



Hailey Hall School Curriculum booklet for Year 7

Year 7 Art

Why this subject is important:

You will explore the formal elements of art through visual, tactile and other sensory experiences to communicate your ideas and meanings, developing confidence, competence, imagination and creativity.

You will learn to appreciate and value images and artefacts across times and cultures and to understand the contexts in which they were made.

You will learn to think and act as artists, crafts people and designers, working creatively and intelligently.

You will develop an appreciation of art, craft and design and its role in the creative and cultural industries that enrich our lives.

What you will learn this year:

Unit name	Topic	Skills and understanding
Autumn term	Natural and Man-Made	To explore the drawings of Henry Moore. To learn about observational studies and mark making in pencil and watercolour paint To be able to paint on paper and mixing colours, using techniques to apply colour. To learn about colour theory, colour mixing and application. To know about artists that use colour in their work.
Spring term	Fish project	To explore the artwork of Paul Klee. To explore shape and form. To explore mark making in alternative materials. To explore 3D manufacture techniques.

Summer term	Aboriginal project	To explore artwork from another culture. Explore symbolism. Explore a range of mark making equipment in reaction to learning about how Aboriginal artists approach their work and the methods that they use.
-------------	--------------------	--

Promoting British values:

Pupils can distinguish right and wrong

Pupils can develop the skills to express opinion about their own work and the work of others.

Pupils are given the opportunity to understand the importance of learning from others who have different beliefs, values and experiences.

How you will be assessed:

Your work will be marked regularly against the relevant Life Without Levels Grid and targets will be set for progression.

How parents/carers can help:

1. Talk to your child about what they are learning in lessons, perhaps getting them to explain to you what they have been learning.
2. Check your child's home learning tasks that have been set against the homework time table and where possible, look through your child's work to check that it is correct and complete.
3. Encourage your child to take an interest in the arts, visit any local galleries and museums and be aware of art in the news and any art programmes on TV.

Useful website and details of course books:

Tate.org.uk

NationalGallery.org

Progression routes and career opportunities:

GCSE Art and Design AQA course.

Who to contact and how if you have a query regarding your child's Art:

Name	Position	Email Address	Telephone
Miss Helen Phelps	Art Teacher	hphelps@haileyhall.herts.sch.uk	01992 465208

Year 7 English

Why this subject is important:

English is vital for communicating with others in school and in the wider world and is fundamental to learning in all curriculum subjects. In studying English pupils develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers.

Looking at the patterns, structures, origins and conventions of English helps pupils understand how language works. Using this understanding, pupils can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

What you will learn:

Unit name	Topics	Skills and understanding
Autumn Term/ Unit: 1	My life my choices	Retrieve and collate a range of information from sources. Writing for audience and writing to describe.
Autumn Term/ Unit:2	Introduction to Dickens 'A Christmas Carol'	Read independently. Show an understanding of main events, key themes and characters. Understand how texts reflect the time and culture in which they were written.
Spring Term/ Unit:3	Class reader- Gangsta Granny	Introduction to a range of reading strategies Choosing the correct tense when writing. Read independently. Show an understanding of main events, key themes and characters.
Spring Term/ Unit 4	Media	Understand the influence of media and film. Summarise information from a range of sources. Use appropriate style of writing for purpose.
Summer Term/ Unit 5	Creative Writing	Creative writing techniques and story writing. Developing characters throughout a story and solving a problem.

Promoting British Values:

Expressing opinions and challenging the ideas of others.
Pupils understand that conflict, disagreement and difference of opinion are part of life.
Pupils are given the opportunity to develop a strong sense of identity.
All pupils have a voice that is listened to.

How you will be assessed:

At the end of each half term unit of work you will be given a piece of assessment work to complete in class.

You will be given a grade for your work and advice about what you must do to improve your level. At the end of the year you will sit an English language test to prepare for your GCSE exams in Year 11.

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Useful website and details of course books:

BBC 'Bitesize' [KS3 section]

Progression routes and career opportunities:

GCSE English and Functional Skills examinations.

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Miss Sara Hill	Teacher	shill@haileyhall.herts.sch.uk	01992 465208

Year 7 Food Technology

Why this subject is important:

- It helps you to solve problems as individuals and members of a team.
- It helps you to become creative learners.
- It helps you design and make a range of products.
- It helps you to combine and to explore a range of materials.
- It helps you to improve the quality of life.

