

## Year 7 Remote Learning – January 2021

<b>What will my child be learning during the period of remote learning? Why has the School chosen this topic?</b>	<b>What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?</b>	<b>When and how will my child receive feedback on their work?</b>	<b>How will my child be taught remotely?</b>
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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 PowerPoints to work through each week. Each PowerPoints 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 <a href="https://www.suffolklibraries.co.uk/borrow/recommendations/elibrary">https://www.suffolklibraries.co.uk/borrow/recommendations/elibrary</a>. It is completely free.</p> <p>Good questions to ask include:</p> <ul style="list-style-type: none"> <li>• What might be a better word for .....?</li> <li>• Can you give me an example of a metaphor/simile/personification?</li> <li>• What is a noun/adjective/verb/adverb?</li> <li>• What's your favourite type of writing? Why?</li> <li>• What are you reading at the moment?</li> </ul>	<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"> <li>• 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.</li> <li>• Teachers will check into their Google classrooms daily to answer any questions that have been left in the chat.</li> <li>• A list of websites and online resources that can be used for additional support.</li> <li>• Bespoke PowerPoints</li> </ul>
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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 PowerPoints 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"> <li>• Live teaching (Google Meet) – Live teaching will be for a modelling of new ideas and skills and a chance for students to ask questions.</li> <li>• 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 PowerPoints/ resources.</li> <li>• 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.</li> </ul>
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## Science

<p><b>Energy Transfers</b> - 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 PowerPoints 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 (<a href="http://www.kerboodle.com">www.kerboodle.com</a>). This provides them with, amongst other things, a digital text book.</p> <p>The relevant text book for the first few lessons of this unit is "AQA Activate Student Book 1". On Kerboodle Energy Transfers is covered by <b>Unit 3: Energy</b>. Links to specific resources on Kerboodle will also be given in some lessons where relevant. The school institution code is <b>vbv4</b>. Student usernames are the same as the first part of their school e-mail (e.g. abloggs).</p> <p>Their passwords are the same the first time they log on, after which they should have changed it to something memorable! 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 PowerPoints.</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 - French

<p>During the period of online learning students will be learning how to describe other people, using the French character, "Le Petit Nicholas", as the focus for the learning. Pupils will learning to describe others' names, personalities and appearance, as well as their likes and dislikes.</p> <p>This will build on the learning they have been doing regarding describing themselves and introducing family members. It will consolidate key vocabulary to talk about themselves and others, studied in the first term, and look forward to their next topic which will be talking about school.</p>	<p><b>Live lessons:</b> During a live lesson the teacher will provide a do it now task, explanations and encouragement, as well as giving immediate feedback through questioning and activities. The activities will be shared on screen via a PowerPoints.</p> <p>For an 'independent learning' lesson, a Do it now task will be given, followed by online activities and/or tasks to be completed through Google Forms. The PowerPoints will also provide activities to complete.</p> <p><b>Independent learning:</b> One or two additional lessons a week.</p> <p>For pre-learning, students will be provided with a set of Quizlet vocabulary and/or a PowerPoints slide to read through and make notes from. Some may be on external websites, such as Language Gym, but this will be explained and links provided in the Google Classroom. Most pupils are already experienced in using these platforms due to classwork and homework already being set on them.</p>	<p>At the end of the period of lessons based on 'Le Petit Nicolas' students will be expected to write a poster presenting a character, celebrity or personality of their choosing. Once submitted this will be marked and feedback given and assessed according to a range of criteria which will be shared with the pupils. Immediate feedback will be given when Language Gym activities or Google Form Quizzes are completed. Pupils will self-assess their progress on Quizlet.</p> <p>During a live lesson, immediate feedback will be given on pronunciation and how improvements can be made. This will provide the opportunity for any misconceptions or particular difficulties to be addressed.</p> <p>Following the initial work on 'Ma Famille' last term, pupils will have the tools to talk about themselves and others. The final assessment on this topic will take place on the return to school or, if this postponed, through a listening test and/or an oral presentation to be recorded online.</p>	<p>A combination of resources will be used in order to be as effective as possible:</p> <ul style="list-style-type: none"> <li>• Students will have access to the teacher during their live lesson and for a period at the beginning of the lesson during independent work (via Google Chat).</li> <li>• Live teaching will take place via Google Meet.</li> <li>• Other external links such as TeachVid, Language Gym and Quizlet may be used.</li> <li>• PowerPoints or other external resources will be uploaded for independent lessons.</li> </ul>
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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 PowerPoints 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?'.  At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.  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"> <li>• 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.</li> <li>• Work set will use bespoke PowerPoints/resources produced by SET staff.</li> <li>• The class teacher will be available to answer questions via Google Chat.</li> </ul>
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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 PowerPoints 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"> <li>• 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 PowerPoints/resources produced by SET staff.</li> <li>• Teachers being available to answer questions via Google Chat.</li> </ul>
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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"> <li>• 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.</li> <li>• Oak National Academy lessons will be set once a week to introduce new knowledge for the topic on Africa.</li> <li>• The class teacher will be available to answer questions via Google Chat</li> </ul>
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## Art and Photography

