



Yardleys
School
WORKING TOGETHER FOR A BETTER FUTURE

Supporting Learning at Home

2022/23

Year 7 – Term 3

This practical 'how-to-guide' is designed to advise how you can support developing your child's long-term knowledge at home.

How can I support my child at home?

At Yardleys we aim to provide students with a curriculum that educates the whole child. We endeavour to ensure that throughout their time at the school they become responsible and respectful citizens that are ready for life. Ultimately through our teaching we want students to know more, remember more and do more. The science tells us that to remember things we need to practice, rehearse and retrieve this information regularly, which will be significantly improved if this can happen at home as well as at school.

This guide will tell you a little bit about memory and share some strategies you may use at home. It will also highlight some subject specific things that you can 'Watch, Listen or Discuss' with your child at home to help this memory process. We have also shared a summary of what they will study throughout the year.

How can we remember things forever?

We have two types of memory:

- **Working Memory:** This has a very small capacity, and information is easily forgotten.
- **Long Term Memory:** This has an unlimited capacity.

If knowledge is only stored in our working memory, it gets **forgotten**. In order for us to 'learn' and be able to recall knowledge, it has to be transferred and stored in our **long-term memory**.

Below are techniques which you can use at home to ensure knowledge can be stored in your child's **long-term memory**:

How can I support my child at home?

1) Tell me what you learnt today

Ask your child to explain something which they studied today in school.

Why?

Asking your child to articulate their thinking consolidates what they have learnt, whilst developing their communication skills. Having to think, and recall what was covered, is a key strategy when transferring knowledge into our long-term memory.

Questions to ask your child:

- What was the most interesting thing you learnt today?
- Tell me three things you learnt in **Science** today.
- What questions did you ask in lesson today?

2) Creating Flashcards

Step 1) Take one page of A4, and cut this into four squares.

Step 2) On the front cover, write the topic title and key question. For example, 'What were the causes of World War II'?

Step 3) On the reverse side write 4-5 short facts which answer the question or are linked to the topic.

Step 4) Test your child at home. Read out the question or topic title, and see how much they can remember.

3) Look, Cover, Write, Check

Step 1) Read through the content in your knowledge organiser.

Step 2) Cover up the information and see how much you can **write from memory**.

Step 3) Go back and **check**. Did you miss anything? If so, add in your corrections in a different colour pen.

Step 4) Repeat again until you can write everything out from memory, with no corrections needed.

PRACTISE ONE

- 1) Most volcanoes and Earthquakes occur along plate boundaries.
- 2) At a convergent plate boundary, plates move towards each other.
- 3) This can occur with one continental plate or two oceanic plates, or one oceanic plate and one continental plate.
- 4) At a divergent plate boundary, plates move away from each other.
- 5) Mostly happens under oceans.
- 6) At conservative plate boundaries, the plates slide past each other.
- 7) Volcanoes can be formed away from plate boundaries, called hotspots.

PRACTISE TWO

- 1) Most volcanoes and earthquakes occur along plate boundaries.
- 2) At a convergent plate boundary, plates move towards each other.
- 3) This can occur with one continental plate and one oceanic plate, or two continental plates.
- 4) At divergent plate boundaries, plates move apart, mostly happens under the ocean.
- 5) At conservative plate boundaries, plates slide past each other.
- 6) Volcanoes can be formed away from plate boundaries called hotspots.

Educational and Cultural Day Trip in Birmingham

Making learning fun and memorable is something that you can support us with heavily outside of school. There are so many educational and cultural opportunities available across Birmingham that you may wish to visit, we have highlighted some of these below.

Midlands Art Centre

There's simply so much on at MAC Birmingham, you'll be spoilt for choice. From breaking up your day in the park with a feature film, to learning a fun new skill like making jewellery or learning the piano, MAC has something for everyone.

MAC Birmingham is dedicated to bringing the arts into the community, with shows and exhibitions to inspire and courses and workshops that open up the artistic world to enquiring minds - young and old alike!

<https://macbirmingham.co.uk/>

National SEA LIFE Centre

National SEA LIFE Centre, The Waters Edge, 3 Brindleyplace,
Birmingham, B1 2HL

Accredited by the Council for Learning Outside the Classroom, Birmingham's National SEA LIFE Centre is a popular attraction for school visits with more than 2,000 creatures to see including sea turtles, sharks and penguins. With a wide range of talks and demonstrations throughout the day and interesting facts about marine habitats, the SEA LIFE Centre is a fantastic place to visit.

www.visitsealife.com/birmingham

Cadbury World

Linden Road, Bournville B30 1JR

Discover the magic of chocolate and the history of the cocoa bean at Cadbury's World. With more than 2,000 groups attending each year, it has become a hotspot for school visits. Learn about the vast history of Cadbury's products and packaging and take a tour to see chocolate making at its best. With a 4D chocolate adventure cinema experience, there is sure to be something for everyone from KS3 to KS5.