What you will learn:

Unit name	Topics	Skills and understanding
Term/ Unit: Autumn	Licence to cook.	<ul style="list-style-type: none">• Rules of the class room.• Basic knowledge of food groups.
Term/ Unit: Spring	Healthy Sandwiches	<ul style="list-style-type: none">• What foods are healthy and not very good for us.• Design and make a product.
Term/ Unit: Summer	History of foods	<ul style="list-style-type: none">• Understand how food has developed over the years.• What different countries

Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.
Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.
Pupils develop respect for themselves and learn to respect other people.
Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

How you will be assessed:

At the end of each term you will be assessed on that project and the practical work that has been completed.

Learning outside the classroom:

BBQ, growing and using food from allotments.

How parents / carers can help:

Provide them with a quiet place to do homework and revision.

Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.

Encourage your child to cook and make things using a range of materials at home.

Useful website and details of course books:

www.videojug.com
www.licencetocook.com
www.designandtech.com
www.techitout.com

Progression routes and career opportunities:

NCFSE

BTEC Home cooking skills

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Miss Lana Nipper	Teacher of D+T	lnipper@haileyhall.herts.sch.uk	01992 465208
Mrs Shelley Long	Teacher of D+T	slong@haileyhall.herts.sch.uk	01992 465208

Year 7 ICT Computing

Why this subject is important:

- Confident, creative and productive use of ICT is an essential skill for life
- ICT skills are essential in order to gain employment in modern society
- ICT gives access to ideas and experiences from a wide range of people, communities and cultures and allows you to work together and share information across the world.

What you will learn:

Unit name	Topics	Skills and understanding
eSafety	SMART Rules – internet safety Chat & chat rooms Instant messaging Email, mobiles, social networking File-sharing Gaming, spam, viruses Passwords, backing up Looking after your device	Understand the meaning of e-safety. How to use the internet/Chatrooms safely. Be able to use the internet responsibly and safely; to avoid cyber-bullying. Be able to give the definition for e-safety and cyber-bullying Be able to say what personal details are How to stay safe and avoid cyber bullying when using the internet Discuss and come up with rules that should be followed when adding “friends” on social networking sites. Be able to decide whether or not to accept “friends” on your social networking profiles. Know how to use the internet/Chatrooms safely. Understanding the ways in which they can prevent and combat computer hackers and viruses. Be able to recognise copyrights implications. Be able to keep records of references and sources to websites when obtaining images from the internet.
Under the hood of a computer	Under The Hood Code Breakers	Know that there are different number systems, decimal, binary, etc. Know that data is stored in computers in units called bytes Know that a byte is made up of eight smaller units called bits Understand that data must be converted to digital format to be processed by a computer

<p>Game Design</p>	<p>Understanding Scratch</p> <p>2D Game Design</p>	<p>In the process of creating interactive stories, games, and animations with Scratch, young people can learn important computational skills and concepts.</p> <p>They can learn problem-solving and project-design skills, such as reasoning logically, debugging problems, developing ideas from initial conception to completed project, and sustaining focus.</p> <p>They can also learn specific programming concepts, such as sequences, iteration, conditionals, variables, and data structures.</p>
<p>Creating an animation</p>	<p>Algorithms</p> <p>Sequences, iteration and procedures</p> <p>Selection</p>	<p>Be able to identify some of the steps in an algorithm for a dance routine</p> <p>Be able to understand the need for accuracy when issuing instructions</p> <p>Know the types of tasks best performed by humans and the types of tasks best performed by computers</p> <p>Be able to create part of a dance routine using an iteration loop</p> <p>Know that a procedure is a sequence of instructions that can be called on and executed when required</p> <p>Know what pattern recognition is and use it when evaluating a dance routine</p>
<p>How the web works</p>	<p>What is the web?</p> <p>How do we know what to trust on the web?</p> <p>How do we search the web?</p>	<p>Appreciate that everything on the web is interlinked</p> <p>Understand that the web is like a library</p> <p>Understand how web pages are related</p> <p>Understand the difference between WWW and the internet</p> <p>Be able to identify a poor quality web page and avoid using or relying on it</p> <p>Understand what is meant by the term 'bogus'</p> <p>Understand the difference between fact and opinion</p> <p>Appreciate when a web site could be dangerous</p>

Representing images	Pixels and pixelated images Image size and file type Moving images	Be able to reproduce an image on a pixel grid in one-bit colour Be able to reduce the colour depth on an image and predict the change in quality Know what steganography is and be aware of some basic steganography techniques Be able to create an animation from a series of static images
---------------------	--	--

Promoting British Values:

Democracy -

- Certain decisions on matters affecting the whole class are put to a vote
- We use voting as a system to encourage engagement in lessons, eg. Debates – for/against arguments, respecting views of others.

