



Goffs Academy

Year 7

**How to Support Your
Child with Learning**

2021-22



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If there are any concerns or queries regarding a subject, please speak to the named contact for the subject or directly with your child’s class teacher. If concerns persist or issues are unresolved, please speak to your child’s Director of Learning.

Kelly McBride, Director of Learning: Year 7
Peter Petrou, Vice Principal



Your guide to Year 7 English

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 Mighty Figures Identity and Empathy	Students will be introduced to variety of inspirational figures, where they'll establish how/why said figures are motivational. Students will complete fortnightly challenges and will be introduced to non-fiction writing devices and structures.	Students should start thinking about iconic figures they look up to and consider why. In addition, students can start creating a family tree to help aid with their autobiographies.	You could accompany your child in finding fun and exciting family research or recount happy family memories to help facilitate with their autobiographical writing. You could watch some episode to 'long lost families' to help give you some ideas and inspiration. In addition, students should be reading for 20 minutes each day and should be actively filling in Vocab booklets. This would be a fantastic opportunity to listen to them read and test their spelling of new words learn.
Autumn 2 Mighty Figures and 'Welcome to Nowhere' continued...	During this term students will engage with an autobiographical text: 'Welcome to nowhere' and a range of autobiographical extracts. Students will then be taught the fundamental skills needed to write their own autobiographies as well as being introduced to language analysis.	There is no need to read the novel at home before term (as this will ruin the class reading experience) however, parents may want to purchase a copy so students can do additional reading once term begins to ensure to catch up on any lost learning/ recap key chapters. Students can get additional guidance	At times students will be asked to take the novel home and do some independent learning/reading activities; this would be a fantastic opportunity to help support your Childs reading development. Students will also be focusing on empathy and exploring this as a wider concept. It would be prudent to have such discussions about



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		on inference and understanding of language features on: <ul style="list-style-type: none"> • BBC Bitesize CGP KS3 Reading Skills Revision guides 	empathy and understanding with your child in order to help shape their thinking and therefore enable their understanding of this wider concept.
Spring 1 Back Packing around the Globe and Adventure Non-Fiction	<p>Students will be introduced to the continent of Africa, in the style of a back-packer to begin with. They will explore: key sites, countries, historical facts, poetry, arts, and cultural customs; and will enjoy writing about them using non-fiction methods. From this SOW, students will learn how to celebrate Afro-Caribbean greatness. Students will also, learn and write their own African poems.</p> <p>They will the take their backing experience further, by exploring a range of other continents in order to understand the true value of appreciating other cultures.</p> <p>Students will read a range on non-fiction and fiction resources, alongside a range of</p>	<p><u>Research :</u></p> <ul style="list-style-type: none"> • x2 famous African poets • How many countries there are in the continent • The richest and poorest countries in the continent • 4 famous African players the current Champions League 	<p>You can help your child by encouraging them to read a variety of newspapers and magazines aimed at different audiences. For example The Daily Mail and The Guardian. You can also encourage them to watch different news broadcasts such as Newsround and the BBC News. You can also encourage them to go online and read newspapers and help them remain aware of recent/ high profile public affairs. Useful websites: http://www.dailymail.co.uk/home/index.html</p> <p>For this SOW children will need to be open minded and creative. It would be fantastic if they were assisted with any Home Learning tasks and were able to do some independent research about Africa prior to the scheme commencing.</p> <p>Students will also be creating a persuasive piece of writing to inform readers about a country.</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>poems, speeches and watch clips to help establish a greater understanding. They will then write their own folk tales, create their own countries and embark on several presentation tasks.</p>		<p>It would be prudent to read a number of non-fiction sources at home, including travel articles, magazines and perhaps watching documentaries on the continent. BBC's Africa with David Attenborough (available on BBC iPlayer) is very informative.</p> <p>https://www.bbc.co.uk/ip layer/episode/p010jc6r/af rica-1-kalahari</p>
<p>Spring 2</p> <p>Back Packing around the Globe</p>	<p>This term will be more of a Reading focus, however will be a continuation of the previous term. We will also cover a range of continents and will also begin reading a vast range of non-fiction sources. Here students will use PETAL paragraphs to analyse the adventures of famous explorers.</p> <p>Students will cover a range of global current affair matters. They will then use these findings as inspiration to create a whole class expedition, of geographical places of interest and location.</p>	<p>Students should start collecting a range of extracts and articles around geographical locations o interest e.g. rain forests, waterfalls and volcanoes.</p> <p>They should also research all 7 continents and find 10 exciting key facts for each.</p>	<p>Cont from above...</p>
<p>Summer 1</p>	<p>Students will explore</p>	<p>In English we use the</p>	<p>You can also help them by</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
<p>Heroes and Villains</p>	<p>how novels are put together and will learn how to analyse for specific audiences, purposes and genres. The main foci this term is: analytical reading.</p> <p>Students will be focusing on reading skills and working on inference and analysis of language techniques. Students will be required to focus on how authors craft characters, extracts and language and the effect this has on the reader.</p>	<p>acronym PETAL to ensure student produce successful analytical pieces of writing. Therefore, it is imperative that students understand what the acronym means.</p>	<p>reading a variety of fictional texts and extracts and testing your child's understanding of language and inference.</p> <p>You can do this by getting them to read to you and then asking follow up questions: "Why do you think they writer used that particular word? What can you infer from that? What do you think might happen next, can you explain why you think that?"</p> <p>You can help support your child by researching the works of Roald Dahl, Disney, Marvel and other engaging writers; as well as hearing them read for 15 minutes every night to help them look for interesting adjectives, adverbs and vocabulary. This will help them to write more creatively and skilfully. You can also help by testing them on their spelling words and checking they have used a variety of sentences in their homework In addition, encouraging them to write descriptive pieces around images, will also help boost their confidence with creative writing.</p>
<p>Summer 2</p>	<p>The term will begin by</p>	<p>Flip Learning task:</p>	<p>It would be a great idea to</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Heroes and Villains/ Summer Exams	teaching students the relevant skills needed for their Summer exams. The paper is loosely based on the new Language GCSE Paper 1 questions 2 and 5 with a focus on reading and writing skills.	Memorise the devices used in the acronym MAPSO and use each device to describe the worst and favourite foods. Metaphor, alliteration, simile, personification and onomatopoeia. You will also need to make a list of 15 successful descriptive devices, in the back of your exercise book and use them in each lesson. Please ensure you understand the definition of each. BBC Bitesize YouTube Simplewriting.org	help your child revise for their summer exams. Materials are available on: Goffs website, AQA and BBC Bitesize.

