

Year 7 Remote Learning – January 2021

<p>What will my child be learning during the period of remote learning? Why has the School chosen this topic?</p>	<p>What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?</p>	<p>When and how will my child receive feedback on their work?</p>	<p>How will my child be taught remotely?</p>
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English

<p>This term, students would have been studying the Conflict unit. This would have included conflict poetry alongside creative writing. Whilst at home, students will focus on identifying and using literary techniques. By embedding these skills, students will improve their own writing and their ability to analyse texts.</p> <p>Students should have covered literary techniques in the Michaelmas term, so this is a chance for them to develop their skills and improve their confidence. These skills are vital to the English curriculum; revisiting and consolidating them at home will give students the best chance of success when they return to school.</p>	<p>Students will have one 'live' lesson with their class teacher per week. They will have three separate Power points to work through each week. Each Power point will contain a Do Now activity, a modelled explanation, and a scaffolded main task. There will be suggested time limits at the top of each slide. Students will be expected to have written a variety of poems by the end of week two. We will also provide optional stretch tasks and suggested reading, should your child choose to develop their subject knowledge even further.</p> <p>You can support your child by checking they understand and use the following techniques: similes, metaphors and personification. We constantly look to build on our students' vocabulary so it would also be immensely helpful if you encouraged them to use a thesaurus or Google synonyms for 'boring' words whilst writing. Encourage your child to read as much as they can. You can borrow books online at https://www.suffolklibraries.co.uk/borrow/recommendations/elibrary. It is completely free.</p> <p>Good questions to ask include:</p> <ul style="list-style-type: none"> • What might be a better word for? • Can you give me an example of a metaphor/simile/personification? • What is a noun/adjective/verb/adverb? • What's your favourite type of writing? Why? • What are you reading at the moment? 	<p>Students should submit their main written activity each week. Students should expect group feedback the following week. Individual feedback will follow as necessary.</p> <p>When they return to school, students will complete an assessed creative writing task, where they will be marked on their vocabulary and use of literary techniques.</p>	<ul style="list-style-type: none"> • One 'live lesson' per week. This will cover the week's learning and success criteria. Teachers may provide group feedback and address any misconceptions from previous pieces of work. • Teachers will check into their Google classrooms daily to answer any questions that have been left in the chat. • A list of websites and online resources that can be used for additional support. • Bespoke Power points
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Maths

<p>Over the next two weeks students will look at Percentages and Area, Perimeter and Volume topics.</p> <p>These topics fit into the scheme of work for this term. As we follow a spiral curriculum these topics are areas that students already have some understanding of and teachers will be taking them forward based on their initial starting points.</p> <p>For the most able year 7s students will get on to Percentage Change problems and Compound Areas and Volumes.</p>	<p>For live lessons teachers will set a starter activity in the form of a Do it Now Task which is then discussed as a class. The teacher will then model the new skill or idea to the class; this will be either in the form of Power point or modelled directly on a white board as would normally happen in class. The class will then have a short task to do to test their understanding which the teacher then marks with the class before moving on to the next stage of the lesson.</p> <p>For Live lessons students will need to follow the link to the live lesson via Google Classroom and have a pen and paper ready to write on.</p> <p>For recorded lessons on Google Classroom students will complete a Starter activity typically on Diagnostic Questions, this is to let the teacher know what they have understood from the live lesson or the previous recorded lesson. From there they will watch a short video modelling the new topic, either one created by their teacher or from another source such as Corbett Maths.</p> <p>The main tasks for lessons will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>To help students with their main tasks on MyMaths it is useful to work through the online lesson which guides students through a topic before going straight into the online worksheet. For the online worksheet it is useful to have a pen and paper handy for workings out as well as a calculator.</p>	<p>The main work for lessons on Google Classroom will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>At the start of the lesson there will be a starter activity usually on Diagnostic Questions which gives students a chance to act upon the feedback in the video and practise the ideas modelled.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – Live teaching will be for a modelling of new ideas and skills and a chance for students to ask questions. • Recorded teaching (Google Classroom) - a mixture of Videos from SET staff, from MathsGenie or from CorbettMaths to model the new ideas. This will sometimes be in the form of bespoke Power points/ resources. • Teachers being available to answer questions via Google Chat during the Recorded Lessons on Google Classroom in the same time slots as students would usually have maths.
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Science

