



YEAR 7

**CURRICULUM
EVENING**

2016/2017

Dear Parent/Carer

Welcome to Park High School and the beginning of the partnership between you as parents, your child and the teaching staff.

This curriculum guide outlines the course content of each subject your child will study during the first year of their two year Key Stage 3. Your child will have a broad and balanced curriculum consisting of English, mathematics, science, MFL, geography, history, philosophy & ethics, art, music, drama, dance, design & technology, ICT, physical education, PSCHEE (Personal, Social, Citizenship, Health & Economic wellbeing education).

Progress is monitored during Year 7 by individual subject teachers and the Year Team. There will be 3 Review Days this year on 17 November 2016, 8 February 2017 and 13 July 2017, when your child will be able to discuss their progress with his/her tutor based on progress checks completed by all subject staff. You will be able to access further progress checks throughout the year (see Key Dates for more details). Do feel free to contact your child's tutor if you require further information about his/her progress.

Please encourage your child to maintain good working habits and come fully equipped for lessons with the basic equipment needed (pen, pencil, ruler and rubber). It is also important that you provide suitable conditions for home learning. The contact book is an essential document which you should check and sign regularly. This will also be checked and signed on a regular basis by your child's tutor. It is designed for students to record details of home learning and any other essential information. It also contains useful information on teaching and learning. If you have any concerns about homework or, other matters please contact your child's tutor.

The school provides many opportunities for students to get involved in extra-curricular activities and a wide range of school visits. We hope that your child will get fully involved in these, because we believe they make an invaluable contribution to students' personal development.

At Park High School we value hard work, take pride in academic and enrichment activities and good discipline. We expect all students to give of their best.

We look forward to a rewarding and supportive partnership between your child and you as parents and the staff of this school.

This booklet will be available on our school website:

www.parkhighstanmore.org.uk

Any feedback on the contents of this booklet will be gratefully received.

Yours faithfully

Mrs C O'Dwyer
Deputy Headteacher

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Key Dates

26 September 2016	Year 7 Curriculum Evening (6 – 7 pm)
28 September 2016	Settling In Report
30 September 2016	Year 7 Activity Day
17 November 2016	Student Review Day 1
28 November 2016	Year 7 Celebration Assembly (9 – 10 am)
14 December 2016	PC1 Data available
8 February 2017	Review Day 2
8 March 2017	PC2 Data available on line
26 April 2017	Year 7 Parents' Consultation
4 May 2017	Year 7 Parents' Consultation
20-23 June 2017	Activity Days
26 June 2017	Year 7 Celebration Assembly (9 – 10am)
5 July 2017	PC3 Data available on line
13 July 2017	Review Day 3

Term & Holiday Dates 2016/17

AUTUMN TERM 2016

Thursday 1 September	Staff Development Day*
Friday 2 September	First day of term for New Y7, Y11 & 13 students only
Monday 5 September	First day of term for Year 8 to 10 students
Friday 23 September	Staff Development Day*
Monday 17 October	Staff Development Day*
Tuesday 18 October	Staff Development Day*
Monday 24 October-Friday 28 October	Half Term Holiday (dates inclusive)
Friday 25 November	Staff Development Day*
Wednesday 21 December	Last day of the Autumn Term

SPRING TERM 2017

Thursday 5 January	First day of the Spring Term
Wednesday 1 February	Staff Development Day*
Monday 13 - Friday 17 February	Half Term Holiday (dates inclusive)
Friday 31 March	Last day of the Spring Term

SUMMER TERM 2017

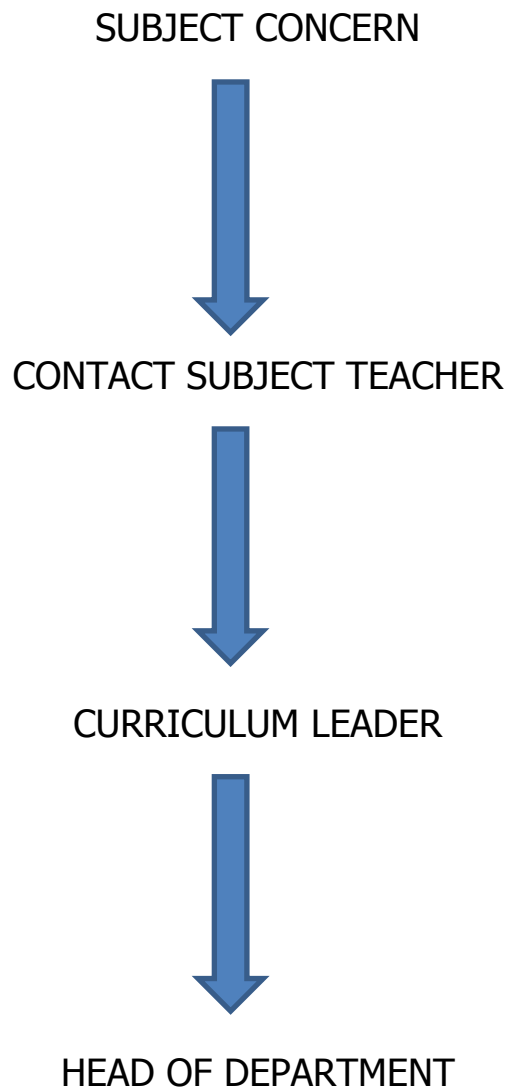
Tuesday 18 April	First day of the Summer Term
Monday 1 May	May Day Bank Holiday
Monday 29 May – Friday 2 June	Half Term Holiday (dates inclusive)
Friday 21 July	Last day of the Summer Term

***Students are not in school on these days**

Protocols for Contacting the School

What to do if you have concerns about a subject

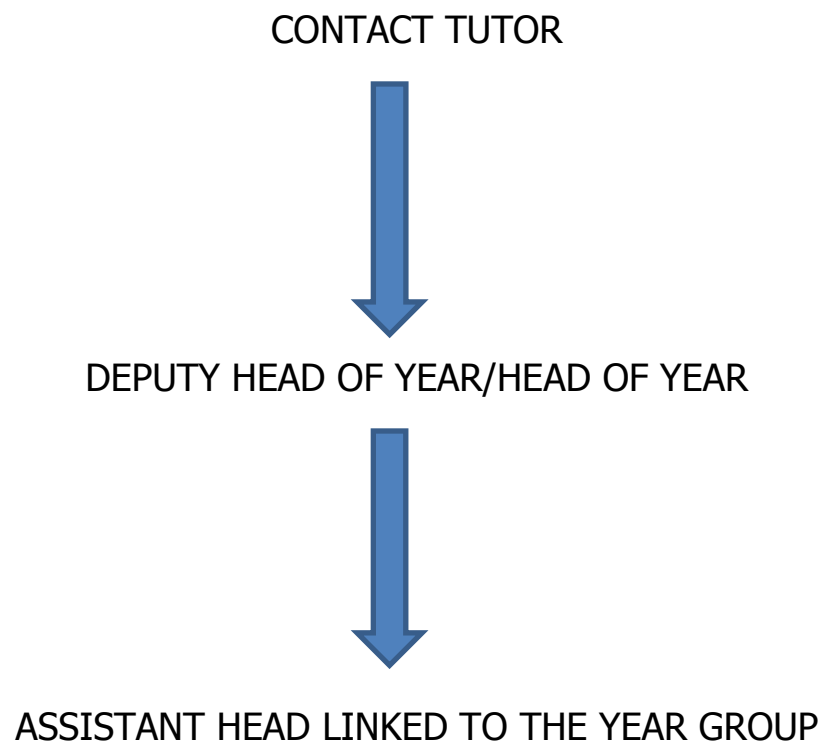
If you have a concern about a lesson or, your child's progress within a particular subject, then you should contact the subject teacher. After that, next step is to contact the curriculum leader and then the Head of Department. You may also wish to involve the tutor in discussions about issues regarding a particular subject, as they will have a clear over view of your child's progress.



Protocols for Contacting the School

What to do if you have concerns that relate to outside of the classroom:

If you have any concerns the tutor should be your first point of contact. They will deal with all initial concerns.



Contact details

It is very important to us as a school that we always have on-going contact between home and school whenever issues arise which might affect your child's learning at school.