Suggested reading and useful online resources to support independent and home learning:

Acronyms:

Descriptive writing- MAPSO: metaphor, alliteration, personification, simile, onomatopoeia

Non-fiction writing- AFORESTER: alliteration, facts, opinions, repetition, exaggeration, statistics, triples, emotive language, rhetorical question

Poetry-MITSL: Meaning, imagery, tone, structure, language

Language and structure analysis- PETAL: Point, evidence, technique, analysis, language

Contact details: Miss N Stewart, 2nd i/c English, KS3 Coordinator nst@goffs.herts.sch.uk



Your guide to Year 7 Mathematics

Overview of what your child will be learning:

<u>Term</u>	<u>Key content (In order)</u>	<u>Flipped Learning topics:</u> The numbers below represent www.HegartyMaths.co.uk video clips. These clips can be used as preparation before a lesson or to consolidate after a lesson. Please note the set your child is in for maths and use the relevant clips.
AUTUMN TERM HT1	<u>Algebraic Thinking</u> Sequences Understand and use algebraic notation Equality and equivalence	196 - Linear sequences from pictures 197 - Linear sequences (term-to-term rule) 151 - Writing algebraic expressions 780 - Substitution 1 781 - Substitution 2 152 - Writing algebraic expressions 2 3 - Related addition and subtraction facts 176 - Forming Equations 177 - Solve equations using inverse operations 154 - Expressions, equations, identities and formulae
AUTUMN TERM HT2	<u>Place value and proportion</u> Place value Ordering integers and decimals FDP	13 - Read and write positive integers 17 - Round numbers to the nearest 10, 100, 1000 14 - Compare positive integers 409 – Median 45 - Read and write decimal numbers 46 - Compare decimal numbers 130 - Rounding to significant figures 121 - powers of 10 122 - Ordinary to standard form 123 - Standard form to ordinary
SPRING TERM HT3	<u>Application of number</u> Solving problems with addition and subtraction Solving problems with multiplication and division Fractions and percentages of amounts	52 - Convert simple decimals to fractions 81 - percentages as pictures 58 - Fractions as pictures 59 - Generate equivalent fractions 61 - Simplify fractions 57 - What is a fraction? 82 - Convert percentages to fractions 55 – Decimals to percentages 73 - Fractions to decimals 75 - Fractions to percentages 83 – Percentages to decimals 7 - Commutative law 8 - Associative law 140 - use of commutative associative law 18 – Addition 19 – Subtraction 47 - Addition and subtraction with decimals 20 - Addition and subtraction (worded problems) 549 - Perimeter (2) 757 - Financial Statements, 743 to 751 -Money based problem solving



<u>Term</u>	<u>Key content (In order)</u>	Flipped Learning topics: The numbers below represent www.HegartyMaths.co.uk video clips. These clips can be used as preparation before a lesson or to consolidate after a lesson. Please note the set your child is in for maths and use the relevant clips.
		368 - Frequency trees (1) 425 - Bar charts and vertical line graphs 127 - Adding and subtracting with standard form 26 - Divisibility tests 27 - Factors of a number 33 - Multiple of a number 15 - Multiply by powers of 10 16 - Divide by powers of 10 691, 692, 693, 695, 698 – Convert Metric Units 21 - Long multiplication 48 - Multiplication with decimals 22 - Short division 49 to 51 – Dividing with decimals 24 - Order of operations (1) 554 – Area of rectangles 556 – Area of parallelograms 557, 558 – Area of triangles 559 – Area of trapeziums 405 - Mean (1) 158, 159 - Multiplying and dividing terms 77 - Fractions of an amount 79 - Reverse fraction problems 84 and 85- Find percentages of amounts 86 and 87 - percentages over 100
SPRING TERM HT4	<u>Directed Number</u> Operations and equations with directed number <u>Fractional Thinking</u> Addition and subtraction of fractions	37 - Compare negative numbers 38 - Symmetry of subtraction 39 - Adding negative numbers 40 - Subtract negative numbers 42 - Multiplying positive and negative numbers 43 - Dividing positive and negative numbers 784 - Substitution (5) 179 and 180 - Solve 2-step equations 44 - Order of operations 99 - Square numbers 100 - cube numbers 101 - square and cube roots 2 (negative numbers) 63 and 64 - Convert between mixed and improper 65 - Add or subtract fractions (same denominator) 66 - Add or subtract fractions (different denominator) 786 - Substitution 7 (includes fractions) 172 - Expressions with algebraic fractions
SUMMER TERM 1	<u>Lines and Angles</u> Constructing, measuring and	456 - Naming sides and angles 455 - Types of angles



<u>Term</u>	<u>Key content (In order)</u>	Flipped Learning topics: The numbers below represent www.HegartyMaths.co.uk video clips. These clips can be used as preparation before a lesson or to consolidate after a lesson. Please note the set your child is in for maths and use the relevant clips.
(HT5)	using geometric notation Developing geometric reasoning	458 to 460 - Measuring angles 461 - Drawing angles 821 - Points and lines 823 – Triangles 822 - 2D shapes 824 to 826 – Quadrilaterals 683 - Constructing triangles SSS, SAS, ASA or RHS 666 - Construct an equilateral triangle 667 - Construct a regular hexagon 427 and 428 - Pie charts 812 and - Angles around a point 477 and 478 - Angles on a straight line 480 - vertically opposite angles 485 to 487 - Angles in a triangle 560 - Interior angles in quadrilaterals 488 and 489 - Multi-step angle problems 561 - Interior angles in polygons 481 - Alternate angles 482 – Co-interior angles 483 - Corresponding angles
SUMMER TERM 2 (HT6)	Reasoning with Numbers Developing number sense Sets and probability Prime numbers and proof Revision and End of Year Test	135 and 136 - Related calculations 370 and 371 - Listing elements in a set 372 and 373 - Displaying sets in Venn diagrams 374 and 375 - Shading sets in Venn diagrams 349 - Express a probability in words 351 and 352 - Probability of single events 350 - Express a probability in numbers 28 - Prime numbers 261 - Important sequences 31 - Highest common factor 34 - lowest common multiple 29 and 30 - Prime factorisation Use Hegarty maths to revise all topics covered throughout the year

Suggested reading and useful online resources to support independent and home learning:

- Suggested reading:**
- Collins KS3 Maths Frameworking Pupil Book 1.1 (for sets 4and5)
 - Collins KS3 Maths Frameworking Pupil Book 1.2 (for sets 3)
 - Collins KS3 Maths Frameworking Pupil Book 1.3 (for sets 1and2)



Useful online resources: <http://www.bbc.co.uk/education/subjects/zqhs34j>
<https://hegartymaths.com/>
<https://corbettmaths.com>
<https://justmaths.co.uk>
www.emaths.co.uk/KS3Sat.htm

Useful information:

The detailed version of the year 7 scheme of work can be found on the Goffs Academy website:

<https://www.goffs.herts.sch.uk/307/subject-information/subject/23/mathematics>

Contact details: Mr C Melvin, KS3 Mathematics Coordinator cme@goffs.herts.sch.uk



Your guide to Year 7 Art

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<p>Our theme: Identity</p> <p>Baseline testing – drawing an object from direct observational drawing</p> <p>Observational drawing using photographs of shoes with laces: learning how to use shape and line; negative & positive shapes; exploring how to apply tone and mark making; ‘losing the line’ to create ‘form’.</p> <p>Progressing to drawing real shoes – transferring skills learned to 3D objects.</p> <p>Transferring skills to drawing from direct observation using different subject matter.</p>	<p>Why do artists draw? Researching artists and identifying techniques and materials.</p> <p>Watching You Tube to observe artists drawing.</p>	<p>Ensure your son/daughter has a quiet space to complete homework; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about</p>
Autumn 2	<p>Our theme – Identity</p> <p>Throughout this half term your child will be responding to the theme of identity with their teacher. Their teacher will make decisions about which artists they will be looking at. During the year all Year 7 students will explore 3D and printmaking processes, mono and collograph.</p> <p>Student will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work 	<p>Understanding what Identity is? Understanding culture and diversity.</p>	<p>Discuss your family with your child. Who are you? Look at family photos; Where do you come from? Family trees? Skeletons in closets?? Countries of origins? Achievements of past family? DNA – find out your heritage, facial features, eye colour etc Best Family Tree Builders of 2021 Learn More About Your Heritage (top10.com) AncestryDNA® DNA Tests for Ethnicity & Genealogy DNA</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<ul style="list-style-type: none"> • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 		
Spring 1	<p>Our theme – The Built Environment</p> <p>Throughout this half term your child will be responding to the theme of identity with their teacher. Their teacher will make decisions about which artists they will be looking at. During the year all Year 7 students will explore 3D and printmaking processes, mono and collograph.</p> <p>Student will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 	<p>Reading glossary about specific art terms to improve knowledge and vocabulary. Reading about artists and techniques.</p>	<p>Walk around your locality – look at different building styles – are there any grade 1, 2 listed properties around? What does this mean? British heritage? Visit a stately home (Audley End, Hatfield House, Knebworth). Look at changes in how we live, new developments Ensure your son/daughter has a quiet space to complete homework; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about</p>
Spring 2	<p>Our theme – The Built Environment</p> <p>Throughout this half term your child will be responding to the theme of identity with their teacher. Their teacher will make decisions about which artists they will be</p>	<p>Reading glossary about specific art terms to improve knowledge and vocabulary. Reading about artists and techniques.</p>	<p>Walk around your locality – look at different building styles – are there any grade 1, 2 listed properties around? What does this mean? British heritage? Visit a stately home (Audley End, Hatfield House,</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>looking at. During the year all Year 7 students will explore 3D and printmaking processes, mono and collograph.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 		<p>Knebworth). Look at changes in how we live, new developments</p> <p>Ensure your son/daughter has a quiet space to complete homework;</p> <p>Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about.</p>
Summer 1	<p>Our theme – Colour</p> <p>Throughout this half term your child will be responding to the theme of identity with their teacher. Their teacher will make decisions about which artists they will be looking at. During the year all Year 7 students will explore 3D and printmaking processes, mono and collograph.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work 	<p>Reading about different colour grouping to understand how colours are made and grouped (page dedicated in school planner to support)</p>	<p>Ensure your son/daughter has a quiet space to complete homework;</p> <p>Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes and artists/cultures they are learning about.</p> <p>Get out in nature – create a bee garden – specifically looking at colour, and how bees are attracted to specific colours.</p> <p><u>How To Make a Bee-Friendly Garden - BBC Gardeners' World Magazine</u> (<u>gardenersworld.com</u>)</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<ul style="list-style-type: none"> • Create outcomes 		
Summer 2	<p>Our theme – Colour</p> <p>Throughout this half term your child will be responding to the theme of identity with their teacher. Their teacher will make decisions about which artists they will be looking at. During the year all Year 7 students will explore 3D and printmaking processes, mono and collograph.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 	Reading about different colour grouping to understand how colours are made and grouped (page dedicated in school planner to support)	<p>Ensure your son/daughter has a quiet space to complete homework; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes and artist they are learning about</p> <p>Over the Summer Holidays visit and Art Gallery and look at artwork first hand. Get out in nature – create a bee garden – specifically looking at colour, and how bees are attracted to specific colours.</p> <p><u>How To Make a Bee-Friendly Garden - BBC Gardeners' World Magazine</u> <u>gardenersworld.com</u></p>

Suggested reading and useful online resources to support independent and home learning:

Drawing on the Right Hand Side of Your Brain by Betty Edwards <https://archive.org/details/pdfy-5dQt81v7NYVZI2La/page/n9/mode/2up>

Art terms/glossary <https://www.tate.org.uk/art/art-terms>

[BBC One - Fake or Fortune?](#) BBC's show with Fiona Bruce and Art expert, Philip Mould. Trying to prove if these pieces of art are real: demonstrates investigations using research and science.

[BBC Four - Colour: The Spectrum of Science](#) Helen Czerski goes in search of colour. She reveals what it is, what it does, and why colour doesn't exist outside of our perception.

Belinda del Pesco: excellent You Tube channel of how to create different printmaking pieces; [\(288\)](#)
[Belinda Del Pesco - YouTube](#)

Contact details: Miss T Brown, Head of Art tbr@goffs.herts.sch.uk



Your guide to Year 7 Computing

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	Unit 1 – E-Safety: Students will be looking at various topics related to e-safety such as cyberbullying and using chat rooms safely. They will find out how to use the internet safely.	Social Networking sites.	Discuss rules for going online such as how much time they are allowed to spend online. Websites they are not allowed to go on due to inappropriate content etc.
Autumn 2	Unit 1 – E-Safety: Students will complete the assessment task for this unit.	Revise risks, dangers and measures you can take to stay safe online.	Have a dialogue about what to do if they have concerns and who they can talk to.
Spring 1	Unit 2- How computers work: Students will be learning how computers actually work. They will learn what are hardware and software, as well as the role of the operating system.	Input, Process and Output, Components found inside a computer.	Talk about or identify computers around the home such as washing machines etc. ask your child to break it down and identify input, process and output for each computer.
Spring 2	Unit 2- How computers work: Students will complete the assessment for this topic.	Revise hardware, software and operating systems.	Ask your child if they know what Operating System is inside their devices or in general such as tablets, iPad's, chrome book etc. discuss what is the job of the OS.
Summer 1	Unit 3 – Project Charity Awareness: The purpose of this unit is to create a presentation for their chosen charity. Students will learn how to plan, create, evaluate and test their product and make sure it is appropriate for the target audience.	Watch adverts by charities that support causes in Africa. You can watch TV adverts or other types of adverts to help find out what makes a good advert to persuade people to donate money.	While watching TV adverts on raising money to help charities, ask you child to notice some of the key features of the advert, how is the advert persuading the audience to donate?
Summer 2	Unit 3 – Project Charity Awareness: Students will have the opportunity to present their slides.	Research what makes a good presentation so that the student can compare what they have made is of	Ask your child to talk about what they have learnt about what makes a good PowerPoint Presentation.



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	Unit 4 – Python Turtle: Students will use the remaining lesson time during this half term learning how to code python turtle. They will start by drawing simple shapes and then move on to writing subroutines and IF functions.	good quality. Watch YouTube tutorials on how to code python turtle. Practice coding with Python turtle at home by creating your own shapes and colours. Use https://repl.it/languages/python website	Work with your child to help them create codes for various shapes with colour using this website online https://repl.it/languages/python ask them questions such as what a each line of code does. Find out with them what is sequence, selection and iteration in coding.

Suggested reading and useful online resources to support independent and home learning:

<https://www.thinkuknow.co.uk/>

<http://www.swgfl.org.uk/OnlineSafety>

<https://www.childnet.com/>

<https://www.bbc.com/education/subjects/z34k7ty>

<http://www.mrlamont.com/input-process-output-model.html>

<https://www.the-qrcode-generator.com/>

<https://repl.it/languages/python>

Contact details: Mrs H Nessa, Head of ICT hne@goffs.herts.sch.uk



Your guide to Year 7 Drama

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<p>Myself and Others Exploring how to build a narrative.</p> <p>Learning how to apply basic drama techniques: Freeze Frame and Thought Aloud</p> <p>How to represent basic stereotypes characters using Drama skills</p>	Basic Drama terminology- see BBC Bitesize Drama page for more information	Encourage your child to attend extracurricular Drama
Autumn 2	<p>Charlie and the Chocolate Factory Use of geographical and emotional stage directions</p> <p>Creating a clear character – exploring stereotypes</p> <p>Using the rehearsal technique of character modelling to develop character in rehearsal</p>	<p>Understanding stage directions and drawing a stage grid.</p> <p>Reading The Play Script Charlie and The Chocolate Factory</p>	<p>Helping them complete their stage grid homework.</p> <p>Looking at the structure of a theatre script (not film). Encourage your child to attend extracurricular Drama</p>
Spring 1	<p>Silent Movie Exploring themes of bullying- cause and consequence</p> <p>Responding to stimulus</p> <p>Writing monologues</p>	Research Charlie Chaplin films and silent movie era	Encourage your child to attend extracurricular Drama
Spring 2	<p>It was Terrifying Exploring a new/different style of theatre</p> <p>Use of non-verbal communication</p>	Research what a monologue is, and its layout in script form	Encourage your child to attend extracurricular Drama



