



The Polesworth School
ENSURING EXCELLENCE



Year 7 Threshold Knowledge 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 knowledge and it our intention that every student secures the threshold knowledge 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 therefore subject teachers use a range of strategies to assess students' progress using the threshold knowledge.

We have included below the subject threshold knowledge for the topics of learning covered during the autumn term. You can support your son/daughter's progress by regularly discussing the threshold knowledge 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.

Subject	Year 7 Threshold Concepts - Spring term	How to support students' learning
Art	<p>Cells –</p> <ol style="list-style-type: none"> 1. Demonstrate how to draw a cell using line and tone. 2. Know about the life and work of artist Karen Margolis. 3. Demonstrate how to use painting techniques to create two abstract watercolour paintings. 4. Know what a continuous line is and how to apply it. 5. Understand the importance of composition and how to apply it to abstract art. 	<ul style="list-style-type: none"> • Encourage your child to understand what the terms; Colour, abstract, line, texture, composition, colour pallets, continuous line, tone, wet on wet technique, wet on dry technique, salt technique, blending, shape, gestural marks, form mean. • Visit http://www.karenmargolisart.com/ And copy some of Karen Margolis's Art.

	<ol style="list-style-type: none"> 6. Understand techniques to add texture and how these can be used in abstract art. 7. Understand techniques to add tone and how these can be used in abstract art. 8. Apply appropriate formal element words to analyse and evaluate their work. 9. Know all of the key terms relevant to the project. <p>Optical art –</p> <ol style="list-style-type: none"> 1. Demonstrate how to draw an optical art image. 2. Use a pen or pencil to draw lines to create contrasting shapes/thick lines. 3. Demonstrate how to create an artist research page to include the historical and cultural development of Bridget Riley. 4. Apply appropriate formal element words to analyse and evaluate their own work. 5. Understand the meaning of cut paper collage. 	<ul style="list-style-type: none"> • Follow the Oak academy work at home https://classroom.thenational.academy/units/abstract-art-beyond-the-normal-55ac • Encourage your child to understand what the terms; Opart, optical illusions, abstract, composition, pattern, visual art, geometric, movement, line, sensations, artist research, collage mean. • Visit https://www.tate.org.uk/art/artists/bridget-riley-1845 And study the work.
Drama	<p>Macbeth –</p> <ol style="list-style-type: none"> 1. Understand and demonstrate how to identify and create atmosphere / tension." 2. Demonstrate ability to use rhythm/discipline in performance. 3. Understand and perform stage fighting showing complete understanding of safety and rules. 	<ul style="list-style-type: none"> • Narrating - https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/7 • Ensemble Acting - https://www.youtube.com/watch?v=dAzXWnM47aw

4. Understand how to use music to inform physicality. Demonstrate ability to perform mime.
5. Apply Drama skills to new contexts.
6. Demonstrate development of voice to extend to pitch, tone, volume, emphasis, pause, attitude / emotion.
7. Demonstrate how to choose and use props and staging.

Charlie –

1. Apply existing knowledge and skills to new contexts.
2. Demonstrate an understanding of narration to include: purpose/use to extend to focal point and vocal skills (tone, pace, pitch, pause, emphasis, emotion/attitude).
3. Understand and demonstrate the ability to devise transitions, at times making them meaningful and creative.
4. Understand and demonstrate ensemble acting to extend to multi-rolling.
5. Demonstrate and understanding of the creation and use of cues.
6. Demonstrate an understanding of how to perform slow motion in rehearsal and performance.