<p>Energy Transfers - Where does the energy we use come from and where does it go? How can energy be transferred?</p> <p>These are the key questions that hold together the unit of Energy Transfers. This is a Physics unit with the Big Idea that "energy is conserved". Students will learn the significance of the idea that energy is never created nor destroyed, known as the Law of Conservation of Energy.</p> <p>This is a change the unit we had planned to teach to students this half of term. Whilst energy is an abstract concept, the phenomena that students can see around them at home can all be related to these ideas. Unfortunately, students are not currently able to make use of the Science labs and equipment, so we have decided to delay delivering the next Chemistry unit, and hope that it won't be too long before students are able to mix chemicals and light Bunsen burners!</p> <p>This important concept will be introduced for the first time in this unit, but will be frequently revisited in future learning, as ideas about energy underpin many of the scientific explanations students will encounter. It will also be an opportunity for them to learn some data-handling skills so that we are ready to carry out investigations as soon as we able.</p>	<p>Lessons will follow the regular school timetable. Students should go to their Google Classroom at the normal lesson start time. Each lesson will have a Power point which students should work through. This will include the lesson objectives, Do It Now task, key information and structured tasks for students to complete.</p> <p>Students should spend approximately 50 minutes on each lesson. For some lessons, students will be asked to share their work with their teacher online at the end of the lesson. This can be done by uploading to the relevant Assignment task on Google Classroom.</p> <p>Parents are encouraged to support by checking that students have been able to access the work and asking them what they have learnt. A good place to start is by looking at some foods in the kitchen cupboard and comparing the energy content of each one, using the nutrition labels. Which foods have the most energy? What happens to this energy after we eat the food (there are more answers than you might think!)</p> <p>Students also have access to a wealth of resources on Kerboodle (www.kerboodle.com). This provides them with, amongst other things, a digital text book. The relevant text book for the first few lessons of this unit is "AQA Activate Student Book 1".</p> <p>Students have been sent an email link to their school email address to sign up to Kerboodle resources.</p> <p>On Kerboodle Energy Transfers is covered by Unit 3: Energy. Links to specific resources on Kerboodle will also be given in some lessons where relevant. The school institution code is wt9. Student usernames are the same as the first part of their school e-mail (e.g. abloggs).</p> <p>Students are advised to check that they can access Kerboodle as soon as possible and should leave a message in the Science Google Classroom if they are having any difficulties accessing or navigating this valuable resource.</p>	<p>Whilst working remotely students will take part in quizzes to check their understanding of the topic so far. They will have specific tasks to do each lesson; where necessary these will be followed up with answers in the next lesson for students to self-assess. There will be at least one task each lesson, with instructions for how to complete these, for example, by uploading a Document onto Google Classroom or filling in boxes on the Power point.</p> <p>Before half term, students will complete a review task where they will get a chance to demonstrate how they can apply their knowledge to a specific scenario. They will get feedback from the teacher on their use of English to communicate their scientific ideas.</p> <p>After half term, all students will complete an assessment which will focus on the topics studied since December, including while working remotely, with a synoptic element to check links to knowledge learnt earlier in Year 7. Students will be given more details about this, including what to revise, nearer the time.</p>	<p>During each lesson the teacher will be available to support students by responding to individual questions in the Class Comments function. There will also be Live Lessons, where students will follow the lesson remotely with the rest of the class. Details of this will be posted in the Google Classroom and times are below. A link will appear shortly before the lesson is due to commence.</p> <p>Live lessons will be used both to check and review learning up to that point and introduce new concepts.</p>
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MFL - German

<p>Students have 2 assignments to cover. The first is an independent research project on a German Speaking country. This is to provide them some basis as to why they are learning German and also allow them to investigate parts of the culture further but at their own pace. This also allows more focus on actual language acquisition in lesson time.</p> <p>It enables students to see why they are learning a language, what benefit it provides, cross curricular links with geography and history and also for them to become aware of the cultural differences.</p> <p>The second assignment will be language learning as part of preparation for their assessment later this half term.</p>	<p>For the research project students have a list of items they should include and also what they could include.</p> <p>The students are to produce a fact file of key information.</p> <p>Parents can help by asking questions about the country chosen.</p>	<p>Students will receive feedback on their presentation and the facts provided.</p> <p>This is going to be a class completion with rewards for most interesting facts, best designed etc.</p> <p>This will be given when work is handed in, This can either be done on line or paper based on return to school.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) will be scheduled to consolidate the language acquisition task for one lesson per week. • PowerPoints provided to introduce vocabulary. • Research topic explanation sheet • Teacher available to answer questions via Google Chat
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History