	Use of exaggeration and placards		
Summer 1	Devising – Use of Symbols Creating a ritual Building and developing plot Use of symbols in theatre	Considering use of rituals	Encourage your child to attend extracurricular Drama
Summer 2	The Haunted Lift Creating a mood and atmosphere Hot-seating – open and closed questions Building appropriate plot and characters	Understanding what techniques can be used to create a mood and atmosphere	Researching some appropriate music online to build an appropriate mood Encourage your child to attend extracurricular Drama

Suggested reading and useful online resources to support independent and home learning:

<https://www.bbc.co.uk/bitesize/guides/zkqf6v4/revision/2>

Contact Details: Miss E Myers emy@goffs.herts.sch.uk



Your guide to Year 7 Geography

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 My Place in the World	<p>The purpose of this unit is to help students understand geographical scale and their local, national and global connections.</p> <p>By looking at the places students have a connection to students' also learn how to use maps at a range of scales, from 4 and 6 figure grid references on 1:25 000 OS maps to using longitude and latitude co-ordinates in Atlases. Assessment in this unit is based on students map reading ability on an unseen test using an OS map.</p>	<p>Students will be asked to write descriptions of places, encourage them to use distances, compass directions and human and physical features in their descriptions.</p> <p>If you have an Atlas or OS map you can practice 4 figure and 6 figure grid references as well as using an index.</p> <p>Website - http://mapzone.ordnancesurvey.co.uk/mapzone/</p>	<p>Discussion:</p> <p>What makes Cheshunt a good place to live? Why might people have first settled here? Why are maps important? You could get a map of the local area and go some orienteering or go for a walk using the map skills learnt in lesson (compass reading, grid references, distances and scale).</p>
Autumn 2 Risky World Where is the most dangerous place to live on the planet?	<p>Students will learn about a range of natural and human hazards, specifically the physically processes involved in causing volcanoes, earthquakes, tsunamis and tropical storms.</p> <p>Assessment for this unit involves students writing a newspaper report on the causes and effects of a natural hazard.</p>	<p>Reading – Horrible Geographies Series There is a selection of relevant books such as <i>Violent Volcanoes</i> or <i>Earth Shattering Earthquakes</i> that you could read with your child.</p> <p>Useful websites – http://www.worldmapper.org/textindex/text_disaster.html http://www.volcanolive.com/</p>	<p>Discussion:</p> <p>How can natural hazards be managed? Why do people live near natural hazards? What are the most recent hazards to have occurred? What extreme weather events have happened in the UK recently?</p>
Spring 1 Africa A continent of contrasts?	<p>Students learn about the physical and human features of the continent. Students will also analyse photos to develop an</p>	<p>Encourage your child to watch documentaries such as the BBC's Africa National Geographic has some very useful</p>	<p>Discussion:</p> <p>Where in Africa is rich and poor? Why might they be like this?</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>understanding of the diversity of the continent. The assessment for the unit focuses on students completing an unseen test about the contrasts of different countries within Africa and the problems they face.</p>	<p>information about the continent: http://travel.nationalgeographic.co.uk/travel/continents/africa/</p>	<p>What can be done to make the rich and poor in Africa more even?</p>
<p>Spring 2</p> <p>Crumbling Coastlines Why is our coastline changing?</p>	<p>Students will learn about how and why the coastline around the UK changes constantly. They will also look at the implications this has on the local people in the area.</p> <p>The assessment will be a comprehension test using an information booklet about effects of coastal erosion.</p>	<p>Reading – Horrible Geographies Series There is a selection of relevant books such as <i>Cracking Coasts</i> you could read with your child. Useful website: http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/coasts/revision/3/</p>	<p>Discussion: What coastal locations have you visited (UK/abroad)? What landforms have you noticed? What are they? What do they look like? Why are they there?</p>
<p>Summer 1</p> <p>Weather and Climate Where should Mrs Garner put the school BBQ?</p>	<p>Students learn about the difference between weather and climate. They learn how the weather is measured and conduct a microclimate survey around the school grounds.</p> <p>The assessment will involve writing up a project using the results which they have collected.</p>	<p>Watch the weather forecast and ask your student to explain the different weather features. Reading – Horrible Geographies Stormy Weather. http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/weather_climate/revision/2/</p>	<p>Discussion: What is the weather going to like for the next week? What microclimates are there in your garden/ local area?</p>
<p>Summer 2</p> <p>Geography of Sport Are the Brazil Olympics a super success</p>	<p>The purpose of this unit is to try and help students learn about the concept of sustainability. Students learn about the social, economic and environmental impacts of</p>	<p>Researching about the 2016 Rio Olympics using the official website http://www.rio2016.com/en Research some of the</p>	<p>Discussion: Who is hosting the Olympics in 2024? What positives and negatives will it bring to this city? Have they hosted the</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
or a downright disaster?	the games and try to evaluate the legacy of the games.	problems of the Olympics: http://www.theguardian.com/sport/2014/apr/29/rio-2016-olympic-preparations-worst-ever-ioc	Olympics before? Should it be given to cities to host only once?

Contact details: Miss Fleeman and Mrs K Car – Joint Head of Geography
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Your guide to Year 7 History

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<p>What is History? Chronology Why is evidence important in History? Primary and secondary sources Inferring from Romans What makes a reliable source? What makes an event significant? Cause and consequence Change and continuity Interpretations</p>	n/a	
Autumn 2	<p>Life in 1066 What was life like in 1066? Who were the claimants to the throne? Stamford bridge Who's army was more effective? How was King Harold killed? What was William like? What was the feudal system? What was the Domesday book? How did castles help William keep control?</p>	<p>Lesson 8- Domesday book – The most important document in English history?</p>	<p>Visiting: Students can visit the Battle of Hastings in Abbey: https://www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/?utm_source=google&utm_medium=ppc&utm_campaign=battle_abbey_19&andgclid=EAlaIQobChMI4bLHt-Ga4wIVS7vtCh2jUg9WEAAYASAAEgKy9fD_BwEandgclid=aw.ds Abroad Trip- Visiting the Bayeux tapstery: https://www.bayeuxmuseum.com/en/the-bayeux-tapestry/ Books/ programmes: Students can watch BBC horrible histories episodes on the Nasty Normans to increase their knowledge and gain specific facts. There are also the Horrible</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
			histories books by Terry Deary
Spring 1	Tudor Reformation What is the difference between Catholics and Protestants? What was Henry VIII like? What was Henry's church like? What problems did Mary I face? What was Mary's church like? What happened to Lady Jane Grey? Elizabeth image Elizabeth's religious settlement Elizabeth marriage	Lesson 3- Women in Tudor England	YouTube and KS3 Bitesize are extremely useful sources of information for these topics – there is a wealth of content available to engage and educate students on these popular topics. Search the topic followed by 'KS3' to ensure the materials are suitable and accessible for your child
Spring 2	Crime and punishment Nasty Normans The role of the church Corporal and Capital punishment Gun powder plot Witch hunts Bloody code Prison reform Victorian slums Workhouse Bow street runners Use of technology	Lesson 10- History of the Metropolitan Police	Visiting- London Dungeons an interactive visit were students can get insight into punishments Shepton Mallet Prison Jailhouse Tours- Elizabeth Fry famously known for helping reform the prisons. Reading: Re- discovering Britain in 1750- 1900 SHP textbook. Horrible Histories- Vile Victorians. BBC Bitesize website
Summer 1	The British Empire What is an Empire? What life like in the 13 colonies Why was India important?	Lesson 3– How did trading start under Elizabeth I?	Visiting: The British Empire through time- BBC Bitesize Youtube videos: https://www.youtube.com/watch?v=HnXenihxSeg