Rule Of Law –

- Whole school behaviour expectations/rules are constantly discussed, especially when they are breached, with individuals, pairs or small groups. We link behaviour to issues of morality and social interactions.

How you will be assessed:

You will be constantly assessed throughout the year with regular verbal and written feedback.

Each unit will end with a summative assessment in the form of a test, to assess knowledge or a practical task to assess knowledge and skills.

How parents / carers can help:

- Wherever possible and appropriate allow your son/daughter to complete work on a computer
- Look at the work they are completing and act as reviewers, highlighting the good features of any work produced and suggesting ways the work could be improved
- Talk about how technology has changed life during your life time
- Ensure home learning is completed

Useful website and details of course books:

<https://www.codecademy.com>
<http://my.dynamic-learning.co.uk/>

Progression Routes and Career Opportunities:

Cambridge Nationals iMedia Level 2
 College

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Mr Barnaby Aldiss	Assistant Headteacher	baldiss@haileyhall.herts.sch.uk	01992 465208

Year 7 Mathematics

Why this subject is important:

- A good level of numeracy is required for all jobs.
- A good qualification in maths shows you can think quickly.
- A good qualification in maths shows you are able to solve problems.
- A good qualification in maths will often mean a higher salary when you start work

What you will learn:

Unit name	Topics	Skills and understanding
Year 7 Maths	<ul style="list-style-type: none"> • Round any number to the nearest 10, 100, 1000 and round a number with one decimal place to the nearest whole number • Count backwards through zero • Use columnar addition and subtraction with numbers up to four digits • Multiply two- and three-digit numbers by a one-digit number • Use known and derived facts to multiply and divide mentally • Write any number of tenths or hundredths as a decimal • Find families of common equivalent fractions • Add and subtract fractions with the same denominator • Find areas of rectilinear shapes by counting squares • Use a line of symmetry to complete a symmetric shape or pattern • Identify lines of symmetry in 2D shapes • Use coordinates in the first quadrant • Interpret and construct bar charts and time graphs 	<ul style="list-style-type: none"> • Know the place value headings of ones, tens, hundreds and thousands • Know the Roman numerals I, V, X, L, C • Know multiplication facts up to 12×12 • Know division facts related to tables up to 12×12 • Know decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ • Know adjacent time facts involving years, months, weeks, days, hours, minutes and seconds • Know 12- and 24-hour clock conversions • Know the names and connected properties of triangles and quadrilaterals • Know the definitions of acute and obtuse angles • Know that area is measured in squares • Know that perimeter is a measure of length

Promoting British Values:

- You will learn about how the National Census is collected, what their main elements are and how it is evaluated and used in Britain
- You will take part in trips out, in-school maths challenges and extra-curricular activities, e.g. Maths Easter egg hunt, Maths Trails etc. Through these events you will learn about how to tolerate each other and embrace everyone's differences.

How you will be assessed:

You will be requested to complete a Learning Preview (at the beginning of each topic) and a Learning Review (at the end of the topic)
You will be set regular GCSE questions for home learning.

The final grade is calculated in the following way:

You will be assessed after each topic. Teacher assessments and topic assessments will give a combined overall grade.

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Useful website and details of course books:

Book: Edexcel Mathematics Foundation / Higher Course (Published by Pearson)
BBC Bitesize

Progression routes and career opportunities:

You will need Maths qualifications for all jobs, whatever you apply for.

Jobs that specially need maths are: Accountancy, Games designer, Engineering, Police, Pilot, Architect, Doctor, and Scientist etc.

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Mr John Thurley	Maths Coordinator	jthurley@haileyhall.herts.sch.uk	01992 465208

Year 7 Music

Why this subject is important

- Music is a unique form of communication that can change the way you feel, think and act. It forms part of your identity and can help develop your competence as a learner.
- Music increases your self-esteem and creates a sense of achievement and self-worth
- Music learning develops your critical skills, your ability to listen, to appreciate a wide variety of music and to make judgments about musical quality.
- Music increases self-discipline and creativity.
- Music helps you understand yourself, relate to others and develop a deeper cultural understanding of home, school and the wider world.
- Music education helps to develop a sense of group identity and togetherness and develops group work

What you will learn:

Year 7 pupils will be introduced to the skills needed for the new BTEC syllabus through these key topics:

Unit name	Topics	Skills and understanding	Attitudes and attributes
Term/Unit: Find Your Voice	<p>Can maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.).Communicates with other players during a performance, making adjustments as needed.</p> <p>Can use voice, sounds, technology and instruments in creative ways.</p> <p>Can suggest, follow and lead simple performance directions.</p> <p>Can sing with mostly accurate tuning.</p>	<p>Pupils will be able to offer comments about own and others' work and ways to improve, plus accept feedback and suggestions from others.</p> <p>Pupils will be able to recognise changes in tempo, texture and dynamics, with effective use of the correct terminology.</p>	Being able to perform as a class, in pairs and individually
Term/Unit: Elements of music	<p>Learn about different types of sounds</p> <p>Identify sounds as musical and non-musical</p> <p>Develop individual control of a range of sounds placing them into a musical contexts</p> <p>What are some of the important ingredients that make up Music?</p>	<p>understand pulse, meter, duration and tempo</p> <p>To understand pitch, dynamics and timbre</p> <p>To understand how music can communicate an idea</p>	<p>Be able to identify musical and non-musical sounds, performing sounds with awareness of sound quality and effect <input type="checkbox"/> Identify the elements of music using correct musical vocabulary, composing and performing effective demonstrations with instrument specific techniques <input type="checkbox"/> Use correct musical</p> <p>Being able to perform a simple piece as individuals.</p> <p>Being able to listen,</p>

Introduction to Garage Band	Pupils will be able to define analyse and apply the key features of Garage Band.	Pupils will be able to create a basic composition using loops.	appraise and discuss a wide range of music. Being able to work in small groups. Being confident to perform in front of an audience.
African Music	This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa.	Recognise music from different countries and places Perform one sound correctly on an African drum	Perform as part of a group a simple cyclic rhythm
Term/Unit: World of Hip Hop	Pupils will be able to study the history and significance of Hip Hop. Pupils will be able to create a simple Hip Hop track in Garage Band.	Pupils will be able to identify and describe the key features of Hip Hop.	Ability to compose short pieces of music using rhythm, melody and dynamics. Being confident to perform in front of an audience.

Promoting British Values

Working together and listening to each other – Looking at different cultures through music.
Pupil input and creativity
Peer's work feedback
Respecting others and their work

How you will be assessed:

At the end of each unit, you will be assessed on your performance and/or composition, individually, in pairs, small groups or larger ensemble.

At the end of the whole project in May, you will sit a written test based on what you have learned in all three units.

You will receive revision materials in preparation of the test.

A grade is calculated in the following way:

Assessed according to the National Curriculum.

How parents / carers can help:

1. Talk to your child about what they are learning in lessons.
2. Test your child's spelling on musical key words (these can be found in their planner).
3. Encourage your child to listen to music as much as possible at home.
4. If your child is learning a musical instrument inside or outside school, encourage them to attend regularly and practise frequently in their spare time.

Useful website and details of course books

www.youtube.com
<http://www.teachingideas.co.uk/music/namethatnote.htm>
www.musictheory.net
<http://www.musicteachers.co.uk/namethatnote/>

Progression routes and career opportunities

Who to contact and how if you have a query regarding your child

Name	Position	Email Address	Telephone
Mr R Taylor	Music Teacher	rtaylor@haileyhall.herts.sch.uk	01992 465208

Year 7 PE

Why this subject is important:

Physical education is important because it helps pupils stay physically active, develop interests in different types of physical activity, build teamwork and other social skills, and improve focus and academic performance.

What you will learn:

Unit name	Topics	Skills and understanding
Term/ Unit: Invasion Games Basketball , football,	Basketball Football	To understand basic skills and techniques of the game and perform them with control and some accuracy. Basic rules of the game. Understand the differences between players, officials and captains as well as different tactical positions. Court/pitch markings, contact/non-contact rules
Term/ Unit: Athletic activities	Sprinting Javelin Shot Putt	Recording scores and evaluation of performances To be able to take on the role of official and captain and demonstrate leadership with fairness and maturity Understand basic of controlling pace Understand the differences between a push, pull and a sling technique How power and stamina is used in events to be a successful performer
Term/ Unit: Health and Fitness	Is my individual personal CV fitness good or bad? What is a healthy amount of exercise? What does it mean to be fit? Healthy living and how diet affects this To understand the importance of fitness testing	Fitness requirements for everyday general health and prolonged life How much we need to exercise in a week and what kind of exercise suits us best What is considered a healthy diet and what affect will this have on our body.

Striking and Fielding.	Cricket Rounders and Danish Longball	To understand when to use each striking technique To understand why the key elements allow you to strike the ball in an effective way To understand why you need to be able to strike the ball into certain areas of the field
------------------------	---	--

Promoting British Values:

The ethos of British Values including fair play, team work and co-operation are embedded throughout every lesson.