<p>Students will begin a new topic this term that follows on from the topic students completed in the Michaelmas Term that looked at the question 'How English was England before 1066'. The new topic will answer the question 'How did the Normans take control of England?'. Students will begin by looking at the events of 1066 and go on to look at how the Normans took control of England and how life changed under their rule.</p> <p>This topic will develop the key historical skills of using Interpretations, a skill that students will build on in years 8 and 9 and a skill that is needed for GCSE History.</p>	<p>Lessons will follow a set structure. The first task will be a 'Do It Now' task that will test recall from previous lessons. Students will then work their way through the lesson Power point that will be uploaded to Google Classroom. Additional resources, such as historical sources, will be uploaded as additional files. Students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>An 'Enquiry overview' sheet will be uploaded to Google Classroom that can be used at home to support your child. After each on-line lesson you can encourage them to add to this document. This will help consolidate what they have learnt and will create a sheet that can be used for revision for the end of unit assessment.</p>	<p>The work set will feed into the end of topic assessment that students will sit, to fully prepare for this students should ensure that they are completing the 'Enquiry Overview' sheet. The assessment will contain short answer questions testing recall of knowledge and a question that will require an extended answer to be written to answer the question "How did the Normans take control of England?".</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – will be used once a week to recap the work set in the previous lesson and then build on new skills that were part of the independent work set for remote learning, this will allow students to get the valuable support and scaffolding from their teacher so that they can correctly apply these new skills to their current and future work. • Work set will use bespoke Power points/resources produced by SET staff • The class teacher will be available to answer questions via Google Chat
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Religion and Ethics

<p>Students will continue with the topic that they were studying at the end of the Michaelmas Term which looked at 'What are the theories of creation?' and work will be set that gets the students to use the knowledge they learnt about how different religions and science think the world began and use it to form their own view.</p>	<p>Lessons will follow a set structure. The first task will be a 'Do It Now' task that will test recall from previous lessons. Students will then work their way through the lesson Power point that will be uploaded to Google Classroom which will contain that tasks they are expected to complete. Additional resources, such as sources and video clips that they need to refer to will be uploaded as additional files. Students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>To support your child after they have completed their online Religion and Ethics lesson you could ask them about what they have been learning about. Each lesson will contain a discussion point – which you could use a basis for a conversation about their view.</p>	<p>The work set will feed into the end of topic assessment that students will sit, the class teacher will respond to all work that is submitted via Google classroom.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – will be used once a week to recap the work set in the previous lesson and answer any questions that the students have. The live lessons will also be used to build on new skills that are needed for the independent work and to hold discussions on the topics and issues covered. • Work set will use bespoke Power points/resources produced by SET staff. • Teachers being available to answer questions via Google Chat.
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Geography

<p>Students will begin a new topic looking at the Geography of Africa. The title of the unit of work is 'Is all of Africa the Same?' This topic will build in the work done on continents and lines of latitude as part of the year 7 unit 'What is Geography?'. Students have also looked at the Physical features of the UK and so will be able to compare these with the Physical features of Africa. The work looking at the Biomes of Africa will help prepare students for the year 8 unit 'Should humans exploit the World's ecosystems?' and the work looking at fair trade will help prepare students for the year 9 unit 'Is the World shrinking?'. The topics of population, biomes and fair trade are also part of the GCSE Geography course.</p>	<p>The Oak National Academy lessons will follow a set structure which will contain an explanation of new content, independent work and knowledge check activities. Students will need to work on a Google Doc file so that they can submit their work electronically via Google Classroom or work on paper and take a photo of their work that they can then submit.</p> <p>Following a live lesson students will have GCSE style exam question set that they can submit via Google Classroom.</p> <p>A 'Key Knowledge, Skills and Vocabulary' sheet will be uploaded to Google Classroom that can be used at home to support your child. This sheet will be useful for students when revising for the end of topic assessments and can be used at home to test their recall of the key knowledge, skills and vocabulary they will need for it.</p>	<p>The work set will feed into the end of topic assessment that students will sit, to fully prepare for this students should ensure they revise the key knowledge, skills and vocabulary from the revision sheet provided. The assessment will contain short answer questions testing recall of knowledge and GCSE exam style questions – similar to those practised in the live lessons.</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will be have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) using bespoke resources produced by SET staff will be used once a week to introduce a key skill and model how to use this skill to successfully complete a GCSE style exam question. • Oak National Academy lessons will be set once a week to introduce new knowledge for the topic on Africa. • The class teacher will be available to answer questions via Google Chat
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Art and Design