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	How did India gain independence? Why was Australia important? Scramble for Africa Empire and WWII Fall of the British Empire Was the British Empire good or bad?		https://www.youtube.com/watch?v=qpHlkfPSo8o https://www.youtube.com/watch?v=l7E9Tm1X7vw https://www.youtube.com/watch?v=CDVxMSv4pTE Reading: KS3 The rise and fall of the British Empire by Aaron Wilkes
Summer 2	WWI Long term causes of WWI Assassination of Archduke Franz Ferdinand WWI Recruitment The Schlieffen Plan Trench Warfare WWI weapons Trench conditions Shell shock The battle of the Somme Life during WWI	Lesson 10- Conscientious objectors during WWI	Visiting: Imperial war museum - https://www.iwm.org.uk/learning/home-learning-hub Youtube: https://www.youtube.com/watch?v=zRed-Ri9lpI https://www.youtube.com/watch?v=kg35etJ0UJs Reading: A summary of the First World War- BBC Bitesize World War 1 facts- National Geographic

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Your guide to Year 7 MFL – French

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 My Life	<ul style="list-style-type: none"> Greetings Introducing and describing yourself and others Age and birthday 	Research and practice vocabulary on: <ul style="list-style-type: none"> Numbers 1-30 https://quizlet.com/320168170/french-numbers-1-30-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Basics; Numbers 1-30
Autumn 2 My Family and Friends	<ul style="list-style-type: none"> Food Numbers 30 – 100 Describing your family / colours Describing where you live 	Research and practice vocabulary on: <ul style="list-style-type: none"> Family members https://quizlet.com/178553087/french-family-members-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Basics; Numbers 40-100 / Colours
Spring 1 Free Time	<ul style="list-style-type: none"> Weather and seasons Sports 	Research and practice vocabulary on: <ul style="list-style-type: none"> Sports https://quizlet.com/gb/274236833/les-sports-sports-french-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Leisure; Sports
Spring 2 School	<ul style="list-style-type: none"> Telling the time School subjects School uniform 	Research and practice vocabulary on: <ul style="list-style-type: none"> School subjects https://quizlet.com/284189/french-school-subjects-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; School; School subjects
Summer 1 In Town	<ul style="list-style-type: none"> Places in the town Inviting someone to go out 	Research and practice vocabulary on: <ul style="list-style-type: none"> Places in town https://quizlet.com/518801833/french-places-in-town-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Where I live; Places in Town
Summer 2 Revision and Exams	<ul style="list-style-type: none"> Revision of vocabulary and grammar. 	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.

Suggested reading and useful online resources to support independent and home learning:

<https://www.bbc.co.uk/bitesize/subjects/zgdqxn> KS3 French BBC Bitesize www.studystack.com

Contact details: Mrs A Theodorou, 2 I/C MFL ath@goffs.herts.sch.uk



Your guide to Year 7 MFL – Italian

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<ul style="list-style-type: none"> Greetings Alphabet Numbers 1-100 and months and days of the week Nationalities and countries Introducing oneself 	Research and practise vocabulary on: Numbers: https://quizlet.com/a0i2kg?x=1jqt&i=n3dm4 Months and days of the week: https://quizlet.com/603s7l?x=1jqt&i=n3dm4 Nationalities: https://quizlet.com/603rew?x=1jqt&i=n3dm4 Introducing yourself: https://quizlet.com/603s0y?x=1jqt&i=n3dm4	https://uk.language-gym.com/ Italian – Game room - Beginner section
Autumn 2	<ul style="list-style-type: none"> Introducing family members Describing family members and friends Describing activities with family members and friends 	Research and practise vocabulary on: My family https://quizlet.com/6botl6?x=1jqt&i=n3dm4 Physical description https://quizlet.com/603sf7?x=1jqt&i=n3dm4 Personality https://quizlet.com/a0i2oi?x=1jqt&i=n3dm4	https://uk.language-gym.com/ Italian – Game room - Beginner section
Spring 1	<ul style="list-style-type: none"> Hobbies and sports Describing weather 	Research and practise vocabulary on: Sports https://quizlet.com/a0i28h?x=1jqt&i=n3dm4 Weather https://quizlet.com/a0i2g4?x=1jqt&i=n3dm4	https://uk.language-gym.com/ Italian – Game room - Beginner section
Spring 2	<ul style="list-style-type: none"> School Jobs Time and daily routines 	Research and practise vocabulary on: School subjects https://quizlet.com/603tk3?x=1jqt&i=n3dm4 Time https://quizlet.com/68ds1n?x=1jqt&i=n3dm4 Daily Routine https://quizlet.com/68dsif?x=1jqt&i=n3dm4 Jobs	https://uk.language-gym.com/ Italian – Game room - Beginner section



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		https://quizlet.com/6l0v91?x=1jqt&i=n3dm4	
Summer 1	<ul style="list-style-type: none"> Describing your town / village Describing places in town 	Research and practise vocabulary on: My town https://quizlet.com/a0i9dp?x=1jqt&i=n3dm4 Places in town https://quizlet.com/a0i9fa?x=1jqt&i=n3dm4	https://uk.language-gym.com/ Italian – Game room - Beginner section
Summer 2	<ul style="list-style-type: none"> Introducing food and drinks Ordering food and drinks at the café Revision of vocabulary and grammar 	Research and practise vocabulary on: Food https://quizlet.com/603tu7?x=1jqt&i=n3dm4 Ordering at the café: https://quizlet.com/a0i9lk?x=1jqt&i=n3dm4 Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.	https://uk.language-gym.com/ Italian – Game room - Beginner section Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.

Suggested reading and useful online resources to support independent and home learning:

- www.thisislanguage.com Authentic language videos to improve listening skills and grammar section to revise main tenses (username and password provided)
- www.education.vic.gov.au/languagesonline Free online resources and games
- www.languagesonline.org.uk Free website popular topics and grammar
- www.studystack.com Flashcards and study games
- www.quizlet.com (<https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets>) Mobile and web-based study application: Flashcards and study games
- www.lyricstraining.com Learning Italian with songs: gap-fill exercises
- www.conjuguemos.com Free website to revise verb endings of different tenses
- www.wordreference.com Online dictionary with verb conjugator

Contact details: Ms M Amadori, Head of Italian mam@goffs.herts.sch.uk



Your guide to Year 7 MFL – Spanish

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 My Life	<ul style="list-style-type: none"> • Greetings • Introducing and describing yourself and others • Age and birthday 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Numbers 1-30 https://quizlet.com/53338271/spanish-numbers-1-30-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Basics; Numbers 1-30
Autumn 2 My Family and Friends	<ul style="list-style-type: none"> • Numbers 30 – 100 • Describing your family / colours • Describing where you live 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Family members https://quizlet.com/186430278/family-members-in-spanish-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Family and relationships; Family
Spring 1 Free Time	<ul style="list-style-type: none"> • Weather • Sports 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Sports https://quizlet.com/160323050/spanish-sports-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Leisure; Sports
Spring 2 School	<ul style="list-style-type: none"> • School subjects • Describing your school • Talking about break time. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • School subjects https://quizlet.com/gb/383023842/spanish-school-subjects-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; School; School subjects
Summer 1 My Town	<ul style="list-style-type: none"> • Describing your town or village • Telling the time • Ordering in a café 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Places in town https://quizlet.com/co/416160993/places-in-town-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Where I live; Places in town
Summer 2 Revision and Exams	<ul style="list-style-type: none"> • Revision of vocabulary and grammar 	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.