www.cadburyworld.co.uk/schools-and-groups

Thinktank, Birmingham Science Museum

Millennium Point, Curzon Street, Birmingham, B4 7XG

Thinktank has an incredible variety of exhibitions and galleries for those interested in science and engineering. Explore the Spitfire Museum, the Marine World gallery and all things astronomy at the Planetarium. Thinktank's Natural Science collection is the largest in the West Midlands and has over 250,000 specimens.

www.birminghammuseums.org.uk

The Library of Birmingham

Centenary Square, Broad St, Birmingham, West Midlands B1 2ND

Why not take a tour of one of the most iconic buildings in Birmingham? The Library is one of Birmingham's biggest tourist hotspots. See the memorial room dedicated to Shakespeare on the top floor with a vast collection of the famous playwright's work. The Library has a number of events and talks, a photography wall, and collections that pay homage to Birmingham's heritage.

libraryofbirmingham.com

Birmingham Botanical Gardens and Glasshouses

Westbourne Road, Edgbaston, Birmingham B15 3TR

With four glasshouses and 15 acres of grounds, the Botanical Gardens and Glasshouses offer school trips like no other. Awarded the Growing Schools garden award by the Department of Education, the Gardens have tailored made activities for different topics and age groups. For teachers who want to lead their own activities, the Botanical Gardens offer a range of resources.

www.birminghambotanicalgardens.org.uk

Museum of the Jewellery Quarter

75-80 Vyse St, Birmingham B18 6HA

A visit to Birmingham's famous Jewellery Quarter is a must. The Museum of the Jewellery Quarter tells the story of the Quarter and the city's renowned jewellery heritage. Set in the Smith & Pepper jewellery manufacturing firm, this fantastic time capsule offers live demonstrations at the jewellers' bench, giving visitors a chance to see what it was like to work there.

www.birminghammuseums.org.uk/jewellery

Birmingham Hippodrome

Hurst St, Southside, Birmingham B5 4TB

The Birmingham Hippodrome is one of the most popular theatres in the UK, regularly attracting over 500,000 visitors at performances every year.

From the Birmingham Royal Ballet to West End shows, the Hippodrome can accommodate groups of all sizes.

Whether it's dance or drama, the theatre is a great venue for students who have an interest in the creative arts.

www.birminghamhippodrome.com

Birmingham Back to Backs

50-54 Inge St, Birmingham B5 4TE

Take a fascinating guided tour of the last surviving courtyard built back to back, a key part of Birmingham's history. From the 1840s to the 1970s discover the lives of the residents who came to work in these small houses. With workshops and a 1930s sweet shop, it is a great place for students to learn about the city's history.

www.nationaltrust.org.uk/birmingham-back-to-backs

Electric Cinema

47-49 Station St, Birmingham B5 4DY

Birmingham is home to the UK's oldest working cinema, which is now complete with luxury sofas and a waiter service. With regular showings of the latest movies from foreign, classic, independent and contemporary – this is a perfect school trip for students interested in film and media.

www.theelectric.co.uk

Black Country Living Museum

2 Tipton Rd, Dudley, West Midlands DY1 4SQ

The Black Country Living Museum caters to all ages from primary school to secondary. Whether it is geography, science, history, design or literacy, the museum has a range of learning tools to assist with your visit. Celebrating the 1830s industrial landscape, take a tour of the Museum's village to hear the stories of people in their workshops. See vintage transport, play games and explore over 26 acres that celebrate a key part of history in the West Midlands.

www.bclm.co.uk

Aston Villa and Birmingham City Football Stadium Tours

Aston Villa Football Club, Villa Park, Birmingham, B6 6HE

Birmingham City Football Club, St. Andrew's Stadium, Birmingham, B9 4RL

Birmingham is home to two famous football clubs, with Aston Villa one of only a handful of English teams to lift the European Cup. Why not visit the stadia where historic footballing memories took place? From the press room and

the players' tunnel to the dressing rooms and hallowed turf itself, these tours are perfect for students who love sport.

www.avfc.co.uk/page/StadiumTours

www.bfc.com/tickets/Stadium_Tours.aspx

St George's Park – The Ultimate Football Experience

St. George's Park, Newborough Road, Needwood, Burton upon Trent, Staffordshire, DE13 9PD, UK

Ever wondered where the England football team trains? Not far from Birmingham is St George's Park. The Ultimate Football Experience is a brilliant way to help and encourage students to take part in sport, offering a trained FA coach, 3G pitch and fun football activity sessions on the grounds where England's best players – including Wayne Rooney, Joe Hart and Harry Kane – perfect their art.

www.thefa.com/st-georges-park

Birmingham Museum and Art Gallery

Chamberlain Square, Birmingham, B3 3DH

The Birmingham Museum and Art Gallery is one of the most visited attractions in Birmingham, right in the centre of the city. It is home to the world's biggest collection of Pre-Raphaelite paintings, while exhibitions and over 40 galleries also ensure it is a popular destination for educational visits. See artefacts and objects throughout history from Ancient Egypt to the Romans and Ancient Greece.