In the first instance, we ask you to contact your child's tutor. Their details are shown below:

Year 7 - Head of Year: Ms Acheampong

	Tutor	Contact Details
7JF	Mr J Frankom Ms V Firth (co-tutor)	jfrankom1.310@parkhighstanmore.org.uk vfirth1.310@parkhighstanmore.org.uk
7SH	Mrs S Snowdon Mrs B Kapur (co-tutor)	ssnowdon4.310@parkhighstanmore.org.uk b.kapur@parkhighstanmore.org.uk
7EA	Miss E Arsenieva	earsenieva.310@parkhighstanmore.org.uk
7GO	Ms L Gorman Mrs P Wilson (co-tutor)	L.Gorman@parkhighstanmore.org.uk pwilson29.310@parkhighstanmore.org.uk
7GS	Miss S Green	sgreen122.310@parkhighstanmore.org.uk
7HK	Ms H Selkeld	hsalkeld1.310@parkhighstanmore.org.uk
7PN	Mrs P Pearn Mr A Watara (co-tutor)	ppearn2.310@parkhighstanmore.org.uk awatara3.310@parkhighstanmore.org.uk
7SN	Ms N Samani Miss G Brown (co-tutor)	nsamani.310@parkhighstanmore.org.uk gbrown87.310@parkhighstanmore.org.uk
7AF	Miss A Forrest Mr I Galgal	afortrest4.310@parkhighstanmore.org.uk igalga.310@parkhighstanmore.org.uk

Ms Acheampong, Head of Year (s.acheampong@parkhighstanmore.org.uk) may also be contacted at school to discuss wider issues across the year group.

School telephone number: 020 8952 2803

School email address: info@parkhighstanmore.org.uk

School website: www.parkhighstanmore.org.uk

Heads of Departments

Department	Contact	Contact Details
English	Ms Hubbard	m.hubbard@parkhighstanmore.org.uk
Maths	Mrs. Bayar	m.bayar@parkhighstanmore.org.uk
Science	Mr Scott	c.scott@parkhighstanmore.org.uk
Expressive ARTS <i>including</i> Art Dance & Drama Music	Ms Emin Ms Leigh Ms Harris	l.emin@parkhighstanmore.org.uk lleigh2.310@parkhighstanmore.org.uk l.harris@parkhighstanmore.org.uk
Design & Technology	Ms Attfield	aattfield.310@parkhighstanmore.org.uk
Geography	Miss Lee	v.lee@parkhighstanmore.org.uk
History	Mr Boniface	aboniface1.310@parkhighstanmore.org.uk
ICT and Computing	Mrs S Kerai	s.kerai@parkhighstanmore.org.uk
Learning Development	Miss S Chamberlain	schamberlain4.310@parkhighstanmore.org.uk
Modern Foreign Languages	Miss Gorman	l.gorman@parkhighstanmore.org.uk
Philosophy and Ethics	Miss Shah	s.shah@parkhighstanmore.org.uk
Physical Education	Miss Tompsett	c.tompsett@parkhighstanmore.org.uk
PSCHCE	Miss N Barker	nbarker7@parkhighstanmore.org.uk

Year 7 Curriculum

As a learning community we understand the value of 'getting stuck' when it comes to learning. We believe that to develop as an independent learner it is vital that our students know that the key to success comes from the learning journey itself. We help our students to develop the skills to know what to do when the learning is challenging and to get themselves 'unstuck' when the learning appears hard.

In your child's learning journey we are looking at their engagement and behaviour, these are key indicators of how your child is progressing in their learning and therefore what their success is likely to be. An engaged learner is more likely to achieve well and a learner who comes with behaviours which support their engagement are the learners who ultimately succeed.

In this pack is a copy of the learning muscles we will be challenging your child to exercise. As an activity you could look at these with your child and identify where they have strengths and where they need to develop further. These 'learning muscles' are linked to the Engaged Learning grades also found in your pack. You will find here some recommendations for your child to help them improve engagement.

Learning outside of the school day is an important part of the learning experience. We have included Home Learning Engagement Criteria in your pack also. Again there are some recommendations to help your child improve in their home learning. It is important preparation for the examination phase that good habits of home learning are established early in your child's high school education. Home learning club is available for students who may wish to have access to time, space and support to help them complete their home learning to the best standard possible.

Year 7 End of Year assessments




Although assessment is an on- going process throughout the year we believe it is important that the students are well prepared for more formal examinations. We therefore have an assessment week in the late spring or early summer term for years 7, 8 and 9. You will be advised well in advance of the assessment timetable and your child will be informed in lessons what topics s/he will need to revise. You will be notified of the outcomes of the assessments in the end of year report.





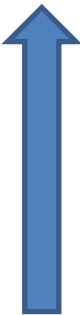
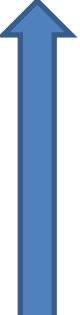

Engaged Learning at Park High School



 <p>Engaging ... going above and beyond.</p>	<p>A</p> <p>YOU ARE AN 'ACTIVELY ENGAGED LEARNER'</p> <ul style="list-style-type: none"> You are always eager to learn new things and keen to take risks, even if it means failing or making mistakes. You always learn something from such failures, mistakes and experiences and it helps you to move forward. You are resilient, determined and you enjoy persevering at challenging tasks and situations. You have an inner motivation that drives you to be the best that you can be and beyond that. You have a curious and enquiring mind, asking questions of things and situations which takes you beyond the tasks that have been set. You plan your learning logically yet, you are highly reflective and flexible and you revise your learning as necessary. You can learn independently and you are also an effective leader and team player. You can make links between diverse situations and can easily transfer and apply your learning skills across them. You see opportunities where other people might see threats and you can think creatively to solve problems when necessary. You always try to take your learning to new horizons and you habitually set your own targets for self improvement.
 <p>Getting Involved ... expectation and ...</p>	<p><i>Tip for progress: Ask yourself how you can take your learning further and deeper. Can you go beyond the boundaries of a task? Can you be more reflective? How? Can you be even more determined? Can you afford your work even more effort? How can you become a better learner? Can you set yourself some personal learning challenges? Can you push yourself to work more outside of your comfort zone?</i></p> <p style="text-align: center;">B</p> <p>YOU ARE A 'GOOD STUDENT' (Often involved)</p> <ul style="list-style-type: none"> You complete all class learning and home learning on time and to the best of your ability. You are willing to take risks and learn new things when you are directed. You accept responsibility and willingly complete everything that is asked of you. You are prepared to make the effort needed in all situations. You create a pleasant learning atmosphere. You can learn equally well on your own and in a group.
 <p>Participating Working towards the ...</p>	<p><i>Tips for progress: Put more effort into your learning. Have a go at things more often - you can do it! Reflect on your learning and try to improve it. Try really hard to participate more in class and in group learning tasks. ASK for support or guidance!</i></p> <p style="text-align: center;">C</p> <p>YOU ARE A 'COASTING or CAUTIOUS STUDENT' (Usually participating)</p> <ul style="list-style-type: none"> You do just enough to get by. You take part in class learning and home learning but do the bare minimum or leave it incomplete. You probably see failure or making mistakes as a bad thing and, as a result, you do not take many risks or try to learn new things for yourself. You often need support, guidance or encouragement to learn, and without this you might give up easily. You are content to go along with things. You are usually a follower in group learning situations. <p><i>Tips for progress: It is acceptable not to be able to do things. The challenge is to have a go! That is the first step in learning. ASK for help! (Behave yourself. Allow other people to learn without your disruptions and focus more on trying to do your own work.)</i></p> <p style="text-align: center;">D</p> <p>YOU ARE AN 'ACTIVELY NEGATIVE STUDENT' (Occasionally participating)</p> <ul style="list-style-type: none"> You are reluctant to take part in class learning and you often fail to attempt or complete home learning tasks. You give up quickly when you find things challenging. You might even pretend, disguise the truth or blame others in learning situations when you go wrong or cannot do something. You usually need pressure to learn and you might even disrupt the learning of others. You really struggle to be constructive or cooperative in group learning situations.