- Multit-rolling - <https://www.youtube.com/watch?v=bgmfKeFN3Sk>

	<p>7. Awareness of audience to extend to sightlines and leading lines.</p>	
<p>English (Literature and language)</p>	<p>Language Reading –</p> <ol style="list-style-type: none"> 1. Understanding - Shows simple awareness of ideas. 2. Use of References - Selects simple references/textual details/quotes. 3. Analysis of Language - Offers simple comment on the effects of language. 4. Analysis of Structure - Offers simple comment on the effects of structural features. 5. Subject Terminology - Makes simple use of subject terminology, not always accurately/appropriately. 6. Critical Evaluation - Makes simple evaluative comment(s) on the effect(s) on reader. 7. Relevant Response - Simple response to the focus of the statement. <p>Literature – Poetry –</p> <ol style="list-style-type: none"> 6. Identifies some links between the poet’s methods on the reader. <p>Literature – Shakespeare's villains –</p> <ol style="list-style-type: none"> 1. Supported response to task and extract. 2. Comments on references from the extract. 3. Relevant comments of Shakespeare methods. 	<ul style="list-style-type: none"> • 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. • 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>4. Some explanation of how the extract makes the audience feel.</p> <p>5. Some awareness of implicit ideas/contextual factors.</p>	
<p>Geography</p>	<p>Spring 1 - Weather and Climate –</p> <ol style="list-style-type: none"> 1. Describe weather and climate. 2. Explain how weather is measured. 3. Know 2 factors that affect climates around the world. 4. Explain why rain occurs. 5. Know that the UK weather is changeable. 6. Describe how air pressure impacts our weather. 7. Know the impacts of extreme weather in the UK. 8. Interpret a climate graph. 9. Know how microclimate is affected by physical and human features 10. Outline the causes of tropical storms. 11. Explain the impacts of Hurricane Irma. <p>Spring 2 - Rivers and Flooding –</p> <ol style="list-style-type: none"> 1. Describe how water moves from the atmosphere to land and the sea via the water cycle and drainage basins. 2. Explain how rivers and their valleys change between the upper, middle and lower courses. 	<ul style="list-style-type: none"> • Watch Geographical documentaries together such as David Attenborough. • Encourage your child to take an interest in current affairs/watch/read the news. • Use the BBC Geography bitesize website to support your son/daughter’s learning. • BBC Bitesize – Weather https://www.bbc.co.uk/bitesize/topics/zx38q6f • BBC Bitesize – Rivers https://www.bbc.co.uk/bitesize/topics/zs92tfr • BBC News (or other global news platforms) https://www.bbc.co.uk/news/world • Seneca https://senecalearning.com/en-GB/ • Education quizzes website – Geography https://www.educationquizzes.com/ks3/geography/

	<ol style="list-style-type: none"> 3. Identify and explain the processes which shape the landscape including erosion, transportation and deposition. 4. Describe how river landforms are created including, waterfalls, meanders and ox-bow lakes. 5. Identify the physical and human causes of flooding. 6. Describe the causes and effects of flooding in Bangladesh. 7. Describe the causes and effects of flooding in Boscastle. 8. Know 2 strategies to manage flooding. 9. Explain how GIS can be used to reduce the impacts of flooding with improvement management strategies. 	<ul style="list-style-type: none"> • CGP KS3 Geography revision guide • Collins KS3 Geography revision guide and practice question booklet • AQA KS3 Geography textbook
<p>History</p>	<p>King and Church –</p> <ol style="list-style-type: none"> 1. Identify reasons why the church was important in people’s lives. 2. Give examples of roles in a medieval village. 3. Summarise the reasons for a divide between Henry and Becket. 4. Judge the importance of the murder of Becket on the relationship between church and state. 5. Scale extent of King John being good or bad with a justification. 6. Identify a cause of Magna Carta. 	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. We are studying life in the Middle Ages and have looked at the Church, medieval towns and villages, Thomas Becket, the Magna Carta, the Black Death and the Peasants’ Revolt. • Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but

	<ol style="list-style-type: none"> 7. Describe the causes of Magna Carta. 8. Explain causes of Magna Carta. 9. Provide a consequence of the Black Death. 10. Describe the reasons for peasants being in a difficult position by 1381. 11. Recount the events of the Peasants Revolt. 12. Form a judgment on Wat Tyler's significance. 	<p>then ask them to assess it as a source using their skills.</p> <ul style="list-style-type: none"> • Visit historic sites/museums/online displays. E.g. Tamworth Castle/Kenilworth/Warwick Castle. The Church of St Editha in Tamworth is a well preserved medieval church and Polesworth Abbey was built in 1190 (medieval). • Historic sites and museums also have useful resources on their websites. • Watch historical documentaries and programmes together (e.g. Dan Snow/Horrible Histories).
<p>IT</p>	<p>Computing; Past, present and future –</p> <ol style="list-style-type: none"> 1. Understand how to format documents. 2. Demonstrate how to use formatting appropriately. 3. Understand the importance of aesthetics when presenting information and have an awareness of factors that can inhibit this. 4. Know Moore's Law and how computer technology has developed and changed over time. 5. Know about important figures in the development of computing. 	<ul style="list-style-type: none"> • Encourage students to practice their formatting skills using MS Word and PowerPoint. • Use the BBC Bitesize information to reinforce learning in this topic: https://www.bbc.co.uk/bitesize/guides/z4p4jxs/revision/1 • Assist students in researching about other famous computer scientists throughout history:

	<ol style="list-style-type: none"> 6. Present knowledge about computing using word processing and presentation software. 7. Proofread and check that spelling, and grammar has been approved. 8. Use word processing and presentation software to present information effectively. 9. Select appropriate text and images for use in presentations. 10. Design presentations to convey information effectively. 	<p>https://www.britannica.com/biographies/technology/computer-science</p>
<p>Languages (French & German)</p>	<p>Leisure & Daily routine –</p> <ol style="list-style-type: none"> 1. Produce 5+ free-time sentences. 2. Produce 2+ sentences with time phrases. 3. Produce 2+ sentences with correct word order. 4. Produce 2+ infinitive phrases. 5. Take part in a 2-way conversation about free-time. 6. Produce 5+ sentences about daily routine. 	<p>French –</p> <ul style="list-style-type: none"> • Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and a range of websites that you can use with your child to support them at home. • Refer to the Knowledge Organiser in the student’s books for vocabulary support. • Use https://www.bbc.co.uk/bitesize/subjects/zgdqxn for KS3 French revision and cultural information.

		<ul style="list-style-type: none">• Use duolingo / memrise / quizlet for French vocabulary revision (as outlined in the KS3 Handbook on the school website).• Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures. <p>German -</p> <ul style="list-style-type: none">• Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and a range of websites that you can use with your child to support them at home.• Refer to the Knowledge Organiser in the student's books for vocabulary support.• Use https://www.bbc.co.uk/bitesize/subjects/zci2tfr for KS3 German revision and cultural information.
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		<ul style="list-style-type: none"> • Use duolingo / memrise / quizlet for French vocabulary revision • Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.
Maths	<p>Addition and Subtraction –</p> <ol style="list-style-type: none"> 1. Use formal methods for addition of decimals. 2. Use formal methods for subtraction of decimals. 3. Solve problems in the context of perimeter. 4. Solve financial maths problems. 5. Solve problems involving tables and timetables. <p>Multiplication and Division –</p> <ol style="list-style-type: none"> 1. Understand and use order of operations. 2. Use formal methods to multiply decimals. 3. Use formal methods to divide decimals. 4. Solve problems using the area of rectangles and parallelograms. 5. Solve problems using the area of triangles. <p>Fractions and Percentages of Amounts –</p> <ol style="list-style-type: none"> 1. Use a given fraction to find the whole and/or other fractions. 	<ul style="list-style-type: none"> • Follow the teacher's guidance and use Sparx Maths to support home learning. • If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue. • Sparx Maths will send a homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.

	<p>2. Find a percentage of a given amount using a calculator.</p> <p>Directed number –</p> <ol style="list-style-type: none"> 1. Multiplication of directed numbers. 2. Division of directed numbers. 3. Add directed numbers. 4. Subtract directed numbers. 5. Evaluate algebraic expressions with directed number. 6. Use order of operations with directed numbers. <p>Fractional Thinking –</p> <ol style="list-style-type: none"> 1. Convert between mixed numbers and fractions. 2. Add and subtract fractions from integers expressing the answer as a single fraction. 3. Add and subtract fractions where denominators share a simple common multiple. 4. Add and subtract fractions with any denominator. 5. Add and subtract improper fractions and mixed numbers. 6. Use equivalence to add and subtract decimals and fractions. 	
Music	The Beatles –	<u>THE BEATLES</u>

1. Understand the historical and social impact The Beatles had on British music industry (1960 – present day).
2. Understand and be confident when playing major and minor chords in a given structure.
3. Understand how to rehearse different parts confidently for a class performance.
4. Develop instrumental skills on a variety of instruments.

Folk music –

1. Understand what a scale and pentatonic scale are and how they are used in traditional folk music.
2. Compose and perform their own pentatonic question and answer melodies, supported with C and G chords/drones - improvisation.