www.birminghammuseums.org.uk/bmag

Ikon Gallery

1 Oozells St, Birmingham B1 2HS

Celebrating modern art from across the globe, Birmingham's Ikon Gallery is housed in a Victorian school building in Brindleyplace, beside the city's canals. Whether it is painting, sculptures, mixed media or photography, there is something for everyone. Learn about the meaning behind these visual masterpieces through seminars, tours and workshops that enable visitors to share and discuss their views. Pupils can engage through creative learning, and teachers will have access to a number of resources so that students can make the most out of their visit.

ikon-gallery.org

The Wonderful World of Planes and Trains

3 Mary Ann Street, St Paul's Square, B3 1BG

An interactive and fun way to learn about the history of trains from the 1890s to today. With a number of engaging activities such as plane flight simulators, Scalextric, and train travel workshops – it's the perfect day out for a school trip.

wonderfulworldtrainsplanes.co.uk

Birmingham Repertory Theatre

Broad Street, Birmingham B1 2EP

The REP – as it is commonly known – has a Learning and Participation team that visit schools to give a greater understanding of theatrical technique. Drama is a fantastic way to develop communication skills and improve confidence, and the REP has workshops that will help students develop these skills through theatrical exercises. The theatre also has a number of exciting productions throughout the year that you don't want to miss.

www.birmingham-rep.co.uk

Birmingham Conservation Park

Birmingham Wildlife Conservation Park, Pershore Road, Edgbaston, B5 7RL

The Birmingham Wildlife Conservation Park is home to a number of animals from squirrel monkeys to the Green Tree Python. The park is focused on helping endangered species with a captive breeding programme. With educational talks and campaigns, it is a great way to learn about the animals, their habitat and to encourage

students to volunteer.

www.birmingham.gov.uk/naturecentre

West Midlands Safari Park

Bewdley, Worcester, DY12 1LF

Are you ready for an adventure, one that spans continents, species and millions of years? West Midland Safari Park has just the thing all wrapped up and raring to go! Interact with beautiful animals from nocturnal monkeys to African lions, there are many surreal animal encounters to experience. Grab your ride wristbands, find your favourite animal and most of all have an amazing experience!

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

The Birmingham Mystery Treasure Trail

Snow Hill Train Station, Birmingham, West Midlands, B3 2BJ, England

If you're looking for a cost-effective family day out then The Birmingham Mystery Treasure Trail is for you!

Follow the 1.5-mile route through Birmingham on this self-guided themed Treasure Trail. Hunt for clues located on permanent features such as buildings and statues to solve the mysteries, and discover something new about where you live!

<https://www.treasuretrails.co.uk/products/days-out-birmingham-west-mids?variant=39342365212717>

YARDLEYS YEAR 7 CURRICULUM

Subject	Term 1	Term 2	Term 3
English	'Boy in the Stripped Pyjamas' Transactional Writing (Letter)	'Macbeth' Long Writing (Social Media)	Identity Poetry Anthology Creative Writing
Math	Place Value, Comparing and Ordering Addition and Subtraction of Integers and Decimals Estimating Rounding Multiplying and Dividing with Powers of 10 Multiplication and Area Division and Applications	Factors, Multiples and Primes Order of Operations Algebra Conventions and Collecting Algebra Substitution and Solving Representing Fractions and Ratios Operations with Fractions	Percentages Angles Perimeter with decimals and algebra Symmetry and Tessellation Time Statistics – Interpreting charts
Science	Forces Energy	Particles Chemical Reactions	Inside Cells Building Blocks
Geography	UK Geography and Rivers	Tourism and South Africa Ecosystems	Industrial change Extreme weather & climate
History	Creation of England Norman invasion	Islamic Empire Crusades Eleanor of Aquitaine	Late Medieval England Mansa Musa
RE	Chronology of Religion Hinduism	Sikhism	Judaism
MFL	Myself	My Family Where I Live	School

Subject	Term 1		Term 2		Term 3	
Computing	Software skills Impact of technology		Networks Scratch part 1		Programming essentials in Scratch – part II Modelling data	
Music	Percussion Ensemble – African Drumming, Vocal Ensemble – Popular music Keyboard – Western classic Guitar Ensemble – Funk		Ensemble - Popular Music, Music Technology - Electronic Music, Percussion Ensemble - Samba and the Music of Brazil Vocal Ensemble - Popular Song		Keyboard: Western Classical Tradition Guitar Ensemble: MOR/Americana Ensemble 2 Tradition Focus: - Popular Music Music Technology: - Electronic Music Free Composition	
Drama	Introduction to Drama – Vocal and Physical skill development		Working with a story		History through Drama – Time Travel Non-naturalism	
Art	Formal Elements - focus of tone, texture, accurate shape.		Colour Theory – Colour pencil blending, painting techniques and Photoshop.		Disney portraiture and character recreation.	
Design and Technology	Designing for People	Design Development	Production and Industry	Making	Food and nutrition	Systems and Control
Physical Education	Invasion Games – Rugby Football Netball	Net and Wall Games – Badminton	Accurate replication and exploring compositional ideas – Gymnastics and Dance	Fitness and problem solving	Striking and Fielding – Cricket and Rounders	Athletics



Subject: **English**

Intent: English has the ability to greatly enrich and transform lives: it helps students to express themselves, communicate accurately and interrogate information critically, allowing them to not only understand the world around them, but also to confidently and effectively contribute to it. We know that the more our students talk about their work, both inside and outside of school, the deeper and more flexible their learning and that is why we are asking you to help us promote the school values of curiosity and reflection beyond our classrooms and, in doing so, help your child on their journey to success!