How you will be assessed:

During each unit of work pupils will be assessed through: Peer assessment, self-assessment, feedback sheets and Q&A sessions.

At the end of each unit pupils are assessed in a practical environment. For all games pupils will be assessed on the performance of individual skills and their performance within a game situation. This will include assessment of the knowledge of rules, roles and responsibilities.

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Useful website and details of course books

www.bbc.co.uk/sportacademy
www.brianmac.com

Who to contact and how if you have a query regarding your child

Name	Position	Email Address	Telephone
Mr A Devine	Assistant Headteacher / PE Co ordinator	adevine@haileyhall.herts.sch.uk	01992 465208
Mr Josh Hewitt	PE teacher	jhewitt@haileyhall.herts.sch.uk	01992 465208

Year 7 Resistant Materials

Why this subject is important:

- It helps you to demonstrate your design and technology capability.
- It helps you to design and make original, creative products
- It allows you to work with a range of materials.
- It helps you to explore and investigate different products.
- It helps you to carry out individual, original research.

What you will learn:

Unit name	Topics	Skills and understanding
Term/ Unit: Autumn	Tangram Project	<ul style="list-style-type: none"> • Understand how to independently select a diverse range of specialist materials, techniques, equipment and processes to create imaginative outcomes that meet the requirements of client briefs • Be able to confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes • Be able to record a creative and diverse range of formal elements to meet the requirements of specialist briefs • Be able to use specialist materials, techniques, equipment and processes in response to client briefs • Project Specific: <ul style="list-style-type: none"> • Understand different geometric shapes and how they can be used to form a puzzle • Understand what finishes are and their importance
Term/ Unit: Spring	Structures Project	<ul style="list-style-type: none"> • Understand how to independently select a diverse range of specialist materials, techniques, equipment and processes to create imaginative outcomes that meet the requirements of client briefs • Be able to confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes • Be able to record a creative and diverse range of formal elements to meet the requirements of specialist briefs • Be able to use specialist materials, techniques, equipment and processes in response to client briefs • Project Specific:
Term/ Unit: Summer/	Steady hand game.	<ul style="list-style-type: none"> • Understand how to independently select a diverse range of specialist materials, techniques, equipment and processes to create imaginative outcomes that meet the requirements of client briefs • Be able to confidently develop and exploit the characteristics of specialist materials, techniques, equipment and processes • Be able to record a creative and diverse range of formal elements to meet the requirements of

		specialist briefs <ul style="list-style-type: none"> • Be able to use specialist materials, techniques, equipment and processes in response to client briefs • Project Specific:
--	--	--

Promoting British Values

Pupils develop their self-knowledge, self-esteem and self-confidence.
 Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.
 Pupils develop respect for themselves and learn to respect other people.
 Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

How you will be assessed:

Throughout the term pupils will be assessed against specific design and make strands this culminates in an overall grade on all the theory and practical work that has been completed.

The final (GCSE) grade is calculated in the following way:

Not relevant to this year group

How parents / carers can help:

1. Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
3. Encourage your child to use the internet if he has access to this to do research.
4. Encourage your child to revise each week for examinations.
5. Ensure your child meets all the coursework deadlines.
7. Provide them with a quiet place to do homework and revision

Useful website and details of course books:

- www.bcbitesize.co.uk
- www.technologypupil.com
- www.designandtech.com
- www.dtonline.org

Progression routes and career opportunities

College.
 Sixth form.

Who to contact and how if you have a query regarding your child

Name	Position	Email Address	Telephone
Miss Lana Nipper	Teacher of D&T	Inipper@haileyhall.herts.sch.uk	01992 465208

Year 7 Science

Why this subject is important:

The study of science fires pupils' curiosity about the world and helps them to find explanations. It links practical experience with scientific ideas. Pupils learn that science enhances knowledge and understanding in science is rooted in evidence. Pupils discover how science and technology affects industry, business and medicine and how science improves the quality of life. Pupils appreciate science worldwide and discover how it relates to their own culture.

Pupils also gain confidence to question and discuss issues that may affect their own lives, their immediate community and the world.