Suggested reading and useful online resources to support independent and home learning:

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs> KS3 Spanish BBC Bitesize www.studystack.com

Contact details: Mrs A Theodorou, 2 I/C MFL ath@goffs.herts.sch.uk



Your guide to Year 7 Music

Overview of what your child will be learning:

Expectations of Students:

Students are expected to follow all instructions and to take an active part in developing their confidence through musical practise, listening/appraising and performance.

Term	Key content	Flipped Learning topics
Autumn HT 1 Autumn HT 2	<p><u>GHOST OF TOM</u> (Singing and Xylophone)</p> <p>An introductory topic to develop singing skills and confidence through solo work on the xylophone.</p> <p>Using the previously learnt Ghost of Tom, students will develop their ensemble skills by learning to play with others in a 4-part canon, on the xylophone. They will also be creative when composing and rehearsing their own arrangement of the song.</p> <p>How you can specifically help your child Help them to memorise the lyrics for the Ghost of Tom song and rehearse the notes on any instrument or phone/tablet app available.</p>	<p>Learning lyrics.</p> <p>Learning notation.</p> <p>Practising parts of a song in preparation for performances.</p>
Spring HT 1 Spring HT 2	<p><u>ARRIBA</u> (Xylophone)</p> <p>Students use this melody (Arriba) to develop skills in improvisation. Their confidence will be developed as they learn to perform a solo improvisation to the class.</p> <p>Students will further develop their ensemble and creative skills by composing a remix of Arriba, using other instruments.</p> <p>How you can specifically help your child Ask your child to explain to you the skills they have been developing in lessons. If possible, have your child practise improvising at home, using any instrument or phone/tablet app available.</p>	<p>Experimenting with creative musical ideas at home to prepare for practise and performances in lessons.</p>
Summer HT 1	<p><u>12 BAR BLUES</u> (Keyboard)</p> <p>Basic keyboard skills are introduced whilst learning the concepts of Melody and Chords. Students study the origins of Jazz/Blues music and will learn to perform the 12-bar blues chords, walking bass, riff and elements of improvisation using the blues scale.</p>	<p>Research into the History of Blues Music.</p> <p>Practise using the correct hand and specific fingers for accurate keyboard technique in preparation for lessons.</p>



Term	Key content	Flipped Learning topics
Summer HT 2	<p>Students will use their ensemble skills to perform each part of the Blues while working in a group. They will also learn basic piano/keyboard skills.</p> <p>How you can specifically help your child. Help your child to research the topic (set for Home Learning) and to practise the different elements of the Blues. Supervise practise at home and, where possible, provide a keyboard or piano.</p>	

Suggested reading and useful online resources to support independent and home learning:

Link to free online xylophone - [Xylo - Online Xylophone \(playxylo.com\)](http://playxylo.com) + Various YouTube clips / phone apps etc.... will be recommended in lessons.

Contact details: Mr N Taken, Head of Music nta@goffs.herts.sch.uk



Your guide to Year 7 Core PE

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
WB 30/8 – WB 4/10	Baseline Testing *After this unit students will be set depending on ability. Boys 7e/w 1/2 Girls 7e/w 1/2	N/A	Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels. Please make sure your child has their kit for every lesson. If they are injured please send in a note but still bring kit so they can be involved in the learning that takes place.
WB 11/10 – WB 22/11	Girls – 7e/w1 Netball 7e/w2 Non Traditional Boys – 7e/w1 Football 7e/w2 Fitness	N/A	Please encourage your child to attend the after- school activity for the sport they are covering in this unit. Netball is mostly outside on the courts. Football will be on the astro where astro trainers or moulded boots are required. Additional clothing on the uniform policy is advised in cold conditions.
WB 29/11 – WB 3/1	Girls – 7e/w1 Sports Education 7e/w2 Sports Education Boys – 7e/w1 Rugby 7e/w2 Handball	N/A	Please encourage your child to attend the after- school activity for the sport they are covering in this unit. Netball is mostly outside on the courts. Handball will be on the astro where astro trainers or moulded boots are required.

			<p>Rugby is on the field, please wear boots. A gum shield is necessary.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
WB 10/1 – WB 31/1	<p>Girls – 7e/w1 Dance 7e/w2 Fitness</p> <p>Boys – 7e/w1 Handball 7e/w2 Table Tennis</p>	N/A	<p>Please encourage your child to attend the after-school activity for the sport they are covering in this unit.</p> <p>Handball is on the astro where astro trainers or moulded boots are required.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
WB 7/2 – WB 7/3	<p>Girls – 7e/w1 Fitness 7e/w2 Netball</p> <p>Boys – 7e/w1 Sports Education 7e/w2 Sports Education</p>	N/A	<p>Please encourage your child to attend the after-school activity for the sport they are covering in this unit.</p> <p>Netball is mostly outside on the courts.</p> <p>Sports Education will be on the astro where astro trainers or moulded boots are required.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
WB 14/3 – WB 18/4	<p>Girls – 7e/w1 Trampolining/Gym 7e/w2 Dance</p> <p>Boys – 7e/w1 Fitness 7e/w2 Team Games</p>	N/A	<p>Please encourage your child to attend the after-school activity for the sport they are covering in this unit.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
WB 25/4 – WB 16/5	Girls – Athletics	N/A	Please encourage your child to attend the after-



	Boys – Athletics		school activity for the sport they are covering in this unit. Additional clothing on the uniform policy is advised in cold conditions.
WB 17/5 – WB 14/6	Girls – 7e/w1 Rounders 7e/w2 Tag Rugby Boys – 7e/w1 Cricket 7e/w2 Rounders	N/A	Please encourage your child to attend the after-school activity for the sport they are covering in this unit. Tag Rugby will be on the astro where astro trainers or moulded boots are required. Cricket will be on the astro where astro trainers or moulded boots are required.

Contact details: Mr R Ashdown, Head of PE ras@goffs.herts.sch.uk



Your guide to Year 7 Religious Studies

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1: What has RS got to do with me?	In this unit students will look at some of the main aspects of Religious Studies, such as beliefs, practices and identity. They will explore the idea of having a soul and debate whether souls actually exist. Students will also learn about the different aspects of God or god/s. This will allow them to discuss their own views on what God is. Students will also evaluate how important the study of RS is even if they do not follow a religion.	Take some time to watch this clip: https://www.youtube.com/watch?v=m6dCxo7t_aE After you have done this, try writing down 5 questions you would really like to try and find the answer to this year in RE.	Discuss your personal beliefs with your child and explain why you believe what you do. Ask them to consider why people have different beliefs and how these beliefs affect their lives. You could also consider which different religions are represented in the local community.
Autumn 2: What did the Buddha seek to find?	In this unit students will be looking at who the Buddha (Siddhartha Gautama) was and what he taught. Students will look at some of his most famous teachings – the 4 Noble Truths and the 8 Fold Path. They will also consider how these teachings and his life story help	Watch this introduction to what Buddhism is: https://www.youtube.com/watch?v=ZTI3P9zx-oY After you have done this, make a list of the ten things you think are most important to know by the end of this unit.	Allow your child to try and teach you how to meditate. After some meditation reflect on how this could have a possible positive impact on someone's life.