This term pupils will be studying poetry that is linked via the theme of Identity as well as learning how to create descriptive writing. Individual teachers will choose which poems from the anthology they will be focussing on but **re-reading with your child the poems they are studying in class, or reading them yourself alongside the in-class schedule, is one of the best ways you can help support your child at home.** However, we've detailed below some other activities, reading and discussion you could do with your child at home to help support their learning in school.

The poems covered include: **Home** by Warsan Shire, **Island Man** by Grace Nichols, **Kid** by Simon Armitage, **Name** by Carol Ann Duffy, **Plenty** by Isobel Dixon, **Presents from my Aunts in Pakistan** by Moniza Alvi, **Sonnet 18** by William Shakespeare, **Still I Rise** by Maya Angelou, **The Highway Man** by Alfred Noyes, **The Sari** by Moniza Alvi, **We Refugees** by Benjamin Zephaniah, **Women** by Alice Walker and **Originally** by Carol Ann Duffy.

Week/Date	Teaching Focus	Additional Home Learning Activities		
		Watch on ClickView	Listen on Spotify/ BBC Sounds	Discuss together
Week 1 – 17.04.23	One of the Moniza Alvi poems	<ul style="list-style-type: none">• Stephen Fry’s Planet Word – Identity• BBC Bitesize daily: Secondary English:Passive and Active Voices• BBC Bitesize: English What is a passive sentence• BBC Bitesize: What is an extended noun phrase• Elements of Art: colour	<ul style="list-style-type: none">• Warsan Shine on a Nation of Poets• Book Club Carol Ann Duffy• The Essay Letters to a Young Poet Moniza Alvi	<ul style="list-style-type: none">• Does a person’s identity change if they move to live in another country?• What is the impact of culture on a person’s identity?• What objects do you own that best describe your identity and why do they do that?• Can you describe a colour without naming it?
Week 2 – 24.04.23	Writing about an object			
Week 3 – 01.05.23	Study of another poem from the anthology			
Week 4 – 08.05.23	Writing about an object			
Week 5 – 15.05.23	Study of another poem from the anthology			
Week 6 – 22.05.23	Writing about an object			
Half term				
Week 7 – 05.06.23	Study of another poem from the anthology			
Week 8 – 12.06.23	Writing about an object			
Week 9 – 19.06.23	Study “Still I Rise” by Maya Angelou			
Week 10 – 26.06.23	Assessment Week			
Week 11 – 03.07.23	Writing about an object			
Week 12 – 10.07.23	Study of another poem from the anthology			
Week 13 – 17.07.23	Writing about an object			



Subject: Maths – Year 7

Summary

TERM 3 Week/Time	Teaching Focus	Possible activities at home	
		Watch and Make Notes	Discuss
Week 1: 17/4/23	Ratio	http://corbettmaths.com/2013/03/03/simplifying-ratio/	What are the similarities and differences between ratios and fractions?
Week 2: 24/4/23	Multiplying- Dividing Fractions	http://corbettmaths.com/2012/08/21/multiplying-fractions-2/ http://corbettmaths.com/2012/08/21/division-with-fractions/	How do you write an integer as a fraction? Why do you do that?
Week 3: 1/5/23	Fractions – Comparing	http://corbettmaths.com/2013/02/17/ordering-fractions/	How do you compare fractions when the total is different?
Week 4: 8/5/23	Fractions – Adding/Subtracting	http://corbettmaths.com/2012/08/21/fractions-addition-and-subtraction/	When do you need a common denominator?
Week 5: 15/5/23	Percentages – Converting between fractions, decimals and percentages	http://corbettmaths.com/2013/03/29/fractions-to-percentages/	What is a percentage? What do we use it for?
Week 6: 22/5/23	Percentages – Non Calculator methods	http://corbettmaths.com/2012/08/20/percentages-of-amounts-non-calculator/	Tell me two ways of finding 15% of a number without a calculator
May-June Half Term			
Week 7: 5/6/23	Coordinates	http://corbettmaths.com/2013/04/15/coordinates/	How do you know where to plot (4,5) on a graph?
Week 8: 12/6/23	Reflective Symmetry	http://corbettmaths.com/2013/05/15/line-symmetry/	Name some company logos with reflective or rotational symmetry.
Week 9: 19/6/23	Sequences	http://corbettmaths.com/2013/05/15/line-symmetry/	What is a sequence? How do you tell what type of sequence it is?
Week 10: 26/6/23	Revision	Personal Revision – Assessment Books & Mini Tests	
Week 11: 3/7/23	Assessment Week	Personal Revision – Assessment Books & Mini Tests	
Week 12: 10/7/23	Data handling	http://corbettmaths.com/2012/08/02/the-mean/	What are the three types of average? What does range measure?
Week 13: 17/7/23	Charts and Graphs	http://corbettmaths.com/2013/04/15/drawing-bar-charts/	What do we need to recall when drawing a bar chart?