Home Learning at Park High School

At Park High School we expect all students to engage with their learning outside of the classroom to develop as independent and well organised young

Code	Criteria
 ...going above and beyond.	<p style="text-align: center;">You are actively engaged in your home learning</p> <ul style="list-style-type: none"> You take great pride in the effort you put in to your home learning. Your home learning always supports your progress in class. You always reflect on the feedback you receive and regularly use it to improve your work. You have an enquiring mind and research deeper into or around the topics you are studying. You are very well organised so that home learning is never late.
	<p style="text-align: center;">You are engaged in your home learning</p> <ul style="list-style-type: none"> You put effort in to your home learning. Your home learning is usually completed to the best of your ability. You take note of the feedback you receive and often use it to improve your work. You take responsibility for using your Contact Book effectively to ensure that home learning is handed in on time.
expectation and ..	<p>Top tips</p> <p><i>Think of questions you have about the subject and previous feedback. Do some research to help you take your learning further and deeper. Set yourself some personal challenges and push yourself to work beyond your comfort zone.</i></p>
	<p style="text-align: center;">You are sometimes engaged in your home learning. You are ‘coasting or cautious’ with regards to home learning</p> <ul style="list-style-type: none"> You put just enough effort in to home learning to get by. You often rush to complete home learning just to get it done. You occasionally see feedback and comments on your home learning as something that is connected to your progress. You don’t always complete home learning on time.
	<p>Top tips</p> <p><i>Take responsibility for putting more effort into your home learning. Set aside time to focus on feedback and learn from it. Engage with your teacher if you have questions. Use your Contact Book in a more organised way to plan for each home learning task.</i></p>
 Working towards	<p style="text-align: center;">You do not engage with your home learning to help you make progress</p> <ul style="list-style-type: none"> You are reluctant to complete home learning either in or outside school. You give up quickly when working outside of the classroom and do not ask for help. You sometimes need to have sanctions applied because your home learning is not handed in on time. You do not respond regularly to feedback. You do not willingly use your Contact Book to record tasks.
	<p>Top tips</p> <p><i>Accept that home learning is part of the school expectations. Ask your teachers for help and support. Attend home learning club regularly. Write each home learning task into your Contact Book and check it every day. Hand your work in on time.</i></p>

PARK HIGH SCHOOL YEAR 7 CURRICULUM

English						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Language	<p>Narrative writing - 'Twisted Fairy tales'</p> <p>Students will explore fairy-tale genre conventions and write their own 'twisted fairy tale'. Punctuation of direct speech is taught as part of this unit.</p>			<p>Transactional writing focused on Park High School.</p> <p>This unit will develop students' transactional reading and writing skills in connection with the BBC School News Report.</p>		
Literature		<p>Modern Novel linked with Poetry on War/Childhood</p> <p>Students will develop language analysis skills through the study of Michael Morpurgo's novel. They will make links and connections with a selection of WWI poems.</p> <p><i>Other text options:</i></p> <ul style="list-style-type: none"> - The Boy in the Striped Pyjamas 			<p style="text-align: center;">Shakespeare</p> <p>Possible texts:</p> <ul style="list-style-type: none"> - <i>Othello</i> - <i>Much Ado about Nothing</i> <p>Students will explore key characters and themes in one of Shakespeare's plays, focusing on a selection of scenes. They will look at text in performance and engage in active approaches.</p>	

Year 7 Literacy

Weekly **Literacy** lessons for year 7 support and underpin the teaching of grammar that is embedded throughout the English curriculum.

Below is an outline of key skills and concepts covered by year 7:

Skills Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strands	Spellings					
	Handwriting					
	Simple sentences	Compound and complex sentences Use of the comma	Paragraphing	Tenses Colon Semi-colon	Relative clauses Extending vocabulary	Drafting and crafting
	Use of the apostrophe for possession and omission	Connectives Prepositions	Topic sentences Ambitious sentence openers	Purpose Audience Register	Publisher's Intern – project that promotes extending writing, proofreading and editing.	

Let's Think in English (With King's College)

Let's Think in English is a teaching programme created since 2009 to help students develop the reasoning skills needed for success in English. This is vitally important for the new GCSE English examinations

The programme consists of 30+ high-interest lessons all using English texts – fiction, poetry, non-fiction and film – with others being designed specifically to support GCSE, especially with 19th century and non-fiction texts.

The lessons are designed to be used fortnightly over two years and involve reading, open-ended questioning and structured group discussion. They systematically develop students' skills of inference, deduction and analysis, increasing their confidence, resilience, understanding and ability to express their ideas. In particular, they provide oral experience in drafting which will be essential in challenging timed GCSE examinations where students will need to draft effective evaluation and comparison answers at sight.

Reading for Pleasure: Planning your Journey



 @ParkHighNews

In association with Kingsbury High



MATHEMATICS

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Introduction <ul style="list-style-type: none"> Multiplying and dividing whole numbers 	Module 2- Tiling patterns(3) Angles Construction	Module 5- Algebra 2 (3) Collecting like terms, expanding brackets, substitution Assessment	Module 6- Designing a bedroom – Presentations (1) Module 7- Algebra 3 (2) Linear Graphs Real Life graphs	Module 10- Algebra 4 (3) Construct and solve linear equations	Module 11- Breakfast Cereals (3) Averages Constructing graphs and charts
2	Introduction <ul style="list-style-type: none"> Number Problems Bidmas 	Module 2- Tiling patterns(1) Angles Construction Module 2- Tiling patterns – Presentations(1) Module 3- Statistics 1(1) Probability	Module 6- Designing a bedroom (3) Area of 2D shapes Volume of 3D shapes	Module 8- Number 3 (3) Multiplying and dividing decimals	Module 10- Algebra 4 (3) Construct and solve linear equations	Module 11- Breakfast Cereals (3) Averages Constructing graphs and charts
3	Module 1- Frogs(3) Multiples, factors and primes. Sequences	Module 3- Statistics 1(3) Probability	Module 6- Designing a bedroom (3) Area of 2D shapes Volume of 3D shapes	Module 8- Number 3 (3) Multiplying and dividing decimals	Module 11- Breakfast Cereals (3) Averages Constructing graphs and charts	Module 12- Planning a Holiday (1) Fractions, Decimals, Percentages, Data
4	Module 1- Frogs(3) Multiples, factors and primes. Sequences	Module 3- Statistics 1(2) Probability Module 4- Number 2 (1) Probability	Module 6- Designing a bedroom (3) Area of 2D shapes Volume of 3D shapes Assessment	Module 8- Number 3 (3) Multiplying and dividing decimals Assessment	Module 11- Breakfast Cereals (3) Averages Constructing graphs and charts	ACTIVITY WEEK
5	Baseline Test Module 1- Frogs(1) Multiples, factors and primes. Sequences	Module 4- Number 2 (3) Fractions	Module 7- Algebra 3 (1) Linear Graphs Real Life graphs	Module 9- Shape, space and measure 3 (3) Transformations	Module 11- Breakfast Cereals (3) Averages Constructing graphs and charts Assessment	Module 12- Planning a Holiday (3) Fractions, Decimals, Percentages, Data
6	Module 1- Frogs(1) Multiples, factors and primes. Sequences Module 1 – Frogs Presentations(1) Module 2- Tiling patterns(1) Angles Construction	Module 4- Number 2 (2) Fractions Module 5- Algebra 2 (1) Collecting like terms, expanding brackets,substitution	Module 7- Algebra 3 (3) Linear Graphs Real Life graphs	Module 9- Shape, space and measure 3 (3) Transformations		Module 12- Planning a Holiday (2) Fractions, Decimals, Percentages, Data Module 12- Planning a holiday presentations(1)
7	Module 2- Tiling patterns(2) Angles Construction	Module 5- Algebra 2 (2) Collecting like terms, expanding brackets, substitution				

Mathematics at Park High

Mathematics is important in everyday life and we all use it daily. Your child will find that many jobs require an understanding of mathematical concepts and college places depend on good results. Most subjects use ideas encountered in Mathematics. It is a core subject and it is therefore compulsory and is studied up to the school leaving age of 16.

Studying Mathematics will allow your child to develop the following skills:

- Problem solving.
- Logical reasoning.
- The ability to think in abstract ways.

Students will learn how to understand:

- Number and algebra - this includes numbers and the number system, calculations, ways of problem solving and algebra.
- Shape and space - measure, shape and co-ordinates.
- Handling data - working out which questions can be answered by collecting data, processing it and working out what it tells us in relation to the original problem.
- Using and applying mathematics - solving increasingly demanding problems, including problems that call for students to think through several steps.

Mathematics Groups

Mathematics is taught in mixed groups in year 7 and 8. Students will be given a baseline test and then placed into groups with a narrower ability range within their bands.