- **Historical Background:** This clip shows the historical and social importance of the band
<https://www.youtube.com/watch?v=deAxRhRpOGs>
- **Developing Instrumental Skills:** If your child does not have access to a keyboard, ukulele or guitar at home, they can access virtual instruments and practice at home
<https://www.onlinepianist.com/virtual-piano>
- **Listening Resource:** This clip is made up of The Beatles hits through the years. By listening to different styles and periods, students will have a wider understanding of music.
<https://www.youtube.com/watch?v=7qAz1pGMIUA>

FOLK MUSIC

- **Developing Instrumental Skills:** If your child does not have access to a keyboard, ukulele or guitar at home, they can access virtual instruments and

	<ol style="list-style-type: none"> 3. Perform confidently their part in class performances of key folk music pieces. 4. Understand what folk music is and the history of British folk music, including the impact it has had on different styles of music. 	<p>practice at home https://www.onlinepianist.com/virtual-piano</p> <ul style="list-style-type: none"> • Historical Background: The following clip further explains the importance of British Folk Music <p>https://www.bbc.co.uk/bitesize/guides/zckthyc/revision/1</p> <p>INSTRUMENTAL LESSONS ARE AVAILABLE AT SCHOOL. PLEASE GET IN TOUCH IF INTERESTED: s.glover@thepolesworthschool.com</p>
PE	<p>Athletics –</p> <ol style="list-style-type: none"> 1. Demonstrate the correct grip technique for at least one throw. 2. Understand that pacing is important in a middle/long-distance running event. 3. Demonstrate the basic technique to achieve maximum speed when performing a sprint. 4. Demonstrate the basic jumping technique in at least one jump event. 	<p>Athletics:</p> <ul style="list-style-type: none"> • Join a local athletics club (Tamworth/Nuneaton) to develop your technique. • Encourage your child to attend the school club for extra practice. • Discuss the requirements for different events with your child and encourage them to record and improve their personal bests.

5. Strive to achieve their own personal best in performance in most events.
6. Demonstrate how to prepare the body effectively for a variety of activities through a group warm-up.

Badminton –

1. Demonstrate how to grip the racket correctly.
2. Use ready stance.
3. Use at least one type of serve to start a competitive rally.
4. Play the overhead clear over the net past service line.
5. Play the backhand clear over the net.
6. Play a variety of shots in a rally to move opponent.
7. Score a singles game.

Cross Country –

1. Complete a cross country course with some success relative to their ability.
2. Understand the importance of pacing in a middle/long-distance race.

- Watch athletics events live on TV or on YouTube. Watch world records and coaching videos for individual events.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Badminton:

- Book a court at Polesworth sports centre to play.
- Encourage your child to attend the school club for practice.
- Watch badminton matches/skills on YouTube/TV (e.g. <https://www.badmintonskills.net/badminton-skills-and-techniques/>).
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Cross Country:

- Go for a run as a family.
- Download free Apps to track their runs (Strava).

3. Understand and demonstrate a basic running technique.
4. Understand how running can help them to maintain a health lifestyle.
5. Identify when working aerobically or anaerobically in a cross country run.

Dance –

1. Awareness and importance of a dance warm up.
2. Recall some movements in an order/sequence.
3. Copy specific stylistic movements.
4. Understanding of street dance/hip-hop as a dance style.
5. Recognise and understand specific dance terminology.
6. Understand the importance of and demonstrate timing in choreography.
7. Contribute and communicate positively to group effort.
8. Understand some choreographic devices such as canon and unison.
9. Demonstrate and use at least two different uses of formations and pathways.

- Join local running club/park runs/athletics club (Tamworth/Nuneaton)
<https://www.parkrun.org.uk/>.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

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.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Football –

1. Use preferred foot to manipulate the ball.
2. Use correct part of the foot (instep) to pass the ball accurately.
3. Control the ball using their foot.
4. Move with the ball with some control.
5. Attempt to select the correct option to pass or move with the ball.
6. Can move into space to receive the ball.
7. Attempt to 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 accurately - Over arm pass, bounce pass, flick pass and under arm pass.
2. Move into space to receive the ball.
3. Use passing to keep possession of the ball.
4. Shoot with accuracy.

Football:

- 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 develop 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>.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

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.

5. Understand at least one role in defence.
6. Link two or more skills together in a small sided game.

HRF Practical –

1. Complete 3 phases of warm-up.
2. Name 3 fitness components and where they may be needed.
3. Complete the fitness tests.
4. Name 3 methods to improve fitness through training.

HRF Theory –

1. Explain difference between fitness and health.
2. Identify at least 3 health related fitness components.
3. Identify 3 skill related components.
4. Link 3 tests to fitness components.

- Contact your local handball club (Loughborough/Coventry/Birmingham).
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

HRF – Practical:

- Ask your child to lead a warm-up with the family.
- Discuss different sports and what is needed to participate in that sport.
- Encourage them to develop their fitness and have a go at a type of training at home.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

HRF – Theory:

- Discuss different sports and what is needed to participate in that sport.
- Test them on the different fitness components and can they explain them to you.