Subject: Science

Science helps students gain an understanding of the world around them, from the micro-level of particles and atoms to the macro-level of our expanding universe. It encourages students to question and enquire in order to learn more. We want our students to acquire the scientific knowledge and skills to meet their academic, practical and “real life” challenges of the future.

Term	Teaching Focus	Possible activities at home		
		Watch	Listen	Discuss/Research
Summer 1	Building blocks of life This topic is about the science of cells; How cells are the building blocks of life, how cells form complete organ systems. Pupils will learn about the developments in microscopy and how to use a microscope.	Introduction to Cells This video introduces students to cells. Students will be able to explain that cells are the building blocks of all organisms and describe various shapes and sizes of cells. (Clickview) https://clickv.ie/w/Q8Hu Functions of the Human Skeleton This video introduces pupils to the role of the human skeleton, covering the key functions of shape, movement, protection, blood cell production and mineral storage. (Clickview) https://clickv.ie/w/V8Hu	Cells and Their Organelles Students will learn about the structure and function of the cell. (Clickview) https://clickv.ie/w/c9Hu Keeping Healthy The lungs, how we breathe, and the damaging effects of smoking. How to keep fit and healthy. (Clickview) https://clickv.ie/w/j9Hu	Discuss why cells come in various shapes and sizes Discuss the role of the human skeleton.
Summer 2	Inside cells and the outside world This topic will delve further into cells and focus on the role of the sub-cellular structures found in plant and animal cells.	Photosynthesis Plants are crucial to human life because as we rely on them as a source of food for ourselves and for the animals that we eat. (Clickview) https://clickv.ie/w/o9Hu Respiration Respiration in action (Clickview) https://clickv.ie/w/v9Hu	Adaptation, Evolution, and Inheritance: Adaptations (Clickview) https://clickv.ie/w/39Hu Blue Whale Extinction Join David Attenborough as he marvels at the Blue Whale, a creature beating the threat of extinction (Clickview) https://clickv.ie/w/79Hu	Discuss why plants are crucial to humans. Discuss what we can do to prevent the extinction of the Blue whale.



Subject: Art (YEAR 7)

Summary – Students continue to experiment with and refine watercolour application for their Hundertwasser outline drawings. They should have the understanding of colour theory and how complimentary colours create contrast and vibrancy. After half term, students analyse artist David Hockney's iPad landscape paintings. They will then create their own landscape inspired by digital art and use the Photoshop 'paint bucket' tool to apply colour to their outlines.

TERM 3 Week/Time	Teaching Focus	Listen/Watch/Discuss
Week 1 – 17.4.23	Application of watercolour paint focusing on complimentary colours.	https://www.youtube.com/watch?v=KZ2vz9_3k0c
Week 2 – 24.4.23	Continue to apply watercolour paints focusing on complimentary colours.	https://www.youtube.com/watch?v=Yel6Wqn4I78&t=62s
Week 3 – 1.5.23	Analyse artist David Hockney's iPad paintings	https://www.youtube.com/watch?v=RNK_Uq_0Syl&t=47s
Week 4 – 8.5.23	Create a landscape outline in the style of David Hockney.	
Week 5 – 15.5.23	Photoshop tools – paint bucket	https://www.youtube.com/watch?v=LeJVYrHDdWE
Week 6 – 22.5.23	Photoshop tools – paint bucket	
Week 7 – 5.6.23	Analyse Banksy's graffiti artwork	https://www.youtube.com/watch?v=Xoe3Nn5vuBg&t=12s
Week 8 – 12.6.23	Experiment with graffiti writing	https://www.youtube.com/watch?v=LANBe-FJlkY&feature=youtu.be
Week 9 – 19.6.23	Experiment with graffiti writing	https://www.youtube.com/watch?v=1i1sPiInnHM&feature=youtu.be
Week 10 – 26.6.23	Create own graffiti style name tag outline	https://www.youtube.com/watch?v=GYI0AY2Wgbo
Week 11 – 3.7.23	Apply watercolour to graffiti name tag	https://www.youtube.com/watch?v=BsxQDYknAXs
Week 12 – 10.7.23	Apply colour pencil to graffiti name tag	https://www.youtube.com/watch?v=TXk_gTxRDN0&t=629s
Week 13 – 17.7.23	Outline all name tag using fine-liner	



Subject: Computing

Through our ambitious computing curriculum, our learners will have access to a broad and balanced range of topics. These include digital literacy, computational thinking and modern technology. Yardley's computing curriculum will provide students with an understanding of how computing underpins today's modern lifestyle and has made the world better, faster and more connected. We ensure that the students at Yardleys can develop to become masters and creators in this field, to aid them in their development of our rapidly changing technological world.