In years 9, 10 and 11, students are placed within sets 1 - 3 and parallel groups.

Typically, Mathematics lessons involve project-based tasks with group investigational activities, whiteboards, peer teaching and Mathematical puzzles.

We find that students enjoy their Mathematics and become more confident once they have more freedom to pursue and explore the subject.

Useful websites

- www.bbc.co.uk – Bitesize revision and Maths games
- www.coolmath.com. This fully interactive site and allows the user to sharpen basic maths skills, play games and explore new math concepts.
- <http://www.s-cool.co.uk/gcse/Maths>
- <http://revisionworld.co.uk/gcse-revision/Maths>
- <http://nrich.maths.org/secondary-upper>
- www.eMaths.co.uk
- www.myMaths.co.uk

Books

- "Innumeracy" by John Paulos, Farrar-Straus edition, 2001
- "Life by the Numbers" by Keith Devlin, John Wiley and sons.
- "How Maths works" by Carol Vorderman, Dorling Kindersley Limited.
- "How Puzzling" by Charles Snape and Heather Scott, Cambridge University Press.
- "Maths Curse" by Jon Scieszka and Lane Smith, Puffin Books.
- "Murderous Maths" series by Kjartan Poskitt, Scholastic.
- "How Long is a Piece of String?" by Rob Eastaway and "Why Do Buses Come in Threes?" Robson Books. (any by him!)
- "1089 and all that" by David Acheson, Oxford University Press.
- "The Parrot's Theorem": A Novel by Denis Gued
- Any book by Ian Stewart, J. Haigh or Martin Gardner

- **Don't forget**
- Make sure your child is properly equipped for Mathematics - they should have a ruler, protractor, pair of compasses, calculator, black blue and green pens, pencil and their Mathematics books for every lesson!
- **Equipment packs and calculators can be purchased from the Mathematics Department.**



SCIENCE INTRODUCTION

Why should young people study science?

The scientific method fosters thinking skills. The very basis of science is a system of thought and experiment called the scientific method. It's where you start with an idea, create a concrete way to prove or disprove your idea, and objectively show what you learned. Learning to follow this process helps you think logically. Seeing the relationship between empirical evidence and your theory helps you think critically. These important thinking skills can be applied in many areas of study. To give a child practice with these thinking skills nourishes a developing mind.

Science feeds a natural love for learning. One of the greatest things we can teach our children is to love learning. Science is a great medium to do so. Children are inquisitive explorers by nature and science offers lots to explore. Because much of science is hands-on, it appeals readily to most children. Nothing makes a child sit up and take notice like the "WOW!" of a great science experiment. Science can encourage a love for learning that will spill over into other subjects.

Science opens doors to many disciplines. Building an aptitude for science can be helpful in other areas of study; science encourages the development of mathematical skills. An interest in science is an interest in how things were once understood compared to how they are understood now. Thus studying science lends itself easily to studying history. And hand-in-hand with every lab experiment is the lab report – thus writing becomes a crucial part of science. Even the study of language itself is a part of science; its specialist terminology can be traced back to Latin or Ancient Greek.

Science prepares for the future. Science is the basis for much of our life. Agricultural science dictates how our food is produced, biomedical science keeps us healthy, physics and mechanical science takes from place to place, even our beds are constructed according to scientific principles. We almost literally eat, sleep and breathe science! As we prepare the next generation of consumers, voters, creators, and policy makers it is critical to ensure they are not only comfortable in science but that they are adept.

Year 7 Science Curriculum

Autumn	Spring	Summer
<p>Working scientifically <i>How do we investigate scientific questions?</i> Students learn how to plan an investigation and record their data. They also look at analysing and evaluating data.</p>	<p>Body systems <i>What is an organ system?</i> Students consider how our body is able to function by understanding the hierarchy of organisation in a multicellular organism.</p>	<p>Reproduction <i>How are new plants and animals created?</i> Students are introduced to the reproductive system in human and plants, including how the process of fertilisation leads to new organisms.</p>
<p>Cells <i>What are living organisms made of?</i> Students use microscopes to observe different types of plant and animal cells. They learn about their structure and how substances can move in and out of them.</p>	<p>Elements, atoms & compounds <i>Why is water different to its elements?</i> Students study the differences between atoms, elements, and compounds. They also learn about the chemical formulae of simple compounds such as water.</p>	<p>Chemical reactions <i>What happens when fuels are burnt?</i> Students represent chemical reactions such as combustion using a word equation. They are also introduced to the idea of conservation of mass during a chemical reaction.</p>
<p>Particles and their behaviour <i>What happens to a substance when it changes state?</i> Students apply the particle model to understand the different states of matter and the changes of state.</p>	<p>Acids & Alkalis <i>What do vinegar and lemon have in common?</i> Students learn about the reactions of acids with metals. They also look at the reactions of acids with alkalis to produce a salt plus water.</p>	<p>Space <i>What is our universe made of?</i> Students study the structure of the Universe and the objects within our Solar system. They further their understanding of seasonal changes and nights and days.</p>
<p>Forces <i>What does a rocket and you have in common?</i> Students use the concept of balanced and unbalanced forces to understand what causes the speed and direction of motion of an object to change.</p>	<p>Sound <i>How is sound transferred?</i> Students are briefly introduced to waves, followed by the concept of energy transfer and the application of waves in medical scan using ultrasound.</p>	<p>Light <i>Why does it get darker and darker the deeper you go into the ocean?</i> Students study how images are formed in a mirror and the reason behind a pencil appearing bent in water.</p>

Students learn via a mix of theory and practical lessons, covering ideas as diverse as the smallest cells to the largest reaches of space. Assessment takes place through a variety of means including homelearning, with detailed written feedback, and termly end of topic tests. "Engage" class debates and discussions provide opportunities for students to progress in their knowledge from simpler details to more complex ideas, encouraging students to achieve mastery of their science.

The curriculum concentrates on the students' skills; literacy, numeracy and working scientifically are practiced and developed throughout.

A digital version of the textbook [Activate 1] can be accessed via www.kerboodle.com. Each student has been issued with a login. Students are also able to check their understanding of topics by completing auto marked assessments found here.

Art & Design

EXPRESSIVE ARTS

Term	Project Title	Theme Overview	Material learning objectives	Core skill/ Formal Elements:
Autumn	Base Line	<u>Students are tested on their core skills through a variety of short tasks.</u>	1. Drawing and recording skills from Still Life	1. Primary Observation
Autumn	Environment	<ul style="list-style-type: none"> • Discovering the artists Hundertwasser and Gina Tripplet. • Exploring cultural symbols and patterns • Designing buildings and landscapes using different media, in the style of the artists. • Poly plate printing • Batik • Resist • Collage • Silk • Felting • Photoshop 	Explore use of 2D media and core skills through mark making, colour mixing/ blending, line experiments and recording methods.	<ul style="list-style-type: none"> • Mark making • Textiles • Collage <p>Main Formal elements used: Colour, Line, Shape. Tone, Composition for expressive intentions.</p>
Spring	Natural and Man Made forms	This is a drawing and painting fine art unit designed to improve student's observational skills.	Drawing from real life and capturing realistic tone and 3D form.	<ul style="list-style-type: none"> • Primary observation • Use of detail • Shading for tone and 3D form • Paint: colour mixing, layering & brush marks <p>Main Formal elements used: Colour, Line, Shape. Composition, Tone for realistic intentions.</p>
Summer	Bugs	<ul style="list-style-type: none"> • Explore and observe 'bugs' mixed media and print with a back ground inspired by puzzle/maze/camouflage' and technology today. • Fantasy bug design • Clay bugs & recycled bugs • Graphics – stamp design • Group/paired paper mache bugs • Graphic design – stamp bugs 	<p>Exploring 3D form.</p> <p>On going development of 3D media use.</p>	<ul style="list-style-type: none"> • 3D - Modelling skills (carving, scoring, using slip etc. Construction and joining. • 2D – mono printing, illustration and mixed media. <p>Main Formal elements used: Form, Shape, Texture.</p>

