm pass
2. Move into space to receive the ball.
3. Use passing to keep possession of the ball.
4. Shoot with accuracy.

- Practice ball familiarisation skills used in lessons to develop confidence with both feet.  
<https://www.youtube.com/watch?v=q1B4is3faOM>
- Encourage your child to attend the school football club to development skills and confidence.
- Explore getting your child involved in local youth football. Visit the FA website club finder to find accredited organisations.  
<https://www.thefa.com/get-involved>.

**Handball:**

- Get involved in any sport that you need to dodge, run, catch, and throw.
- Watch Handball matches on TV or YouTube matches/skills – e.g., Olympic and World Championships.
- Join the Handball club in school.
- Contact your local handball club (Loughborough/Coventry/Birmingham).

**HRF – Practical:**

	<p>5. Understand at least one role in defence. 6. Link two or more skills together in a small sided game.</p> <p><b>HRF - Practical</b></p> <ol style="list-style-type: none"> <li>1. Complete 3 phases of warm-up.</li> <li>2. Name 3 fitness components and where they may be needed.</li> <li>3. Complete the fitness tests.</li> <li>4. Name 3 methods to improve fitness through training.</li> </ol> <p><b>HRF - Theory</b></p> <ol style="list-style-type: none"> <li>1. Explain difference between fitness and health.</li> <li>2. Identify at least 3 health related fitness components.</li> <li>3. Identify 3 skill related components.</li> <li>4. Link 3 tests to fitness components.</li> <li>5. Explain in basic terms the fitness profile of sports/performer.</li> </ol> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate correct landing footwork (one-footed and two-footed) and pivoting with control under some pressure.</li> </ol>	<ul style="list-style-type: none"> <li>• Ask your child to lead a warm-up with the family.</li> <li>• Discuss different sports and what is needed to participate in that sport.</li> <li>• Encourage them to develop their fitness and have a go at a type of training at home.</li> </ul> <p><b>HRF – Theory:</b></p> <ul style="list-style-type: none"> <li>• Discuss different sports and what is needed to participate in that sport.</li> <li>• Test them on the different fitness components and can they explain them to you.</li> </ul> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>• Practice throwing and catching/target-based skills (e.g., catch or chalk target on a wall) and foot coordination skills (e.g., skipping or hopscotch) at home.</li> <li>• Encourage your child to attend the school club for practice.</li> <li>• Research local netball clubs/teams to join <a href="https://www.englandnetball.co.uk/play-netball/find-a-session-or-club/">https://www.englandnetball.co.uk/play-netball/find-a-session-or-club/</a>.</li> </ul>
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	<ol style="list-style-type: none"> <li>2. Use 4 different types of pass (chest / bounce / shoulder / overhead) in drills and perform a range of passes in a game.</li> <li>3. Show footwork and passing variations within their game play.</li> <li>4. Catch a range of passes using the correct stance and 'W' hand position.</li> <li>5. Create and move into space to support team-mates.</li> <li>6. Apply pressure to the opposition by marking their player on and off-ball.</li> <li>7. Observe many of the major rules, including footwork, obstruction, contact and offside.</li> </ol> <p><b>OAA – Problem Solving</b></p> <ol style="list-style-type: none"> <li>1. Successfully complete the tasks set as part of their group.</li> <li>2. Contribute towards tasks physically.</li> <li>3. Contribute towards tasks verbally</li> <li>4. Lead a small group for at least part of a task.</li> </ol> <p><b>Rounders</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the correct techniques to catch the ball consistently under limited pressure.</li> <li>2. Bowl underarm with some accuracy using the correct technique.</li> </ol>	<ul style="list-style-type: none"> <li>• Watch netball drills on-line  <a href="https://www.youtube.com/watch?v=8WxpyyUwQIQ">https://www.youtube.com/watch?v=8WxpyyUwQIQ</a>  <a href="https://www.youtube.com/watch?v=sGPHv-hkBVs">https://www.youtube.com/watch?v=sGPHv-hkBVs</a> or watch parts of matches on YouTube/TV  <a href="https://www.youtube.com/watch?v=H25dND9cJuQ">https://www.youtube.com/watch?v=H25dND9cJuQ</a>.</li> </ul> <p><b>OAA - Problem Solving:</b></p> <ul style="list-style-type: none"> <li>• Ask them do explain what they have been doing.</li> <li>• Ask them to explain, demonstrate and lead some activities they have done in lessons with family/friends.</li> <li>• Look at local Scout/Brownie/Cadet groups.</li> </ul> <p><b>Rounders:</b></p> <ul style="list-style-type: none"> <li>• Practice throwing and catching/target-based skills (e.g., catch or chalk target on a wall) and running skills at home (e.g., forwards/backwards relays/ball collect).</li> <li>• Encourage your child to attend the school club for practice.</li> </ul>
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3. Throw with some accuracy using overarm.
4. Describe and demonstrate the correct batting technique and consistently hit a gentle bowl using correct technique.
5. Identify and explain the main pitch lines.
6. Explain the rules of no-ball / obstruction / backwards hit and the rules for a batter.