TERM 3 Week/Time	Teaching Focus	Possible activities at home	
		Watch/Read	Discuss
Scratch Programming part 2			
Week 1 – 17.4.23	Block based programming	https://www.bbc.co.uk/bitesize/guides/z8jfyrd/revision/1	What are programs? Why are lists needed in programming?
Week 2 – 24.4.23	Use of sequencing, selection and iteration	https://scratch.mit.edu/projects/editor/?tutorial=getStarted	
Week 3 – 1.5.23		https://www.bbc.co.uk/bitesize/guides/zg46tfr/revision/1	
Week 4 – 8.5.23		https://www.youtube.com/watch?v=xjZDZ1TJe4o	
Week 5 – 15.5.23	Using variables in programming	https://www.youtube.com/watch?v=1rb226XBBMo	
Week 6 – 22.5.23	Using lists in programming		
Half term			
Modelling data - Spreadsheets			
Week 7 – 5.6.23	Getting to know a spreadsheet	https://classroom.thenational.academy/lessons/getting-to-know-a-spreadsheet-61k3jd?activity=video&step=1	Does anyone in your family use Microsoft Excel? What do they use it for? What are the advantages of using a spreadsheet? What data do different organisations collect about you? e.g. NHS, School, Police
Week 8 – 12.6.23	Calculations	https://classroom.thenational.academy/lessons/quick-calculations-cck2d?activity=video&step=2&view=1	
Week 9 – 19.6.23	Collecting data	https://classroom.thenational.academy/lessons/collecting-data-6rrp8t?activity=video&step=2&view=1	
Week 10 – 26.6.23	Functions	https://classroom.thenational.academy/lessons/become-a-data-master-74vp2d?activity=video&step=2&view=1	
Week 11 – 3.7.23	Assessment week - revise		
Week 12 – 10.7.23	Advanced functions	https://classroom.thenational.academy/lessons/level-up-your-data-skills-70up6t?activity=video&step=2&view=1	
Week 13 – 17.7.23	Conditional formatting	https://classroom.thenational.academy/lessons/conditional-formatting-6dj3ec?activity=video&step=2&view=1	

Subject: Design and Technology

In Year 7, students studying Design and Technology will be experiencing a wide range of topics, knowledge and skills in their lessons. The year will be divided into seven units that each focus on specific knowledge. Pupils will be doing different units at different times of the year so you need to ask them what DT unit they are working on and then look at the resources below that will support your child in DT.

This year, all Year 7 pupils will experience a unit specifically designed to improve their knowledge of Food technology and Nutrition. You can support your child in this unit by having positive conversations about healthy food choices and the impact of a poor diet on their physical and mental health.

Unit Title	Classroom Teaching Focus	Questions for Discussion at Home and Additional Learning Resources	
		Watch or listen	Discuss together
Unit 1 (5 weeks)	'Designing for People': <ul style="list-style-type: none"> Needs of the User Creativity/ Inspiration Research 	"This is D&T" https://www.youtube.com/watch?v=8dBALi2fyS0 "Why do We need D&T?" https://www.youtube.com/watch?v=4ILSEdVSAp4	What products do you have in your home? Why did you choose those products? How important is design in your home?
Unit 2 (5 weeks)	'Design Development': <ul style="list-style-type: none"> Presenting ideas Computer Aided Design (CAD) 	"Developing Designs" https://www.youtube.com/watch?v=gCPyGrEYTeY https://youtu.be/x6DTIMZ58pc	Sketch some ideas for a new product that could be used at home.
Unit 3 (5 weeks)	'Production and Industry': <ul style="list-style-type: none"> Industrial practices Computer Aided Manufacture (CAM) 	How products are made: https://youtu.be/SYf1yGOjOvU https://youtu.be/IndP2IKXTP0 https://youtu.be/th3F5mW-Z30	What products at home have been mass-produced? Do you have any custom products?
Unit 4 (5 weeks)	'Making and Manufacture': <ul style="list-style-type: none"> Choosing and testing materials 	"Properties of Materials": https://www.youtube.com/watch?v=340MmuY_osY "How Plywood is Made": https://www.youtube.com/watch?v=LrCt5kJwcyw	How many different materials can you list at home?
Unit 5 (5 weeks)	'Making and Manufacture': <ul style="list-style-type: none"> Shaping, Joining and Finishing materials 	"How Things Are Made": https://www.youtube.com/watch?v=Um_g8sQ_p3Y	How many different manufacturing processes can you find at home?
Unit 6 (5 weeks)	'Systems and Control': <ul style="list-style-type: none"> Electronic components Making circuits Testing circuits 	"How Electricity Works": https://www.youtube.com/watch?v=mc979OhitAg	How many electronic gadgets do you have at home?
Unit 7 (5 weeks)	'Food and Nutrition': <ul style="list-style-type: none"> Healthy eating and nutrition Making healthy meals 	"Food groups and Nutrition": https://www.youtube.com/watch?v=Z51bWG17m-Q "The Eatwell Guide": https://www.youtube.com/watch?v=7MIE4G8ntss	Is your diet balanced and healthy?