What you will learn:

Unit name	Topics	Skills and understanding
Structure and function of body systems	Levels of organisation exchange Breathing Skeleton Movement: joints Movement: muscles	<ul style="list-style-type: none"> Define and state examples of tissues, organs, and organ systems. Explain the hierarchy of organisation in a multicellular organism. Interpret information provided to decide on the function of the individual organs and of the organ system. Describe the structure of the gas exchange system. Describe how parts of the gas exchange system are adapted to their function. Interpret data given to compare the difference in the composition of inhaled and exhaled air. Describe the processes of inhaling and exhaling. Describe how a bell jar can be used to model what happens during breathing. Explain how to measure lung volume. Use appropriately calibrated apparatus to obtain a lung volume. Describe the structure of the skeleton. Describe the functions of the skeletal system. Describe the role of joints in movement. Explain how to measure the force exerted by different muscles. Carry out an experiment to make and record measurements of forces using the correct units. Describe the function of major muscle groups. Explain how antagonistic muscles cause

		<p>movement.</p> <ul style="list-style-type: none"> - Interpret data collected in an experiment, to identify a pattern between muscle fatigue and repetitive muscle contraction.
Reproduction	<p>Adolescence</p> <p>Reproductive systems</p> <p>Fertilisation and implantation</p> <p>Development of a foetus</p> <p>The menstrual cycle</p> <p>Flowers and pollination</p> <p>Fertilisation and germination</p> <p>Seed dispersal</p>	<ul style="list-style-type: none"> State the difference between adolescence and puberty. Describe the main changes that take place during puberty. Interpret observations given, to categorise the changes during adolescence. Describe the main structures in the male and female reproductive systems. Describe the function of the main structures in the male and female reproductive systems. Extract information from text to describe structures and functions of the key parts of the reproductive systems in a table. Describe the structure and function of gametes. Describe the processes of fertilisation. Describe what happens during gestation. Describe what happens during birth. State what the menstrual cycle is. Describe the main stages in the menstrual cycle. Present information in the form of a graphical timeline. Identify the main structures of a flower. Describe the process of pollination. Describe the differences between wind-pollinated and insect-pollinated plants. Use appropriate techniques to dissect a flower into its main parts. Describe the process of fertilisation in plants. Describe how seeds and fruits are formed. Make and record observations in a table with clear headings and units, using data to calculate percentage germination. State the ways seeds can be dispersed. Describe how a seed is adapted to its

		<p>method of dispersal.</p> <ul style="list-style-type: none"> - Plan a simple experiment to test one hypothesis about seed dispersal, identifying a range of variables.
<p>Particles and their behaviour</p>	<p>The particle model</p> <p>States of matter</p> <p>Melting and freezing</p> <p>Boiling</p> <p>More changes of state</p> <p>Diffusion</p> <p>Gas pressure</p>	<ul style="list-style-type: none"> Describe how materials are made up of particles. Use the particle model to explain why different materials have different properties. Use the particle model to explain how building brick models are representing common substances. Describe the properties of a substance in its three states. Use ideas about particles to explain the properties of a substance in its three states. Use observations to decide if substances are solids, liquids, or gases. Use the particle model to explain changes of state involving solids and liquids. Interpret data about melting points. Use cooling data to decide the melting point of stearic acid. <ul style="list-style-type: none"> - Use the particle model to explain boiling. - Interpret data about changes of state. - Select data and information about boiling points and use them to contribute to conclusions. - Describe changes of state involving gases. - Use the particle model to explain evaporation, condensation, and sublimation. - Explain how the practical procedure can be kept fair to ensure valid results. - Use the particle model to explain diffusion. - Describe evidence for diffusion. - Identify variables that need to be kept constant when investigating the rates of diffusion of KMnO_4. - Use the particle model to explain gas pressure.

		<ul style="list-style-type: none"> - Describe the factors that affect gas pressure. • - Collect, analyse, and interpret primary data to provide evidence for gas pressure.
Chemical Reactions	<p>Chemical reactions</p> <p>Word equations</p> <p>Burning fuels</p> <p>Thermal decomposition</p> <p>Conservation of mass</p> <p>Exothermic and endothermic</p>	<ul style="list-style-type: none"> - Describe what happens to atoms in chemical reactions. - Explain why chemical reactions are useful. - Compare chemical reactions to physical changes. - Identify chemical and physical reactions from practical observations. - Identify reactants and products in word equations. - Write word equations to represent chemical reactions. - Represent practical observations using word equations. - Predict products of combustion reactions. - Categorise oxidation reactions as useful or not. - Suggest an improvement to the practical procedure to improve on the accuracy of the results obtained. - Identify decomposition reactions from word equations. - Use a pattern to predict products of decomposition reactions. - Use practical results to decide which compound decomposes most readily. - Explain conservation of mass in chemical reactions. - Calculate masses of reactants and products. - Make a conclusion from data based on the idea of conservation of mass. - Describe the characteristics of exothermic and endothermic changes. - Classify changes as