<p>We will continue to focus on the formal elements of line, texture and tone through drawing using the work of Van Gogh as inspiration.</p> <p>This work will help embed the core skills students have started to develop and give them the opportunity to explore expressive mark-making.</p>	<p>The students will be given the opportunity to review prior learning whilst being introduced to further research skills. They should create a contextual study of the artist which will include visual and written elements.</p> <p>Students will be expected to produce practical outcomes in response to the lessons given.</p>	<p>We will be looking for students to respond to the work of Van Gogh both through direct visual analysis and through personal drawn responses. This work forms part of the body of work exploring the formal elements and will help embed key skills.</p> <p>The work will continue to be developed on return to school before final assessment.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – understanding research tasks and exploring presentation skills using a combination of Power points and visual resources produced by SET staff. • All material will be available in Google Classroom. • Teachers will be available to answer questions on Meet and email.
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Music

<p>Students have been learning about the key elements of music and instruments of the orchestra. Online lessons will be centred around these topics to develop students' listening skills through a range of aural exercises.</p> <p>Students were supposed to be moving onto practical work with an introduction to keyboard skills – as not all students will have access to a keyboard, embedding this previous learning will be really useful for future listening work.</p>	<p>All lessons will have a similar structure: Students will be expected to complete a starter exercise before the main activity etc.</p> <p>I will provide a Power point or worksheet with accompanying resources – these will mainly be listening extracts.</p> <p>By the end of this period of remote learning, students will have secured previous knowledge and developed their aural skills.</p> <p>If students are struggling with the work, they can search up definitions for the main key elements of music.</p> <p>There are also many really good sound clips to help them recognise the different orchestral instruments.</p>	<p>This work will feed into this half term's assessment in February when students will have a listening assessment based on these topics.</p> <p>To prepare for this, students should complete the various written tasks using the listening extracts provided and submit photos or copies of their work onto Google Classroom – class code for Yr7s is oq47cgl.</p>	<ul style="list-style-type: none"> • Students will either be expected to attend live lessons or use the resources on Google Classroom. • Live teaching will be on Google Meet and I will also be available to answer questions via Google Chat.
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Design and Technology

<p>In Year 7, Students in Design and Technology will have the opportunity to explore a variety of specialisms.</p> <p>This term, year 7 will be exploring Mechanisms which is part of the 3D Specialism. Students will have the opportunity to design and make a range of Pop up mechanisms.</p> <p>Students in year 7 have already this term explored a wide variety of different techniques and materials.</p>	<p>In each lesson, there will be a variety of information to help Students achieve each task. Students will experience worksheets, video clips and demonstrations. Students should spend no less than 30 minutes on their selected activity.</p> <p>By the end of each lesson, Students will have completed a finished design or variety of techniques. This work should be kept safely and uploaded to Google classroom at the end of each lesson.</p> <p>Parents can help by reminding Students that within Design Technology accuracy and presentation is vital, Students should spend time on their work and not rush the work produced.</p>	<p>By half term, Students will have a mechanisms assessment. In this assessment Students will need to explain how to make each mechanism and create an example of one. In the lead up to the assessment, students will be taught how to make each Pop up mechanism.</p> <p>At the end of each lesson, Students will need to take a photograph of the task they have produced and upload this to Google Classroom. Feedback will then be sent to each Student via Google classroom.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – either to introduce new content and or to consolidate. • Bespoke powerpoints/resources produced by SET staff. • Teachers being available to answer questions via Google Chat.
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Drama

<p>Students will learn how to analyse and evaluate the success of live theatre. They will be watching the live stage production of Billy Elliot and will be guided through how to analyse key scenographics such as set, lighting, sound, costume using appropriate theatre terminology.</p> <p>In each school year, students in Drama experience three units and this replicates the structure of the GCSE. The live theatre review is part of the GCSE written exam. This will be all new learning for year 7 students although they may recognise some of the theatre terminology.</p>	<p>Students will be expected to watch the live production of Billy Elliot which will be shared via google meet and will be given time to describe key examples of scenographics in use in writing. The teacher will then question the students on the purpose of a particular costume for example. How does it add to the context of the show and how we, as an audience, feel about the character.</p> <p>Students will be asked to write a paragraph following the formula; Point, Intended analysis, Evaluation, Improvement on their chosen scenographic as follow up work.</p> <p>Parent/carers can help by asking the following questions: 1) Why did Billy Elliot's father not want him to dance? 2) When is the play set? 3) What do you know about miners and in particular the miners' strike of 1984-85 in Durham? 4) What costume do Billy, his brother and his Dad wear? What might this suggest about their financial situation as a family?</p>	<p>The students will receive feedback within the live lessons by way of probing for further detail. Students will receive written feedback on their evaluative paragraph once it has been uploaded to google classroom.</p> <p>At the end of the half term, students will have analysed and evaluated the entire production considering its impact on an audience and will submit an essay answer. The work the student does now lays the foundations for that essay answer.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) • Recorded teaching • Bespoke Power points/ resources produced by SET staff • Teachers being available to answer questions via Google Chat
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