### **Rugby**

1. Explain the correct technique to catch the ball.
2. Understand the concept of moving into space to receive the ball.
3. Demonstrate running with the ball.
4. Understand how to beat an opponent.
5. Use a front tackle.
6. Explain the technique of the front tackle.
7. Outwit an opponent using running, passing and catching skills.

### **Volleyball**

1. Play a 'catch' volley.
2. Move to a position to catch the ball.
3. Use the 'ready' position.
4. Play a cooperative volley rally over the net.
5. Play the overhead hit serve.
6. Hit shot #3 into space on opponents' side.

- Find local rounders clubs/teams to join <https://www.roundersengland.co.uk/play/>.
- Watch rounders drills on-line <https://www.youtube.com/watch?v=kWCNpoJ9vXA>  
<https://www.youtube.com/watch?v=sMTBrE52Fag>.
- Watch parts of matches on YouTube <https://www.youtube.com/watch?v=EGcimxQM0v0>.
- Encourage them to talk about health and fitness and what makes a person healthy.

### **Rugby:**

- Contact your nearest rugby club (Tamworth, Atherstone, Nuneaton, Market Bosworth).
- Encourage your child to attend the school rugby club or practice.
- Get involved in any games that involve dodging, running, throwing, and catching.

	<ol style="list-style-type: none"> <li>7. Score a basic game (2v2, 3v3).</li> <li>8. Play the reverse volley.</li> </ol>	<ul style="list-style-type: none"> <li>• Watch a rugby games on TV or live/skills on YouTube.</li> </ul> <p><b>Volleyball:</b></p> <ul style="list-style-type: none"> <li>• Encourage your child to attend the school club for practice.</li> <li>• Watch volleyball matches/skills online. The following are good to use:  <a href="https://www.youtube.com/c/Volleyball1on1Videos">https://www.youtube.com/c/Volleyball1on1Videos</a>  <a href="https://www.youtube.com/watch?v=FoJ6A4WWgCg">https://www.youtube.com/watch?v=FoJ6A4WWgCg</a></li> <li>• Join a volleyball club – both Tamworth Spartans and Nuneaton Volleyball Club are recommended and have links with the school.</li> </ul>
<p><b>Religious Studies</b></p>	<p><b>Sikhism</b></p> <ol style="list-style-type: none"> <li>1. Sikhism - Understand and use the following specific religious vocabulary; Sikh &amp; Sikhism, Langar, Gurdwara, Guru, Khalsa, Seva, Human Rights.</li> <li>2. Sikhism - Describe and explain Sikh beliefs about equality.</li> <li>3. Sikhism - Describe and explain the langar.</li> </ol>	<ul style="list-style-type: none"> <li>• Oak National Academy  <a href="https://classroom.thenational.academy/subjects-by-key-stage">https://classroom.thenational.academy/subjects-by-key-stage</a> some topics may be in the KS2 section.</li> <li>• BBC bitesize.  <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a>.</li> </ul>

	<ol style="list-style-type: none"> <li>4. Sikhism - Describe and explain Seva.</li> <li>5. Sikhism - Describe and explain the importance of the Khalsa.</li> <li>6. Sikhism - Provide one piece of evidence, such as an example to support explanations on at least key idea.</li> </ol>	<ul style="list-style-type: none"> <li>• The students work booklets and lesson PowerPoints, copies of which are on Teams.</li> </ul>
<p><b>Science</b></p>	<p><b>Biology</b> <b>Breathing</b></p> <ol style="list-style-type: none"> <li>1. Know the structures of the respiratory system and their functions.</li> <li>2. Explain how breathing occurs through changes in pressure in the lungs.</li> <li>3. Know that in gas exchange, oxygen and carbon dioxide move between alveoli and the blood.</li> <li>4. Know that oxygen is transported to cells for aerobic respiration and carbon dioxide is removed from the body.</li> <li>5. Understand that the amount of oxygen required by body cells determines the rate of breathing.</li> <li>6. Explain how different factors affect breathing.</li> </ol>	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Use BBC bitesize Biology: <a href="https://www.bbc.co.uk/bitesize/subjects/z4882hv">https://www.bbc.co.uk/bitesize/subjects/z4882hv</a>.</li> <li>• Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.</li> <li>• Watch David Attenborough documentaries about the planet e.g., Blue planet.</li> </ul> <p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>• Use BBC bitesize Chemistry: <a href="https://www.bbc.co.uk/bitesize/subjects/znxytd">https://www.bbc.co.uk/bitesize/subjects/znxytd</a>.</li> <li>• Talk about science at home and what students have learnt today. As well as</li> </ul>

**Digestion**

1. Understand that knowledge of digestion and a healthy diet allows humans to live a healthier lifestyle.
2. Know what a balanced diet is, what it is made up of (carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water) and that the body needs this for its cells' energy, growth and maintenance.
3. Understand that organs of the digestive system are adapted to break large food molecules into small ones which can travel in the blood to cells and are used for life processes.
4. Describe the events that take place to turn food into simple molecules inside a cell including the function of enzymes.
5. Understand and use the test for starch and glucose.
6. Know some effects of drugs on the body.