		<p>exothermic or endothermic.</p> <ul style="list-style-type: none"> - Calculate the temperature change and make a conclusion in a range of familiar exothermic and endothermic changes.
Forces	<p>Introduction to forces</p> <p>Squashing and stretching</p> <p>Drag forces and friction</p> <p>Forces at a distance</p> <p>Balanced and unbalanced</p>	<ul style="list-style-type: none"> Explain what forces do. Describe what is meant by an interaction pair Make predictions about forces in familiar situations. Describe how forces deform objects. Explain how solid surfaces provide a support force. Use Hooke's Law. Present data on a graph, and identify a quantitative relationship in the pattern. Describe the effect of drag forces and friction. Explain why drag forces and friction arise. Plan and carry out an experiment to investigate friction, selecting suitable equipment. Describe the effects of a field. Describe the effect of gravitational forces on Earth and in space. Present results in a simple table. Describe the difference between balanced and unbalanced forces. Describe situations that are in equilibrium. Explain why the speed or direction of motion of objects can change. Present observations in a table including force arrow drawings.
Waves and Sound	<p>Waves</p> <p>Sound and energy transfer</p> <p>Loudness and pitch</p> <p>Detecting sound</p> <p>Echoes and ultrasound</p>	<ul style="list-style-type: none"> Describe the different types of wave and their features. Describe what happens when water waves hit a barrier. Describe what happens when waves superpose. Identify patterns in observations from wave experiments. Describe how sound is produced and travels. Explain why the speed of sound is different in

	<p>Light</p> <p>Reflection</p> <p>Refraction</p> <p>The eye and the camera</p> <p>Colour</p>	<p>different materials.</p> <ul style="list-style-type: none"> • Contrast the speed of sound and the speed of light. • Compare the time for sound to travel in different materials using data given. • Describe the link between loudness and amplitude. • Describe the link between frequency and pitch. • State the range of human hearing and describe how it differs from the ranges of hearing in animals. • Explain how sounds will differ in different situations. • Describe how the ear works. • Describe how your hearing can be damaged. • Describe how a microphone detects sound. • Explain some risks of loud music. • Describe what ultrasound is. • Describe some uses of ultrasound. • Explain, with reasons, why animals use echolocation. • Describe what happens when light interacts with materials. • State the speed of light. • Compare results with other groups, suggesting reasons for differences. • Explain how images are formed in a plane mirror. • Explain the difference between specular reflection and diffuse scattering. • Use appropriate equipment and take readings safely without help. • Describe and explain what happens when light is refracted. • Describe what happens when light travels through a lens. • Record observation using a labelled diagram. • Describe how the eye works.
--	--	---

		<ul style="list-style-type: none"> • Describe how a simple camera forms an image. • Choose suitable materials to make models of the eye and the camera. • Explain what happens when light passes through a prism. • Describe how primary colours add to make secondary colours. • Explain how filters and coloured materials subtract light. • Predict the colour of object in red light and the colour of light through different filters.
--	--	---

Promoting British Values:

<p>Democracy -</p> <ul style="list-style-type: none"> • Certain decisions on matters affecting the whole class are put to a vote • We use voting as a system to encourage engagement in lessons, e.g. Debates – for/against arguments, respecting views of others. <p>Rule Of Law –</p> <ul style="list-style-type: none"> • Whole school behaviour expectations/rules are constantly discussed, esp when they are breached, with individuals, pairs or small groups. We link issues of morality and social interactions.
--

How you will be assessed:

<p>You will be constantly assessed throughout the year with regular verbal and written feedback. Each unit will end with a summative assessment in the form of a test, to assess knowledge or a practical task to assess knowledge and skills.</p>
--

How parents / carers can help:

Provide your child with a quiet place to do home learning and revision

Useful website and details of course books:

<http://www.bbc.co.uk/education/subjects/zng4d2p>

Progression routes and career opportunities:

BTEC Principles of Applied Science

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Mr Paul Delamaine	Deputy head	Pdelamaine@haileyhall.herts.sch.uk	01992 465208
Mrs Sophia Bidwell	Science Co-ordinator	sbidwell@haileyhall.herts.sch.uk	01992 465208
Mrs Jacqui Dormer	Deputy head	Jdormer@haileyhall.herts.sch.uk	01992 465208

Year 7 Life Skills

Why this subject is important:

Life Skills will give pupils the opportunity to acquire the knowledge, understanding and skills they need to manage their lives. Life skills will develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. Through Life skills, pupils will be empowered to make informed decisions that guide them to stay healthy, happy and safe; to enjoy and achieve in life; to make a positive contribution to society and to achieve economic well-being for themselves.