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>Buddhists to achieve enlightenment. They can then compare these teachings and ideas to their own views and values.</p>		
<p>Spring 1: How are Muslims supported by the 5 Pillars?</p>	<p>In this unit students will consider how a pillar can strengthen a believer in their worship. This will relate to the 5 Pillars of Islam, which are belief, prayer, charity, fasting and pilgrimage. Students will then study each of the Pillars of Islam individually and evaluate whether their own values and beliefs can be considered as pillars supporting their own lives. The unit will give students a chance to better understand Islam and to compare and contrast their own beliefs to Islamic beliefs.</p>	<p>Use this animated story of the life of Muhammad (PBUH) to understand something about his life. https://www.youtube.com/watch?v=MpUah-qGwko After you have done this try writing a brief explanation why the prophet is so important to Muslims today (almost 1500 years later).</p>	<p>After studying Islam in class ask your child to question the way Islam is represented in the media. Is it a fair representation of Islam? Why is it unfair? What effect does this have?</p>
<p>Spring 2: How are Muslims supported by the 5 Pillars?</p>	<p>In this unit students will consider how a pillar can strengthen a believer in their</p>	<p>See above</p>	<p>After studying Islam in class ask your child to question the way Islam is represented</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>worship. This will relate to the 5 Pillars of Islam, which are belief, prayer, charity, fasting and pilgrimage. Students will then study each of the Pillars of Islam individually and evaluate whether their own values and beliefs can be considered as pillars supporting their own lives. The unit will give students a chance to better understand Islam and to compare and contrast their own beliefs to Islamic beliefs.</p>		<p>in the media. Is it a fair representation of Islam? Why is it unfair? What effect does this have?</p>
<p>Summer 1: Was Jesus a man or a God?</p>	<p>In this unit we will be looking at who Jesus was. Did he really exist or is it just a fairy story? If he did really exist was he just a normal man or was there something special about him? Could he really have been God? We will be exploring these questions over 6 lessons and then you will have the opportunity to have your say in the assessment at</p>	<p>Use these clips to help you explain why Easter is about a LOT more than chocolate and the Easter bunny. https://www.youtube.com/watch?v=MK2o-mhBfuc https://www.youtube.com/watch?v=Wnbo2AmS3OI</p> <p>Ext: Why do you think many Christians think Easter is more important than Christmas?</p>	<p>Discuss with your child your views on Jesus, Was he a man? Was he a God? Did he even exist? Encourage your child to consider how different beliefs in Jesus could effect the way someone would lead their life.</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>the end where you will say if you think Jesus was just a man or if he was God, using the arguments we have discussed to back up your point of view.</p>		
<p>Summer 2: Why are Abraham and Moses so important to Jews?</p>	<p>In this unit students will be looking at who Abraham and Moses were and what their relationship was with the God of the Jewish people. Students will look at what things Abraham and Moses did in their lives that made them so important and why Jewish people still remember them today. In addition to learning about Abraham and Moses, students will also be looking at leadership, especially the qualities and characteristics of good leadership.</p>	<p>Judaism is essentially the world's oldest <i>monotheistic</i> religion. You can find out a timeline of the faith here: https://www.youtube.com/watch?v=KR9sWRzbdJw</p>	<p>Encourage your child to think about their role models and what it is about them that makes them a good leader. Encourage them to see if Moses or Abraham possesses similar qualities.</p>

Contact details: Mr E Bora, Head of Religious Studies ebo@goffs.herts.sch.uk



Your guide to Year 7 Science

Overview of what your child will be learning:

Assessment will include:

- Module exam for each topic
- Termly assessments to check prior knowledge
- Assessment for learning tasks for topics
- End of year exam covering all topics

	Topic	What students will be learning	How you can specifically help your child
TERM 1	Living systems	Students will focus on what cells are, how they are specialised and what their functions are. Using the microscope will feature in this topic.	Students can access specific sites, e.g bbc bitesize: http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/cells_systems/revision/4/ http://www.bbc.co.uk/education/topics/znyycdm If you have a microscope at home it would be ideal to use with animal or plant slides.
TERM 1	Fuels	Students will engage through practical skills the energy given by fuels and their efficiency and explore the idea of different renewable fuels.	https://www.bbc.com/bitesize/guides/zggk87h/revision/1 https://www.bbc.com/bitesize/guides/zh7hvcw/revision/1
TERM 1	Energy (Radiation and insulation – conduction-convection)	Students complete investigations and research on different insulation materials and the different types of radiation. During this topic, students will explore practical sessions on conduction and convection and link it to everyday items.	https://www.bbc.com/bitesize/guides/z99jq6f/revision/6 https://www.bbc.com/bitesize/guides/z99jq6f/revision/7 https://www.youtube.com/watch?v=C8OC8q5cX3s https://www.bbc.com/bitesize/clips/zt8fgk7



	Topic	What students will be learning	How you can specifically help your child
TERM 1	The particulate nature of matter	This topic focuses on the different states of matter, pure substances, mixtures, dissolving, the particle model, filtration, evaporation, distillation and chromatography.	Students can access specific sites, e.g. http://www.bbc.co.uk/education/topics/z9r4jxs Your child can 'google' methods for chromatography at home and carry out simple investigations.
TERM 2	Electricity and Magnetism	Students will get the chance to explore and build series circuits and parallel circuits; investigating voltage, current and magnetic field.	http://www.bbc.co.uk/education/topics/zrvbkqt http://lgfl.skool.co.uk/keystage3.aspx?id=93
TERM 2	Systems working together	Students look at how we breathe and the lung structure. Students will study the heart through a dissection, looking at key structures including vessels and blood. Students will make links to each system.	https://www.bbc.com/bitesize/guides/zq349j6/revision/3 https://www.bbc.com/bitesize/topics/zvrrd2p https://www.bbc.com/bitesize/guides/zhnk7ty/revision/1 https://www.bbc.com/bitesize/guides/z9n6sg8/revision/1
TERM 2	Reproduction and growth	Reproduction in humans, including the menstrual cycle, pregnancy, contraception and infertility. Within this topic students will study about inheritance, genes and DNA.	Students can access specific sites http://www.bbc.co.uk/education/guides/z9fgr82/revision
TERM 2	Reactions	This topic focuses on chemical reactions, acids and alkalis, metals and non-metals.	Students can access specific sites, http://www.bbc.co.uk/education/guides/zyn3b9q/revision http://www.bbc.co.uk/education/guides/zyn3b9q/revision