Subject: MFL – French – Year 7

In this term students in Year 7 will learn how to expression their opinions on school subjects. They will also be able to use the present tense with confidence, and learn how to tell the time in French.

Login for Linguascope:

www.linguascope.com

Username: yardleys

Password: love4langs

TERM 3 Week/Time	Teaching Focus	Possible activities at home		
		Watch	Play and Interact	Discuss
Week 1 – 17.4.23	School subjects	Schools in France: https://www.youtube.com/watch?v=VbLHRYzTxUA	Linguascope: Beginners – la vie au quotidien – les matières	What differences are there between French and English schools?
Week 2 – 24.4.23	Expressing opinions			
Week 3 – 1.5.23				
Week 4 – 8.5.23	Opinions of teachers			
Week 5 – 15.5.23				
Week 6 – 22.5.23				
Half term				
Week 7 – 5.6.23	Telling the time	French schools’ lunches: https://www.youtube.com/watch?v=ovO18E-hgew	Linguascope: Beginners – la vie au quotidien – l’heure	What is your opinion on what French pupils are served for lunch? Would you try it? Why?
Week 8 – 12.6.23	Describing your timetable			
Week 9 – 19.6.23	What you do in lessons			
Week 10 – 26.6.23				
Week 11 – 3.7.23	Assessment week			
Week 12 – 10.7.23	Uniform			
Week 13 – 17.7.23	Assessment feedback			



Subject: Geography

The Intent of the Geography curriculum is to educate all students to be global citizens (someone who can empathise with different people with different lifestyles, landscapes and situations around the world), to have an understanding of the world beyond and linked to Tyseley – enough to spot misleading information about the wider world and make evidence-based decisions. We will do this by developing their knowledge and understanding of the key Geographical concepts of sustainability, process, development & enquiry.

In this term students in Year 7 will focus on two topics. First, we will introduce the issues of industrial change in the UK and the concepts of globalisation. After half term we will look at weather and climate, both here in Birmingham and across the wider world, so we can see what is considered “normal” before we look more closely at climate change next year.

TERM 3 Week/Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 1 – 17.4.23	What is the UK’s employment structure and how was the affected by deindustrialisation?	Inside the factory - what is it like in a modern British factory? iPlayer link	BBC Bitesize - types of industry hyperlink	What type of jobs do people in your family do? What are their good points and challenges?
Week 2 – 24.4.23				
Week 3 – 1.5.23				
Week 4 – 8.5.23	What is globalisation and why is it controversial?	Geography in a minute - what is globalisation? YouTube link	BBC Bitesize - introduction to globalisation hyperlink	Where do our goods and products get made?
Week 5 – 15.5.23	Where did the UKs factory jobs go and what was the impact?	Rana Plaza factory collapse. Issues with globalisation (challenging) YouTube link	UK manufacturing in crisis (Challenging!) Guardian article link	How do my shopping habits affect others around the world?
Week 6 – 22.5.23				
Week 7 – 5.6.23	What is the difference between weather, climate and a microclimate?	Why is the UKs weather so unpredictable? YouTube link	BBC weather forecasts hyperlink	How do weather forecasts work?
Week 8 – 12.6.23				
Week 9 – 19.6.23	What are atmospheric highs and lows - how do they affect our weather?	Met Office - understanding the weather (Challenging) hyperlink	BBC Bitesize - weather & climate hyperlink	Where is the best microclimate around the school site?
Week 10 – 26.6.23				
Week 11 – 3.7.23	Revision, assessment and feedback			
Week 12 – 10.7.23				
Week 13 – 17.7.23				



History

We aim to foster a passion for History to encourage students to become historians. Throughout their studies students will develop a good understanding of significant events in British history and aspects of world history, and how these impact the way we live today. Content is covered chronologically while revisiting themes such as power, protest, women, local history, wider world, empire and conflict. These first order concepts are analysed with second order concepts, such as causation, consequence, similarity and difference, chosen because they fit the content best. We aim for students to be involved in national conversations and provide context to wider understanding, helping them explain the way the world is today.

In this term students in Year 7 will be studying Medieval power and Mansa Musa.