EXPRESSIVE ARTS

Dance	Autumn	Autumn	Spring
	<p data-bbox="416 260 775 288">Introduction to Dance</p> <ul data-bbox="259 331 913 1086" style="list-style-type: none"> • Students are introduced to the subject of Dance and its basic constituent features. • Students are taught set repertoire on the theme of ‘Sports’ developing their skills as a dance performer. • Basic choreographic skills are applied to set material such as formations, levels and adding actions based on a stimulus (sports). • Students learn a basic knowledge of dance form and structure through considering the beginning, middle and end of a dance. • Evaluative skills are applied and nurtured during peer and self-assessment. • The scheme aims to build confidence as a performer, choreographer and evaluator whilst building a base for further learning of dance. • Physical skills are developed through basic dance technique such as alignment and extension. 	<p data-bbox="1095 260 1404 288">Heroes and Villains</p> <ul data-bbox="954 331 1541 1007" style="list-style-type: none"> • As well as building and developing the skills from the Autumn Term, students are encouraged to build their skills as a performer of character dance. • Dynamic qualities are the focus of performance – with students developing knowledge and understanding of their importance when considering a stimulus. • Students develop further skills in choreography, through learning about question and answer, unison and canon. • A higher level of challenge is introduced through more complex taught material and further development of technical skill such as elevation, balance and co-ordination. 	<p data-bbox="1738 260 1962 288">Contact Work</p> <ul data-bbox="1570 331 2112 624" style="list-style-type: none"> • Students begin to explore how to make contact with other dancers safely in this explorative scheme. • Basic contact, lifts and counterbalances are taught to the students and the learn how to trust and work collaboratively with other dancers in the space.

Dance	Spring	Summer
	Guernica	Mini Rock Challenge
	<ul style="list-style-type: none"> • This final scheme aims to prepare students to move into Year 8. • Students are introduced to a more challenging stimulus – a painting by Pablo Picasso. • Links are made to History and Art. • Students begin to consider the emotional effects of dance and how we can choreograph and perform to represent feeling. • Narrative structure is introduced which enables students to unfold a story throughout their choreography and performance. • New concepts are introduced for choreography such as counterpoint and contact. 	<ul style="list-style-type: none"> • This is an exciting SOL where students, in their class, create a performance piece for a whole year 7 competition! • Students will not only develop their skills as a performer in drama and dance disciplines, but will have to work collaboratively and cope under pressure of working as a production company. • This is a cross-curricular project across dance and drama. • Students will also learn skills in creating a full-scale performance, considering lighting, costume, music and set.

EXPRESSIVE ARTS

Drama	Autumn	Autumn	Spring
	Introduction to Drama	Greek Theatre	Oliver Twist
	<ul style="list-style-type: none"> • Students are introduced to the subject of Drama. • Students learn skills necessary to create performances, developing social and team work skills. • Students learn about different drama techniques such as still image, thought tracks, physical theatre, spontaneous improvisation and prepared improvisation. • Students are given opportunities to develop their creative and imaginative faculties. • Students begin to develop their characterisations skills. • Students begin to develop confidence as a transferable skill. 	<ul style="list-style-type: none"> • Students learn about the origins of Drama. • They develop knowledge of Greek theatre, focusing on the story of Antigone. • Students learn how to develop choral and mask work techniques. • Students develop performance skills and confidence levels. 	<ul style="list-style-type: none"> • This scheme introduces students to script work, focussing on the play 'Oliver Twist'. • Students explore different characters and develop their characterisation skills, using facial expressions and body language. • Students gain opportunity to work as a whole class in performance, and in smaller groups. • Script working skills are enhanced through learning text off by heart.

Drama	Spring	Summer	Summer
	The Evacuees	Boy in the Striped Pyjamas	Rock Challenge
	<ul style="list-style-type: none"> • The Evacuees' experiences in World War 2 is the underpinning theme in this scheme. • Students begin to learn devising skills whilst building on the learning they have developed over the year so far; • Students develop emotional responses of how to demonstrate these through their dramatic performances, exploring new ways to communicate and express stories. Students link with history in their knowledge of War and the Evacuated children. 	<ul style="list-style-type: none"> • Students continue to build upon their knowledge of WW2 and move over to Poland, where 'The Boy in the Striped Pyjamas' is set. • Students explore the themes of barriers and differences whilst engaging with a professional script and exploring key characters. • Students begin to empathise with a range of characters and their stories, bringing this into their performances and creative work. 	<ul style="list-style-type: none"> • This is an exciting SOL where students, in their class, create a performance piece for a whole year 7 competition! • Students will not only develop their skills as a performer in drama and dance disciplines, but will have to work collaboratively and cope under pressure of working as a production company. • This is a cross-curricular project across dance and drama. • Students will also learn skills in creating a full-scale performance, considering lighting, costume, music and set.

EXPRESSIVE ARTS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<p>Based on vocal experimental music. Vocal sounds that express your personality. This scheme is aimed at developing confidence through using your voice by exploring vocal techniques stylistic in the 1960s in a creative and imaginative way. Students develop their collaborative performing skills. Vocal sounds are taken from the individual. Sounds that express themselves to create a graphic score.</p>	<p>Garage Band. An introduction to Music technology. Students will learn how to create their own dance music tracks using Garage Band. Students will develop their rhythmical and musical arrangement skills to choose basic loops to create different dance music styles.</p>	<p>BBC Music – Ten Pieces. ‘Get Creative with Classical Music’ Students will be learning about ten classical pieces of music. They will learn about important composers from the Baroque, Classical and Romantic eras. Students will engage in performing these pieces and completing a collaborative group presentation and performance.</p>	<p>The Underground Project - This scheme of learning is designed to examine and explore words and music using conventional notation. Students will learn to use their voice alongside tuned/ untuned percussion. They will start to learn how to control rhythmic elements, pitch, dynamics, tempo and timbre. They will develop their collaborative skills by rehearsing and practising in groups</p>	<p>Ukulele School An introduction to how to play the ukulele. How to play simple chords and understand the basic harmony that supports melodies. Students will learn the four chord song, a mash up of popular songs using the four simple chords learnt in the introduction lessons. Students will be encouraged to purchase their own ukulele’s and join the ukulele orchestra extracurricular lunchtime club for year 7.</p>	<p>Rap Development of Rap Music 1970 – present Explores topical social/cultural issues</p> <p>This is a scheme of learning designed to develop collaborative and individual composition and performance skills. It builds upon their knowledge and understanding the musical style Rap and techniques through practical class workshops and appropriate listening material and visual stimuli. This scheme of learning lasts a term.</p>

In Design and Technology in year 7, students spend one term in each of the three specialisms: Food Technology, Textiles Technology and Product Design.