		Defining acids and alkalis in terms of neutralisation reactions; the pH scale for measuring acidity/alkalinity; and indicators	on/topics/zypsgk7
TERM 3	Forces	In this unit students learn about forces on objects, how to balance forces, use equipment to measure forces, mass and gravity, how forces effect planets, Hooke's Law.	Students can access specific sites, e.g bbc bitesize http://www.bbc.co.uk/education/topics/z4brd2p There are many YouTube clips that your child can view on this topic
TERM 3	Ecosystems	The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops. How organisms affect, and are affected by, their environment, including the accumulation of toxic materials.	Students can access specific sites, http://www.bbc.co.uk/education/guides/zq4wixs/revision
TERM 3	Natural selection	Students will research into the theories of natural selection and adaptations of species for survival.	https://www.bbc.com/bitesize/topics/zpffr82 https://www.bbc.com/bitesize/guides/zw9jq6f/revision/1
TERM 3	Atoms, elements and compounds	Students will learn about the elements that make up...everything! They will be introduced names and symbols of the first 20 elements. Students will be able to explain what a compound is and give examples. This will then develop into complex compound names, formula and	http://www.bbc.co.uk/education/topics/zstp34j



		word equations.	
TERM 3	Particles (Mixtures, chromatography, filtration, distillation)	Students build on prior knowledge of the particle model and begin using this theory to explore particle behaviour in mixtures, chromatography, filtration and distillation.	https://www.bbc.com/bitesize/guides/zgvc4wx/revision/1
After exams	The skeleton, muscles and seasons	Students learn the importance of having bones and how muscles and joints work together. Students research into planets, our solar system, seasons and why we have day and night.	https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/4 https://www.bbc.co.uk/bitesize/guides/zpkg7ty/revision/1
	Plant reproduction	Students learn the importance of pollinating plants, how plants reproduce and plants with special features.	https://www.bbc.co.uk/bitesize/guides/zs7thyc/revision/1

Contact details: Mrs T Harris, Head of Department tha@goffs.herts.sch.uk

Mrs M Kempthorne, Coordinator of KS3 Science mke@goffs.herts.sch.uk



Your guide to Year 7 Technology - Food and Nutrition

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	Introduction to the food room and FPN (this covers health and safety and hygiene rules of the food room (kitchen), Food provenance – Fruits and vegetables, and Nutritional knowledge related to the Eat well guide, nutritional properties of various ingredients Importance of hydration Food functions, cooking methods, Build-up of practical skills from one recipe to the next.	Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.	Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/
Autumn 2	Introduction to the food room and FPN (this covers health and safety and hygiene rules of the food room (kitchen), Food provenance – Fruits and vegetables, and Nutritional knowledge related to the Eat well guide, nutritional properties of various ingredients Importance of hydration Food functions, cooking methods, Build-up of practical skills from one recipe to the next.	Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.	Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/
Spring 1	Introduction to the food room and FPN (this covers health and safety and hygiene rules of the food room (kitchen), Food	Students will need to check their doddle account for relevant videos before completing food	Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals.



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>provenance – Fruits and vegetables, and Nutritional knowledge related to the Eat well guide, nutritional properties of various ingredients Importance of hydration Food functions, cooking methods, Build-up of practical skills from one recipe to the next.</p>	<p>practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.</p>	<p>Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/</p>
Spring 2	<p>Introduction to the food room and FPN (this covers health and safety and hygiene rules of the food room (kitchen), Food provenance – Fruits and vegetables, and Nutritional knowledge related to the Eat well guide, nutritional properties of various ingredients Importance of hydration Food functions, cooking methods, Build-up of practical skills from one recipe to the next.</p>	<p>Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.</p>	<p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/</p>
Summer 1	<p>Introduction to the food room and FPN (this covers health and safety and hygiene rules of the food room (kitchen), Food provenance – Fruits and vegetables, and Nutritional knowledge related to the Eat well guide, nutritional properties of various ingredients Importance of hydration Food functions, cooking</p>	<p>Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.</p>	<p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	methods, Build-up of practical skills from one recipe to the next.		/ https://www.bbc.co.uk/bitesize https://kahoot.com/
Summer 2	Introduction to the food room and FPN (this covers health and safety and hygiene rules of the food room (kitchen), Food provenance – Fruits and vegetables, and Nutritional knowledge related to the Eat well guide, nutritional properties of various ingredients Importance of hydration Food functions, cooking methods, Build-up of practical skills from one recipe to the next.	Students will need to check their doodle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.	Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com / https://www.bbc.co.uk/bitesize https://kahoot.com/

Contact details: Mrs M Roffey mro@goffs.herts.sch.uk



Your guide to Year 7 Technology - Product Design

Overview of what your child will be learning:

Students will have 1 Product Design lesson over 2 weeks and will be given a homework every lesson. They will be taught a different D&T every 12/13 week on a carousel system. In Product Design students will be learning about material properties, CAD and CAM and will design and make a key ring in their chosen design style.

	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Lesson 1	Identifying different design movements Including arts and crafts, Art Nouveau, Art Deco	Look at the design movements and their specific styles.	Look at the different design movements, is there a preference? What do you like and why? Do you have anything at home in a particular style?
Lesson 2	Transfer my design ideas on to CAD in prep for CAM	The students will need to bring a mood board of their chosen design movement this is a homework which is set the previous lesson	Collect images, photos, anything your child could use to create a mood board to inspire their design ideas.
Lesson 3	Understanding material properties – eg why do we use pewter for the casting process?	Homework set from previous lesson will include research into the properties of MDF which we will use for making the moulds and the properties of pewter which we will be casting with.	Discuss what they have learnt so far eg; why are they using pewter to cast with? What is casting? How have you made your mould? What is the difference between CAD and CAM?
Lesson 4	Working safely and accurately in the workshop-Students will be shown the safe and accurate use of machines and processes including sawing, filing and drilling. Specify the difference between redistribution and wasting processes.	Students will have written up the process of casting and the H&S needed to be considered in the workshop.	Your Child will be using machinery and tools and so it would be could if you could also install the importance of working safely and sensibly in a workshop environment.
Lesson 5	Finishing my key ring to a high standard, is it commercially viable?	Students will come to the lesson with an understanding of how to finish their castings to a high standard and how it could be make for retail.	Look at how products are packaged in shops and how they are marketed through the media to specific target markets



Lesson 6	Evaluation and modifications	Student will have reflected on the designing and making process and be able to evaluate their work identifying area for improvement or modifications for different target markets	When your child brings their product home give them an honest critique of it and if there are any improvements they could make or anything they could add or modifications
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Suggested reading and useful online resources to support independent and home learning:

<https://www.technologystudent.com/equip1/equipex1.htm>

Contact details: Mrs M Fusco, Head of Product Design mfu@goffs.herts.sch.uk



Your guide to Year 7 Technology – Textiles

Assessment criteria

Students can use their project planners and assessment trackers in order to make progress towards their aspirational targets. All students will have 1 Textiles lesson per fortnight and then rotate to the next technology subject.

Expectations

Students should check the school website to access the student project planners to find out the lesson and home learning targets each week.

Topic title and unit	What students will be learning	How you can specifically help your child
Beanie hat project	Welcome to Fashion and Textiles Can I understand the HandS rules of the workshop? Can I use the sewing machine to make a seam? Can I write a specification for my hat? Can I produce a range of designs which develop the basic hat style? Can I design my final hat? Can I cut out my hat shape correctly? Can I follow instructions to make a hat? Can I decorate my beanie hat? Can I complete my hat? Can I evaluate my beanie hat?	Students could practice threading up needles at home, which will speed up the progress they make in lesson time. Flipped learning tasks may be given in lessons to help these may include watching tutorials on YouTube. Students may need access to a variety of drawing equipment including pencils and paper

Contact details: Mrs LJ Abazi, Head of Textiles lab@goffs.herts.sch.uk

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