The following programme of learning enables pupils to work towards a Level 1, Qualification in Employability

What you will learn:

LIFE SKILLS is the flagship curriculum area for promoting British Values at Hailey Hall School.

LIFE SKILLS inherently endorses, supports, embraces and teaches the fundamental British values of: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through the above, and other units, LIFE SKILLS exists to / exists to promote:

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.
- Material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- Ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

How you will be assessed:

LIFE SKILLS units are all coursework based against clear criteria.

The final qualification is calculated in the following way:

4 successful units (8 credits) = Level 1 Award.

7 successful units (14 credits) = Level 1 Certificate.

How parents / carers can help:

Provide pupils with a quiet place to do homework and revision.

Watch the news together with your child at least twice per week.

Useful website and details of course books:

- <http://filestore.aqa.org.uk/subjects/AQA-5800-W-SP.PDF>
- <https://www.pshe-association.org.uk/content.aspx?CategoryID=335>
- <http://www.citizenshipfoundation.org.uk/>
- <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

Progression routes and career opportunities:

- Level 2 in Personal and Social Education (AQA)
- GCSE in Citizenship (AQA)
- A Level in Citizenship (AQA)

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Mr John Thurley	Subject Coordinator for LIFE SKILLS	jthurley@haileyhall.herts.sch.uk	01992 465208

Year 7 Humanities

Why this subject is important:

- It helps you to understand your strengths and limitations.
- It helps to overcome your fears and give a sense of achievement.
- It helps to understand the wider world in which we live.
- It allows you to develop methods of enquiry and draw contrasts and similarities.
- It enables you to use a range of methods of presentation.

What you will learn:

Unit name	Topics	Skills and understanding
Term/ Unit: Autumn	Mapwork and Orienteering	<p>Understand how to orientate a map. Use a range of techniques to navigate yourself and a group to reach your goal.</p> <p>Understand basic symbols and use them to create your own maps for others to read.</p> <p>Be able to locate features on a map including the main rivers, mountains and national parks of the UK.</p> <p>Describe the concept of contours and be able to interpret them to create three dimensional objects.</p> <p>Begin to use compass bearings and map together effectively.</p>
Term/ Unit: Spring	Weather and Climate. Campcraft	<p>Develop the skills and knowledge to be able to successfully undertake an expedition.</p> <p>Understand the safety requirements involved in Hillwalking including how to pitch a tent and plan routes.</p> <p>Be able to cook meals and understand the nutritional benefit of healthy eating.</p> <p>Understand the difference between weather and climate. Understand how human activity affects the environment and natural systems</p> <p>Use fieldwork to collect information and interpret, analyse and draw conclusions. Present findings using a variety of methods.</p>
Term/ Unit:	Water Sports and The	Able to use a range of skills on closed

Summer/	Black Death	<p>and open water. Develop the confidence to move on the water and undertake paddle sports safely.</p> <p>Identify the different equipment and craft used.</p> <p>Develop a range of skills necessary to paddle efficiently in a Kayak, Canoe and Paddle Boarding.</p> <p>Pupils will develop their understanding of the Black Death using different methods of enquiry and start to use their own perspective and judgement creating their own structured accounts and analyses.</p>
---------	-------------	---

Promoting British Values

Pupils develop their self-knowledge, self-esteem and self-confidence.
Pupils develop their knowledge of Local and National History.
Pupils understand their role and impact on the natural environment and what can be done to preserve it.

How you will be assessed:

Throughout the term pupils will be assessed against our own levels pertaining to the activities which are undertaken.

The final (GCSE) grade is calculated in the following way:

Not relevant to this year group

How parents / carers can help:

1. Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
3. Encourage your child to use the internet if he has access to this to do research.
4. Encourage your child to revise each week for examinations.
5. Ensure your child completes home learning to enrich their development.
7. Provide them with a quiet place to do homework and revision

Useful website and details of course books:

www.bbcbitesize.co.uk
www.educationquizzes.com
www.ordinancesurvey.co.uk
www.metoffice.gov.uk
www.bbc.co.uk/history/forkids
www.kidspast.com

Progression routes and career opportunities

College.
Sixth form.

Who to contact and how if you have a query regarding your child

Name	Position	Email Address	Telephone
Mr. Paul Foster	Teacher of Humanities	pfoster@haileyhall.herts.sch.uk	01992 465208