Food Technology Themes: culture, health, environment, agriculture	Textiles Themes: culture, construction, environment, fashion	Product Design Themes: the home, construction, energy, engineering
Design and development	Design and development	Design and development
<ul style="list-style-type: none"> • Consider the environmental aspects of food and packaging • Adapt existing recipes to make them healthier • Sensory test existing products • Communicate ideas orally or with sketches 	<ul style="list-style-type: none"> • Use a variety of approaches to generate creative ideas (e.g. bio mimicry) • Identify problems in my designs and solve them • Develop ideas using sketches • Communicate ideas orally 	<ul style="list-style-type: none"> • Use a variety of approaches to generate creative ideas (e.g. bio mimicry) • Develop innovative designs rather than what already exists • Identify problems in my designs and solve them • Develop ideas using modelling and sketches
Make	Make	Make
<ul style="list-style-type: none"> • Make a wide range of different savoury dishes that offer a healthy and varied diet • Make a small range of healthier desserts to support a balanced diet • Use hand tools and machinery with precision • Combine ingredients with precision 	<ul style="list-style-type: none"> • Select appropriate tools • Use hand tools with precision • Use the sewing machine with precision • Apply decorative techniques with precision 	<ul style="list-style-type: none"> • Select appropriate tools • Use hand tools safely and with precision • Use machinery such as the belt sander, pillar drill and scroll saw with precision
Technical Knowledge	Technical Knowledge	Technical Knowledge
<ul style="list-style-type: none"> • Understand the principles of nutrition • Understand how ingredients and dishes should be stored to ensure hygiene and safety • Understand the seasonality of ingredients 	<ul style="list-style-type: none"> • Understand the properties of natural and man-made fabrics • Understand and apply knowledge of technical construction of textiles products 	<ul style="list-style-type: none"> • Understand the properties of materials such as wood and plastics
Evaluate	Evaluate	Evaluate
<ul style="list-style-type: none"> • Sensory test products to identify future improvements • Ask the target market or other interested groups to evaluate the final idea or product 	<ul style="list-style-type: none"> • Analyse the work of past or present designers • Evaluate designs and products to identify improvements 	<ul style="list-style-type: none"> • Test and evaluate the final idea or product and suggest improvements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p>Making connections</p> <ul style="list-style-type: none"> • What are the important features of the UK? • What are the different skills needed to read a map? 	<p>Natural Hazards</p> <ul style="list-style-type: none"> • What is a natural hazard? • What causes natural hazards? • What are the consequences in different places? • Can we predict natural hazards? 	<p>Exploring Africa</p> <ul style="list-style-type: none"> • What are some stereotypes of Arica? • How Africa and the UK are linked? • What is it like to live in Kibera? 	<p>Coasts</p> <ul style="list-style-type: none"> • What is a coast? • Why are coasts important? • Will our coastline 	<p>Water Issues</p> <ul style="list-style-type: none"> • Why is water a global issue? • Does everyone have access to water? • Why are 'water' charities needed? 	<p>Harrow and I</p> <ul style="list-style-type: none"> • How has Harrow changed over time?
	<p>Skills</p> <ul style="list-style-type: none"> • Catographic Skill • Ability to explain and justify 	<p>Skills</p> <ul style="list-style-type: none"> • Analysis • Interpretation • Ability to explain and justify 	<p>Skills</p> <ul style="list-style-type: none"> • Empathy • Ability to explain and justify 	<p>Skills</p> <ul style="list-style-type: none"> • Decision Making • Ability to explain and justify 	<p>Skills</p> <ul style="list-style-type: none"> • Empathy • Ability to explain and justify 	<p>Skills</p> <ul style="list-style-type: none"> • Making links • Analysis • Interpretation • Ability to explain and justify

History	Topic	The Romans	The Norman Conquest	The Medieval English	The Tudors	Overview Project
	Key Questions	<ul style="list-style-type: none"> • How do we do History? • What can we learn from Pompeii? • How successful was the Roman conquest of Britain? 	<ul style="list-style-type: none"> • What was England like before 1066? • Why was 1066 a year of crisis? • How far did the Normans change Britain? 	<ul style="list-style-type: none"> • Why did people go on Crusades? • 	<ul style="list-style-type: none"> • Henry's reign was all about having a son, wasn't it? • Why is Queen Elizabeth remembered so fondly? 	<ul style="list-style-type: none"> • The House through time

Year 7 ICT

Autumn 1	Autumn 2	Winter 1	Winter 2	Summer 1	Summer 2
<p>Computer Crime</p> <p>Pupils will learn about a variety of malware and computer threats. This unit also looks into the legal, and social aspects as well as the health & safety aspects of using computers and the internet.</p>	<p>Video editing</p> <p>Students will create a video advert. They will film, act and edit the video in order to produce a final cut advertisement for a chosen product. This topic gives them an opportunity to work as part of a team.</p>	<p>Fifty</p> <p>In this unit pupils will learn a few ways of encrypting messages and the importance of encryption. The main focus will be to learn about how computers use binary. They will use their newly acquired skills to translate to and from binary codes.</p>	<p>My First Computer</p> <p>In this practical unit pupils will learn about the various hardware parts that make up a computer. They will do some research into how motherboards, CPUs, video cards, and other internal components work. They will use this knowledge to create an interactive tutorial on those topics using Visual Basic programming language (VBA).</p>	<p>Kodu</p> <p>This highly engaging unit which gives pupils the possibility to learn how to program games. Using the software Kodu, they learn about sequence, algorithm, variables, and other programming concepts. By the end of the unit, the students will have produced their own game.</p>	<p>Kodu + Graphics</p> <p>In addition to the previous unit, students will consider the wider aspects of a finished game. They will create a cover image and a logo that promotes their game in the best possible way. They will also create an advert in an attempt to sell their game.</p>

Philosophy and Ethics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Who Am I?</u></p> <p>Pupils will begin with a brief introduction to 'Philosophy' and 'Ethics'. They will also complete a short baseline assessment.</p> <p>This unit focuses largely on developing the necessary skills to progress in this subject; including: listening, questioning, explaining and reasoning.</p> <p>Pupils will have the opportunity to engage with traditional philosophical questions using famous analogies such as the 'ship of Theseus.' They will also begin to explore extended written tasks in response to key questions.</p>	<p><u>Places of Worship</u></p> <p>This unit of work explores further the extent to which religion and in particular, worship, has an effect on identity. Pupils will investigate the nature of places of worship and consider whether designated buildings are in fact necessary.</p> <p>Pupils will be assessed through a creative and collaborative project. This encourages them to develop their ability to work in teams, understand how to be self-managers and the importance of listening.</p>	<p><u>Rites of Passage</u></p> <p>Pupils will broaden their understanding of identity by examining the concept of a rite of passage. Pupils will look in particular at Birth ceremonies, marriage rites and rituals surrounding death.</p> <p>Pupils will have the opportunity to consider traditional religious events and Humanist marriage ceremonies.</p> <p>Pupils will have the chance to consider why we often mark certain transitions in life and analyse whether formal ceremonies are effective. Pupils will have several opportunities to develop their skills in extended writing.</p>	<p><u>Religion in Fifty Images</u></p> <p>Can we express our beliefs through art? Pupils will investigate whether art can be a powerful tool for expression. Can we say something about ourselves and our beliefs through the use of art?</p> <p>Pupils will look at the practise of making mandalas in Buddhism, the use of images of Jesus in Christianity as well as the use of calligraphy in Islam.</p> <p>Is religious art effective or misleading? Pupils will consider the importance of 'interpretation' when exploring religious art.</p>	<p><u>Ultimate Questions</u></p> <p>-Does God exist? -Is there an afterlife? -Can evil be explained? -How did the universe come into existence?</p> <p>The questions above represent some of the 'ultimate' questions that pupils will be engaging with. They will be encouraged to develop their critical thinking skills and to broaden their horizons by considering a range of possible responses. Pupils will have to use their judgement to assess the quality of the responses and consider whether there is any possible 'evidence' to support different views.</p>	<p><u>My Harrow</u></p> <p>What impact does being from Harrow have on identity?</p> <p>Pupils will be exploring the interesting and to some extent 'unique' features of Harrow. Why is Harrow so diverse? How does living in such a diverse place shape our views and outlook?</p> <p>Pupils will gain a better insight into different types of diversity and the factors that can affect the lives of Harrovians. They will use their skills in interpreting data and using evidence to support conclusions.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Gym: The aim of the unit is to teach students a range of basic techniques and skills focusing on their consistent and effective application in isolation. This then leads into creating and performing sequences on the floor and using low apparatus.</p> <p>SAQ Fitness: This unit develops students Speed, Agility and Quickness in order to develop certain fitness components. Students are given the opportunity to be competitive with others and with their own targets and results.</p>	<p>Gym 2: This second module allows students to experiment with gymnastic techniques and compositional ideas to produce sequences of movements on both small and large apparatus.</p> <p>Multiskills: Multi skills challenges our students grounding in physical literacy. They will encounter a range of activities which are non-sport specific to improve their basic movement and coordination</p>	<p>Generic Games: Students acquire and develop skills in creating and moving into space. Students will work independently and in small groups to make links between different skills and activities through competitive situations and through performances.</p> <p>Tag Rugby: Students will experience this exciting non-contact version of rugby. They will learn new individual skills, develop their teamwork and be able to make decisions and apply them under pressure.</p>	<p>Basketball: The aim of the unit is to teach pupils a range of basic attacking and defensive techniques. Focusing on their consistent and effective application of these techniques and develop their understanding of within a game situation</p> <p>Outdoor & Adventurous Activities: Students learn how to effectively use a compass in both classroom and practical base environments. The use of ordinate survey maps and team challenges develop a variety of the student's cognitive and motor skills.</p>	<p>Rounders: Students improve their understanding of the main principles of this striking and fielding game with an emphasis on developing all areas of the game including batting, fielding and communicating.</p> <p>Cricket: Building upon skills established through the rounders' module, cricket investigates working tactically under pressure when batting and fielding in small sided games.</p>	<p>Athletics: Through a range of modified Olympic style events, students learn a diverse range of skills and how to apply them as a performer and also as a coach. This includes preparing for sport day trials and sports day itself. The use of video analysis equipment ensures there is an emphasis on team work and how to evaluate and improve performances.</p>
	<p><u>Fitness Development</u></p> <p>Embedded within the year 7 Physical Education curriculum is a fitness element that allows all learners to chart the journey of their individual progress in the areas of <i>speed, strength, stamina, suppleness and power</i>. This includes four fitness tests within the academic year.</p>					
	<p><u>Inter-house competitions</u></p> <p>Throughout the year students compete within a range of inter-house activities such as speed stacking, dodgeball, fitness, striking & fielding to accumulate points towards their house which then culminates at the major school sports day event.</p>					