5. Explain in basic terms the fitness profile of sports/performer.

Netball –

1. Demonstrate correct landing footwork (one-footed and two-footed) and pivoting with control under some pressure.
2. Use 4 different types of pass (chest / bounce / shoulder / overhead) in drills and perform a range of passes in a game.
3. Show footwork and passing variations within their game play.
4. Catch a range of passes using the correct stance and 'W' hand position.
5. Create and move into space to support teammates.
6. Apply pressure to the opposition by marking their player on and off-ball.
7. Observe many of the major rules, including footwork, obstruction, contact and offside.

- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Netball:

- 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.
- Encourage your child to attend the school club for practice.
- Research local netball clubs/teams to join
<https://www.englandnetball.co.uk/play-netball/find-a-session-or-club/>.
- Watch netball drills on-line
<https://www.youtube.com/watch?v=8WxpyyUwQIQ>
<https://www.youtube.com/watch?v=sGPHv-hkBVs> or watch parts of matches on YouTube/TV
<https://www.youtube.com/watch?v=H25dND9cJuQ>.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Problem Solving –

1. Successfully complete the tasks set as part of their group.
2. Contribute towards tasks physically.
3. Contribute towards tasks verbally.
4. Lead a small group for at least part of a task.

Rounders –

1. Demonstrate the correct techniques to catch the ball consistently under limited pressure.
2. Bowl underarm with some accuracy using the correct technique.
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.

OAA - Problem Solving:

- Ask them do explain what they have been doing.
- Ask them to explain, demonstrate and lead some activities they have done in lessons with family/friends.
- Look at local Scout/Brownie/Cadet groups.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Rounders:

- 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).
- Encourage your child to attend the school club for practice.
- Find local rounders clubs/teams to join <https://www.roundersengland.co.uk/play/>.
- Watch rounders drills on-line

Rugby –

1. Catch the ball at pace.
2. Understand the concept of moving into space in order to receive the ball.
3. Pass the ball at increasing pace.
4. Pass the ball at increasing distance accurately.
5. Understand how to evade an opponent running with the ball.
6. Tackle in isolation.
7. Tackle in conditioned games.
8. Explain the technique or demonstrate a tackle.

<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=E GcimxQM0v0>.
- Encourage them to talk about health and fitness and what makes a person healthy.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

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.
- Watch a rugby games on TV or live/skills on YouTube.

	<p>9. Attempt to outwit opponent selecting running, passing and catching skills.</p> <p>Volleyball –</p> <ol style="list-style-type: none"> 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. 7. Score a basic game (e.g. 2v2, 3v3). 8. Play the reverse volley. 	<ul style="list-style-type: none"> • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE. <p>Volleyball:</p> <ul style="list-style-type: none"> • Encourage your child to attend the school club for practice. • Watch volleyball matches/skills online. The following are good to use: https://www.youtube.com/c/Volleyball1on1Videos https://www.youtube.com/watch?v=Fo j6A4WWgCg. • Join a volleyball club – both Tamworth Spartans and Nuneaton Volleyball Club are recommended and have links with the school. • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.
<p>Religious Studies</p>	<p>Buddhism –</p> <ol style="list-style-type: none"> 1. Understand and use the following specific religious vocabulary; Buddha, Buddhist, suffering, Four Noble Truths, Middle Way, Eight-Fold Path, Meditation, Enlightenment, Mandala, Sangha. 	<ul style="list-style-type: none"> • Parents and carers can discuss the main beliefs Buddhists and Sikhs have, and what it may be like to be a member of that faith in the world today. • Websites which can help discussion are:

	<ol style="list-style-type: none"> 2. Provide developed descriptions of ideas related to the topic. 3. Explain ideas with reasons and examples. 4. Explain Buddhist beliefs about the cause of suffering and how to overcome it. <p>Sikhism –</p> <ol style="list-style-type: none"> 1. Consistently uses a variety of the following specific religious vocabulary within the context of the topic; Guru Nanak, Sikhi, seva, langar, equality, Guru Gobind Singh, Khalsa, social justice, prejudice, human rights, discrimination. 2. Consistently gives developed descriptions of the ideas within the context of the topic. 3. Explains ideas with developed reasons and examples. 4. Explain Sikh ideas of equality. 	<p>Buddhism https://www.bbc.co.uk/bitesize/topics/zs86n39/articles/zmcsmf https://classroom.thenational.academy/units/buddhism-beliefs-and-teachings-9bab</p> <p>Sikhism https://www.bbc.co.uk/bitesize/topics/zyqnvqw/articles/znpq47h</p> <p>My Life, My Religion documentary https://www.youtube.com/watch?v=Q6Jx3S5C8Mg</p>
Science	<p>Biology –</p> <ol style="list-style-type: none"> 1. Know the structures of the respiratory system and their functions. 2. Explain how breathing occurs through changes in pressure in the lungs. 	<p>Biology:</p> <ul style="list-style-type: none"> • Use BBC bitesize Biology: https://www.bbc.co.uk/bitesize/subjects/z4882hv.

3. Know that in gas exchange, oxygen and carbon dioxide move between alveoli and the blood.
4. Know that oxygen is transported to cells for aerobic respiration and carbon dioxide is removed from the body.
5. Understand that the amount of oxygen required by body cells determines the rate of breathing.
6. Explain how different factors affect breathing.
7. Understand that knowledge of digestion and a healthy diet allows humans to live a healthier lifestyle.
8. 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.
9. 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.
10. Describe the events that take place to turn food into simple molecules inside a cell including the function of enzymes.
11. Understand and use the test for starch and glucose.
12. Know some effects of drugs on the body.

- Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand.
- Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.
- Watch David Attenborough documentaries about the planet e.g., Blue planet.
- You could google 'Oak Academy' and they have videos on different topics and lessons that we cover.

13. Know the different parts of the skeleton.
14. Understand and demonstrate that antagonistic pairs of muscles create movement when one contracts and the other relaxes.
15. Know the different roles of muscle and where muscles are found.
16. Understand what joints are and name the four different types giving examples.
17. Investigate the effect of resting muscles on fatigue drawing conclusions.

Chemistry –

1. Define the chemical meaning of the word element and explain where elements are listed.
2. 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.

Chemistry:

- Use BBC bitesize Chemistry: <https://www.bbc.co.uk/bitesize/subjects/znxyrd>.
- Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand.
- Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.

8. Balance symbol equations for simple chemical reactions.
9. Explain how to work out the number of electrons for any element on The Periodic Table.
10. Draw the electronic structure of the first 20 elements in The Periodic Table.
11. Know that there are links between the electronic structure of elements and their position in The Periodic Table.
12. Describe some of the properties of group 1 metals.
13. Describe the trend in reactivity going down group 1 metals.
14. Describe some properties and uses of group 7 halogens.
15. Describe the trend in reactivity going down group 7 halogens.
16. Construct word equations for halogen displacement reactions.
17. Describe the properties of some elements in groups 2,3,4,5,6 and 0.

Physics –

1. Know the physics definition of work done.
2. Understand how two factors, force and distance, can affect work done.

- Watch BBC Four's 'Chemistry: A volatile history' documentary.
- You could google 'Oak Academy' and they have videos on different topics and lessons that we cover.

Physics:

	<ol style="list-style-type: none"> 3. Use the formula: work done (J) = force (N) x distance moved (m) to compare energy transferred for objects moving horizontally. 4. Understand how machines like levers and pulleys make work easier. 	<ul style="list-style-type: none"> • Use BBC bitesize Physics: https://www.bbc.co.uk/bitesize/subjects/zh2xsbk • Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand. • 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. • You could google 'Oak Academy' and they have videos on different topics and lessons that we cover.
Technology	Fashion & Textiles – <ol style="list-style-type: none"> 1. Recognise different types of fibres and yarns and understand their properties and characteristics. 2. Understand what quality control is. 3. Understand what decorative components are. 4. Know how to create a circuit using conductive threads. 	<p>To improve your child's knowledge and skills access the following:</p> <ul style="list-style-type: none"> • Allow your child to plan and prepare meals for the family which will encourage the family to eat more healthily. • Encourage your child in upcycling old clothing/other items in the home to

	<ol style="list-style-type: none">5. Demonstrate how to produce a range of embroidery stitches.6. Know how to test and evaluate their products against a specification. <p>Food Prep & Nutrition –</p> <ol style="list-style-type: none">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. <p>Metal Project –</p> <ol style="list-style-type: none">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.	<p>develop their creativity and design skills.</p> <ul style="list-style-type: none">• Access BBC Teach – A range of clips and resources which will inspire your child to learn more about all aspects of 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.
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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.

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.