<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"> <li>• Live teaching (Google Meet) – understanding research tasks and exploring presentation skills using a combination of PowerPoints and visual resources produced by SET staff.</li> <li>• All material will be available in Google Classroom.</li> <li>• Teachers will be available to answer questions on Meet and email.</li> </ul>
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## Music

<p>This term we will be exploring Instrumental sounds in particular the Orchestra describing music using the full range of elements of music.</p> <p>During the Michaelmas term the students explored rhythm and pitch and began to use some of the elements of music to describe musical pieces from Africa and the Medieval period respectively.</p> <p>This term we will investigate a range of musical pieces from the Romantic period to see how composers started to consider more emotional responses to their work and how different timbres can create a range of moods and colour in music.</p>	<p>For the first week a PowerPoints will introduce the students to the four families of the orchestra. A worksheet has been provided to fill in the instruments for each section and a short description of how each instrument may be played or what it is made of. There are videos uploaded for each individual instrument to aid completion of the sheet</p> <p>Week 2 PowerPoints for the elements of music and listening tasks which will be posted on the Google classroom.</p>	<ul style="list-style-type: none"> <li>• Listening test to recognise different instruments at the end of the unit.</li> <li>• Short test to match up the elements of music with their description.</li> <li>• Develop extended writing skills to describe pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet) – either to introduce new content and or to consolidate.</li> <li>• Video and sound clips linked in Google Classroom.</li> <li>• PowerPoints/resources uploaded to Google Classroom.</li> <li>• Available to answer questions via Google Chat.</li> </ul>
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## Design and Technology

<p>Students will be learning the skills of drawing in 3D in a D&amp;T context – Isometric projection, 2 Point Perspective and Annotation. In a Cross-Curricular link with History, the focus for the skills will be the motte &amp; bailey castle.</p> <p>This is the same topic that students would have been learning in “normal” lessons. 3D drawing is a new skill to Year 7, and will be revisited frequently in future.</p>	<p>There will be a mix of Slideshow instructions and demonstration videos, with students mainly working on paper with pencil, ruler &amp; set square. Each “lesson” should take around 50 minutes, by which time they will have developed a skill or drawn a specific item.</p> <p>The best support that adults can give is a calm and positive atmosphere – students often feel negative about their drawing skills. Please be supportive, and remind them that, if they feel their work is “bad”, they are comparing themselves to somebody who has used these skills for years. Adults could, in fact, feel free to do the same work alongside the students.</p>	<p>Feedback will be given in a variety of ways, as appropriate to the tasks. Details of what to submit for feedback will be given via the Google Classroom, but typically it will involve taking a photograph of work done by hand and submitting it to the Google Classroom.</p> <p>All work done on paper must be brought to school when normal lessons resume, as work in class will build on work done at home.</p>	<p>Teaching will take place using a variety of methods, centred on the Google Classroom.</p> <ul style="list-style-type: none"> <li>• Staff will be available to answer student questions (via the Google Classrooms).</li> <li>• Slideshows with instructions and exemplars.</li> <li>• Video demonstrations presented by staff.</li> <li>• Links to external support resources.</li> </ul>
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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"> <li>• Live teaching (Google Meet).</li> <li>• Recorded teaching.</li> <li>• Bespoke PowerPoints/ resources produced by SET staff.</li> <li>• Teachers being available to answer questions via Google Chat.</li> </ul>
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