PSHCE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Transition into secondary school and keeping healthy	Puberty, Relationships & Body Image	Risk & Personal Safety	Bullying & E-safety	Being a humanitarian	First Aid

The Personal Social Health Citizenship & Economic (PSHCE) curriculum is a programme of learning through which our students acquire the knowledge, understanding and skills they need to live healthy, safe, productive, capable, responsible and balanced lives now and in the future. As part of a whole-school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHCE contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. The curriculum encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

THE PURPOSE OF REVISION

"We are or become those things which we repeatedly do. Therefore, excellence can become not just an event, but a habit."

Albert Einstein

Have you ever asked yourself why we need to revise?

Is it to annoy you?

Is it just to put you under enormous pressure?

Does it have any purpose?

Why do we have to sit exams at all?

When sitting an examination the examiner knows that the work being assessed is entirely the student's own work and that how well a student does in an exam is entirely up to them!

In order to do yourself justice in an exam you have to undertake revision, understand revision techniques and examination strategies that you use.

Therefore revision means going over work in order to:

1. Check your understanding.
2. Make links between different topics to see how the whole subject fits together.
3. Remind yourself of material you have forgotten
4. Reinforce your learning.
5. Identify and fill gaps in your knowledge.

Revision Techniques

Where to study

Creating good conditions to study in can help you make the most of the time you spend revising. Here are some suggestions:

1. Find a quiet place to study and make sure you are sitting comfortably
2. Make sure your desk is well lit
3. Keep background noise to a minimum
4. Avoid studying in an area where there will be distractions (like television!)
5. Have everything you need to do your revision to hand before you start

How to study

There is no 'right way' to revise, as long as the method you choose enables you to gain a solid grasp of key facts and consolidate your knowledge. Some students are happy to read their classroom notes

from start to finish, others prefer to simplify the information as much as possible, turning everything into skeleton notes, diagrams or mnemonics. In practice, most students find that mixing techniques suits the varied nature of the subjects being revised, and provides essential variety when studying.

Turn your notes into revision tools;

1. Write ideas and facts on to cards to use as 'prompts'
2. Create memory aids such as diagrams or mnemonics (e.g. initial letters to make a word you need to remember or SMART objectives: Specific; Measurable; Achievable; Realistic; Targets). These will help you remember key facts write key facts/notes out and display these around the house where you will see them
3. Record yourself reading notes to listen to
4. Study with a friend and test each other's knowledge, but remember you are meeting to revise rather than to chat!
5. Work through past question papers – and use a watch to time them so that you can practise timing your answers.
6. Choose study and revision guides sensibly. It's not hard to find help with revision – as well as established published revision guides, there are hundreds of websites offering help and advice. The problem is not how to find such help, but how to judge which is the best source for your needs. Save valuable time and get recommendations from your teachers
7. Remember course notes are also a valuable source of extra help
8. Keep yourself more alert by changing revision methods during a session. For instance, try switching from note taking to memorising; from reading to asking someone to test you
9. Attend any revision classes that your teachers may be running at school and get their advice on revision methods
10. Look after yourself – Sometimes revision can become a competition – who stayed up latest, who worked longest, who's worrying the most. But the more tired you are the less efficiently you'll work. You need to rest as well as study, eat well, drink lots of water and make sure you pace yourself. Don't rush, and equally don't over-revise by doing too much too soon

Six simple revision techniques

Condense – fitting notes on one side of paper makes it easier to learn

Highlight – target key areas using colour and symbols. Visuals stimulate the brain

Record – put important points onto tape, listen to them and they will sink in

Talk – read your notes out aloud

Test – what can you remember without notes. Use spider diagrams to map out what you know

Time – in a quiet place go through past papers

Revision techniques

There are countless ways of revising. The least effective ways are those that involve just reading through notes over and over. The most effective ways are those where you interact with the material, making it meaningful to yourself, for example:

- 1.** Using your material to answer a question or address a problem you have not previously tackled.
- 2.** Reworking the material into a chart or diagram.
- 3.** Summarising material under headings onto index cards.
- 4.** Discussing the material with other people.
- 5.** Make links, comparisons and contrasts between different areas of your programme.
- 6.** Evaluate different theories.

A good starting point is to summarise the notes you have on each topic.

Reduce your notes to key words and phrases. This will form the basis of your revision notes. You can reduce your notes further so that information fits on one side of A4 Use diagrammatical notes if you memorise material more easily in a visual form. Use colours, highlighting or different coloured paper to make the notes distinctive.

You can try to rebuild your notes from memory. You can save time writing by using a tape recorder or speak to someone. Use your original revision notes to check where there are gaps in your notes. Check your answers by using the original notes. Fill in forgotten facts with another colour pen. Repeat the process until all the gaps have disappeared.

Another idea is to discuss the revision topic with other students on your course.

Explaining concepts to others and checking their understanding helps to reinforce the knowledge in your mind. Once the knowledge begins to sink in try to answer questions on past papers. Practise writing essay plans for past exam questions (takes less time than writing full answers). Set yourself one or two mock exams to practise writing for a set time. You can examine past exam questions with other on your course.

Think positive!

Remember Preparation + Practise = Pass!!!

SITTING THE EXAM

Exam tips – sitting the exam

Be prepared; find out what is involved in each of the examinations that you are going to sit. Organise yourself the night before and get plenty of sleep.

- Check you have the correct equipment with you before you leave the house (pens pencils, ruler, scientific calculator, etc)
- Leave for the exam in plenty of time
- Look through the paper first and mark difficult questions/initial thoughts
- Select the questions that will best enable you to demonstrate your knowledge to the examiner
- Look at the marks available and read the questions carefully, following instructions given in the paper (e.g. to show all workings, word limits etc)
- Use the information provided on the paper (the answer's often nearly all there)
- Pace yourself and allow enough time to answer all the required questions
- Write as neatly as possible to help the examiner to mark your work. Marking untidy writing is difficult
- For longer answers, take a few minutes before you begin to produce a structured plan of what you are going to include in each section
- Allow yourself ten minutes at the end to read through your answers and correct any mistakes
- Cross out anything you do not want the examiner to read (e.g. an earlier answer to a question)

Dealing with exam nerves

It is natural to feel nervous before an examination. The more prepared you feel, the easier it will be to conquer your fears.

- Create a revision plan to help you feel in control of the process
- Plan your work carefully around the topics you need to focus on.
- Being aware of gaps in your knowledge can create nerves, but having a plan of how you will fill these will make you feel better.
- Find out what is involved in the exam:
 - where and when it will take place
 - how much time is allowed
 - how many questions you need to answer
- Think positively
- Keep the exam in context – even if you do badly, there will be other options open to you
- Allow yourself some fun-time each day to relax
- Eat sensibly – your brain cells need energy to function well.
- Make sure you drink plenty of water to avoid becoming dehydrated. Dehydration makes you tired and reduces concentration

Useful Revision Websites

<http://getrevising.co.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/>

<http://www.buzzin.net/revisiontips/revtips.htm>

<http://revisionworld.co.uk/gcse>

<http://www.need2know.co.uk/learning/revision>

<http://s-cool.co.uk/gcse.html>

Document correct at time of going to print.

Some Useful Information

THE SCHOOL DAY

08:30	School gate closes (all students should be on site)
08:40	Registration/Assembly
08:55	Period 1
09:45	Period 2
10:40	Break
11:00	Period 3
11:50	Period 4
12:45	Lunch
13:40	Registration
13:45	Period 5
14:35	Period 6
15:30	End of planned teaching day for all year groups, including Sixth Form.