**Movement**

1. Know the different parts of the skeleton.

discuss new scientific advances in the news.

- Watch BBC Four's 'Chemistry: A volatile history' documentary.

**Physics:**

- Use BBC bitesize Physics:  
<https://www.bbc.co.uk/bitesize/subjects/zh2xsbk>
- Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.
- Watch 'Into the universe with Stephen Hawking' documentary.

2. Understand and demonstrate that antagonistic pairs of muscles create movement when one contracts and the other relaxes.
3. Know the different roles of muscle and where muscles are found.
4. Understand what joints are and name the four different types giving examples.
5. Investigate the effect of resting muscles on fatigue drawing conclusions.

### **Chemistry**

#### **Elements and Fundamentals**

1. Define the chemical meaning of the word element and explain where elements are listed.
2. Select an element for a specific job based on its chemical and physical properties.
3. Define a compound.
4. Describe how the properties of elements change when they react to form a compound.
5. Identify the differences between elements, mixtures and compounds.
6. Produce word equations for simple chemical reactions.

7. Write symbol equations from word equations for simple chemical reactions when provided with the formulae.
8. Balance symbol equations for simple chemical reactions.

### **The Periodic Table**

1. Explain how to work out the number of electrons for any element on The Periodic Table.
2. Draw the electronic structure of the first 20 elements in The Periodic Table.
3. Know that there are links between the electronic structure of elements and their position in The Periodic Table.
4. Describe some of the properties of group 1 metals.
5. Describe the trend in reactivity going down group 1 metals.
6. Describe some properties and uses of group 7 halogens.
7. Describe the trend in reactivity going down group 7 halogens.
8. Construct word equations for halogen displacement reactions.

	<p>9. Describe the properties of some elements in groups 2,3,4,5,6 and 0.</p> <p><b>Physics</b> <b>Work done</b></p> <ol style="list-style-type: none"> <li>1. Know the physics definition of work done.</li> <li>2. Understand how two factors, force and distance, can affect work done.</li> <li>3. Use the formula: work done (J) = force (N) x distance moved (m) to compare energy transferred for objects moving horizontally.</li> <li>4. Understand how machines like levers and pulleys make work easier.</li> </ol>	
<b>Technology</b>	<p><b>Fashion and Textile Design - Embroidery Project</b></p> <ol style="list-style-type: none"> <li>1. Recognise different types of fibres and yarns and understand their properties and characteristics.</li> <li>2. Understand what quality control is.</li> <li>3. Understand what decorative components are.</li> <li>4. Know how to create a circuit using conductive threads.</li> <li>5. Demonstrate how to produce a range of embroidery stitches.</li> <li>6. Know how to test and evaluate their products against a specification.</li> </ol>	<ul style="list-style-type: none"> <li>• Allow your child to plan and prepare meals for the family which will encourage the family to eat more healthily.</li> <li>• Encourage your child in upcycling old clothing/other items in the home to develop their creativity and design skills.</li> <li>• Access BBC Teach – A range of clips and resources which will inspire your child to learn more about all aspects of</li> </ul>

**Food Preparation and Nutrition - The Basics Project**

1. Understand how cross contamination occurs.
2. Know what high risk foods are and how food poisoning can be prevented.
3. Know the eight healthy eating guidelines.
4. Understand the source and function of nutrients in the body.
5. Demonstrate how to cook a repertoire of predominantly savoury dishes using a range of cooking techniques and equipment.

**Product Design – Metal Project**

1. Understand the difference between a design brief and design specification.
2. Know how to categorise, compare and contrast the characteristics of ferrous, nonferrous metals and alloys.
3. Understand the difference between soldering and brazing.
4. Understand the impacts of metal and metal production on the environment.

**Design and Technology**

<https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4>.

- Access STEM – Your child can explore a variety of activities and challenges that can be used to support their learning in Design and Technology  
<https://www.stem.org.uk/home-learning/secondary-design-technology>.
- Talk to your child about what they have learned in their Food and Design and Technology lessons.

**Product Design – Wood Project**

1. Understand how to categorise, compare and contrast the characteristics of different types of wood.
2. Understand how the production of wood has an effect on the environment.
3. Know how to recognise the difference between MDF and plywood.
4. Demonstrate how to select and use equipment tools, techniques and equipment precisely.
5. Explain what batch production is.

**Product Design - Plastics Project**

1. Know how to categorise, compare and contrast the characteristics of thermoforming and thermosetting plastics.
2. Understand and demonstrate how to use CAD software programmes 2D Design and Google Sketchup.
3. Explain tonal values and use sketching and rendering techniques.
4. Evaluate the key ring against the success criteria and the skills demonstrated in the project.