LATES FLOW CHART

WHAT HAPPENS WHEN YOU ARE LATE FOR SCHOOL?

LATE AT THE GATE (after 8.30)



BREAK TIME DETENTION (in L1)



MISS BREAK TIME DETENTION – GO TO S13 THAT DAY AT LUNCHTIME



MISS S13, GO NEXT DAY OR EXPECT AN SLT DETENTION AFTER SCHOOL OR EVEN AN INTERNAL



HAVE A POOR LATE RECORD (3 LATES IN TWO WEEKS) AND GET A DETENTION FROM YOUR DHOY



CONTINUALLY POOR LATE RECORD AT THE GATE OR FOR REGISTRATION AND YOU WILL RECEIVE A HOY DETENTION AND HOME WILL BE CONTACTED



STILL NO IMPROVEMENT? PUNCTUALITY PANEL WITH YOUR CARER/PARENT

REPORTING ABSENCES FROM SCHOOL

What you as Parent/Carer need to do

- If your child is going to be absent from school, please call the office in the morning before 9.30am to inform us of the reason for the absence.
- You need to call the school on **every morning** that your child is absent.
- Messages can also be left on the answer machine which is on when the office is closed.
- When your child returns to school, please enter a note in their contact book to cover the whole period of absence.
- If your child has a pre-booked hospital, medical or dental appointment please put an advance notice into their contact book that they can show to their tutor.
- Please do not e-mail tutors directly regarding absence. You can email the school office on info@parkhighstanmore.org.uk

What we will do

- If your child is absent from school and we have not received a phone call or been previously advised of the absence, we will call you on the contact numbers you have provided us with in priority order.

Please ensure that all of the contact numbers you provide are kept up to date.

- Absence of more than 3 consecutive days, including days that go over a weekend will require confirmation of attendance at your GP surgery.
- Should your child's attendance drop below 95% we will require a medical note for 1 day of absence.

If you feel that your child is trying to avoid coming into school, please let us know and we will offer you support and help to address any issues or concerns you or your child may have.

REQUESTS FOR EXCEPTIONAL LEAVE

Parents and carers are asked not to request absence in term time for their child as this will not be authorised except in exceptional circumstances or if this is due to illness.

In January 2011 the Governing Body of Park High School determined that the school should not authorise absence for students during term time except in genuine emergency situations. Should you take your child out of school during term time this will be recorded as an unauthorised absence unless it can be proved that this is a genuine emergency situation. As a school we are duty bound to report all such absences to the Local Authority.

From September 2013 the Department of Education have informed all schools that attendance will be closely monitored and any absence categorised as unauthorised is likely to result in Harrow Local Authority issuing a penalty notice – a minimum of £60 per parent per child. Persistent unauthorised absence could lead to further fines and eventual court action.

We know that there are clear links between high levels of attendance and academic success and we do all we can to ensure that parents and carers understand this and work with us to make certain that as little schooling is missed as possible.

Unauthorised absence will also have a detrimental effect upon any individual's chances of obtaining the highest levels of rewards in our twice yearly celebration assemblies as well as, in the upper school, negatively affecting their opportunities to achieve their much prized Graduation status.

AUTHORISED ABSENCE FOR RELIGIOUS FESTIVALS

You can find on our website (www.parkhighstanmore.org.uk), under the Parents Section, a guide from the Harrow Standing Advisory Council for Religious Education (SACRE) with the dates on which it is recommended that authorised leave should be granted. These dates are set by representatives of local faith communities each year.

REVIEW DAY INFORMATION

This year there are 3 Review Days on 17 November 2016, 8 February 2017 and 13 July 2017 and will be more concerned with the learning and engagement in all curriculum areas. Your child's success will be highlighted through Progress Check Data which will allow interventions to be put in place to meet individual's needs, such as:

- Learning Conversations
- Parent Meetings
- Home Learning Club
- Differentiated Lessons
- Tutor Support
- Head of Year Interventions

Parents/Carers are **NOT EXPECTED** to attend unless they have been invited by Tutor or Head of Year. All targets will be documented in your child's contact book and will be reviewed at half term. We encourage all parents to play an active role in ensuring that their child meets their goals.

REWARDS

Recognising achievement and giving praise is an important part of our work. To do this Merit cards are awarded to individual students. Certificates and badges are awarded when a number of merits have been received.

Students who achieve certain criteria in attendance, punctuality, uniform and behaviour are awarded Gold and Supergold certificates at the end of each term at the **Celebration Assemblies**. Parents are encouraged to attend these assemblies to celebrate our children's achievements.



LEADERSHIP

This year Park High will continue on an extensive Leadership programme. Students will have many opportunities to develop their leadership skills.

DISCIPLINE

High standards of behaviour are expected. The school aims to be well organised, caring and disciplined. Where praise and reward do not manage to encourage good behaviour then sanctions are used. There are a variety of sanctions and the main one is the detention. Students can be detained for up to 15 minutes without prior notification. If a more serious sanction is required longer detentions are given and parents are notified in advance. We would appreciate your support with this.

CLUBS AND ACTIVITIES

There is a wide variety of enrichment on offer at Park High. Students can take part in any of the activities on offer each week. Students can join them in the knowledge that involvement in these activities provides an added dimension to their education. The number of clubs grows each year and if your child has a particular interest encourage them to tell us, many clubs have started this way!



Communication

Reports and parental consultation

During the year you will receive reports on your child's progress. These will identify the achievements made and give targets for the future. There will also be a parents' consultation event when you can meet key members of staff who will have an overview of your child's progress. Each term, information will be available to you about the level of attainment, engagement and the standard of behaviour for your child in each subject area.

The contact book

At the beginning of the first term each student receives a contact book. We have found this book to be an extremely useful method of communication. There are pages in the book for your child to record home learning details and there are pages for notes and messages to be written on. These pages will have information on them relating to letters sent home and we ask you to sign that you have received them. There will also be comments from teachers about your child's progress. Please feel free to write comments in the contact book and we ask you to use it to provide us with details of any absences. The contact book will be read by the tutor and by any subject staff to whom comments are addressed. It will be signed by the tutor each week and we ask parents to do the same. It is in your child's interest that you check the contact book regularly; we appreciate your support with this.

Please make sure you fill out the page in the contact book detailing the lunchtime arrangements for your child. Students who are allowed to go home for lunch will not be allowed to do so unless this page has been signed by a parent or carer. There are also other home school agreements that must be signed.

Park Life Magazine

This is the school magazine. The object is to keep you informed and through text and photographs, to celebrate the achievements of students, both inside and outside the classroom. We aim to make Park Life an entertaining read for anyone connected to Park High.

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION AND CITIZENSHIP (PSHCE) – Year 7

At Park High School your child will have one lesson a week of PSHCE taught in tutor groups by their tutor.

The Personal Social Health Citizenship & Economic (PSHCE) curriculum is a programme of learning through which our students acquire the knowledge, understanding and skills they need to live healthy, safe, productive, capable, responsible and balanced lives now and in the future. As part of a whole-school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHCE brings together personal, social and health education, work related learning, careers, enterprise and financial capability. Personal Well Being includes sex and relationships education and drug education. Citizenship education aims to help young people become informed and responsible citizens with the skills and knowledge to make an effective contribution to society. Citizenship and PSHCE often consider the same issues but from different perspectives e.g. looking at personal finance in PSHCE in relation to daily lives and in citizenship the national and global implications of financial risk taking. The programmes of study for both PSHCE and citizenship are based on concepts such as risk, relationships, diversity, rights and responsibilities.

PSHCE contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. The curriculum encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

YEAR 7 PROGRAMME

- Transition and Health
- Puberty
- Personal safety
- Relationships
- Children's rights
- First aid

The programme is always under review to keep up to date and meet the needs of the students and current issues and for this reason there may be some adaptations during the year. If there are any key areas/topics which you feel should be addressed and currently aren't please contact Ms Barker (Head of PSHCE) on nbarker7.310@parkhighstanmore.org.uk.

To be ready for learning students need to be well equipped so the following items are required:

English dictionary and thesaurus

Pencil case

Blue/black pens (fountain/roller)

Pencils

Eraser

Glue

Calculator

Compass

Rough book

Pencil sharpener

Membership of a local library

Pocket French dictionary

Pocket Spanish or German dictionary

Set square

Protractor/angle measure

Ruler

PE kit