TERM 3 Week/Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 1 – 17.4.23	How successfully was the power of Medieval kings challenged?	The horrific murder of Thomas Becket Magna Carta Peasants Revolt	BBC Bitesize – Thomas Becket Britannica – Magna Carta Bitesize – Peasants Revolt	<ul style="list-style-type: none">How was Henry II’s power challenged?How was John I’s power challenged?How was Richard II’s power challenged?
Week 2 – 24.4.23				
Week 3 – 1.5.23				
Week 4 – 8.5.23				
Week 5 – 15.5.23				
Week 6 – 22.5.23				
Half term				
Week 7 – 5.6.23	Mansa Musa	Mansa Musa one of the wealthiest people who ever lived – TED Ed The richest person who ever lived	National Geographic – Mansa Musa Britannica – Mansa Musa How Timbuktu Flourished During the Golden Age of Islam	<ul style="list-style-type: none">How was Mansa Musa able to gain so much wealth?What was Mansa Musa’s legacy?
Week 8 – 12.6.23				
Week 9 – 19.6.23				
Week 10 – 26.6.23				
Week 11 – 3.7.23	Revision, assessment and feedback			
Week 12 – 10.7.23				
Week 13 – 17.7.23				



Subject: **Music**

During the summer term, we will begin to expand our deepening musical experience across band skills, samba ensemble and music technology.

At Yardleys, musical progression is taught across a range of instruments and within a wide range of contexts and traditions. Within each of these areas, Musical progress is anchored to three main threads that is common in all topics, contexts and instrumental studies across Key Stage 3 and 4;

- 1. Show musical awareness to perform sympathetically with the ensemble.**
- 2. React musically and play accurately from a range of stimuli where appropriate.**
- 3. Understand and develop a strong sense of interconnected musical dimensions through performance, appraisal and composition.**

It is in embedding these three areas of knowledge that empowers students to engage in and take responsibility for their musical progress, into being lifelong musical enthusiasts enriched with the skills and knowledge to continue making musical progress beyond the classroom

Week/Date	Teaching Focus	Additional Home Learning Activities		
		Watch	Listen	Discuss
Week 1 – 7.4.23	Ensemble: - Active listening skill (See You Again) focus- embedding strong technique across multiple instruments. Building active listening skills through rehearsal and performance. Performance skills- maintaining a part, following a tempo, reacting musically to each other. Engagement with written musical language- Chord boxes, TAB, standard notation. Appraisal focus:- Rhythmic devices, intervals, pitch, chords, harmony.	Drive Home – Steven Wilson Live (Youtube) Shivers – Ed Sheeran Live Wembley (Youtube) Queen – Radio Gaga Live Aid performance (Youtube)	How to listen to Music like a pro- 12Tone.	What is active listening in Music?
Week 2 – 4.4.23				What is harmony?
Week 3 – 1.5.23				<ul style="list-style-type: none">How do we build major and minor chords?
Week 4 – 8.5.23	Percussion ensemble:- Samba Music (Polyrhythms) Performance skills- maintaining an independent part, following a tempo, reacting musically to each other. Engagement with written musical language- Rhythmic notation. Appraisal focus:- Rhythmic devices, dynamics, structure, texture.	Bateria samba rhythm – Edu Ribeiro (YouTube) Batucada de Castro – Live from Carnival 22 (YouTube)	Episode 109: The Tango and Samba - 15 Minute History Podcast Latin Roots:- The History of Samba (NPR)	What does the ‘head’ of a musical piece mean? What are ‘calls’? What is the purpose of Samba music and wider Folk music?
Week 5 – 5.5.23				
Week 6 – 2.5.23				
Half term				
Week 7 – 05.06.23	Music Technology 2:- Structure, Harmony, Melody. (Trance Focus) Composing using chord sequences , target notes for melodic structure, texture, DAW, Engagement with written musical language- Piano Roll, step sequencing, drum maps.	Remake ‘Take on Me’ Aha –Akai MPK Performance (YouTube) Blinding Lights MPK Cover (YouTube).	The Producer Hive Podcast Song Exploder Podcast	What does ‘shape’ mean when it comes to melody? What is harmony in music?
Week 8 – 12.06.23				
Week 9 – 19.06.23				
Week 10 – 26.06.23	Ensemble Development - Band accuracy, musicality, active listening skills, engagement with written musical language, effective instrument-specific technique including finger numbering system, wrist and arm posture and development of control. Engagement with written musical language- Sight reading- Tablature, standard notation, drum tab.	Prince Superbowl XLI (YouTube) Bruno Mars Halftime Superbowl 2014 (YouTube).	Lonely Boy – Black Keys. Snap out of it- Arctic Monkeys.	What is active listening in Music? What is harmony?
Week 11 – 03.07.23				How do we build major and minor chords?
Week 12 – 10.07.23				
Week 13 – 17.07.23				



Subject: Religious Studies (year 7)

Summary: A study of Judaism and an Introduction to the Holocaust.

TERM 3 Week/ Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 1 – April 17th	Abraham as the ‘father of many nations’ and the first covenant.	https://www.youtube.com/watch?v=Wv9usf6BrEY	https://kids.britannica.com/students/article/Abraham/272688#	What does it mean to say that Abraham was the ‘father of many nations.’
Week 2 – 24 th April	Controversy over the holy land and the ‘chosen people.’	https://www.youtube.com/watch?v=iRYZjQuUnIU	https://www.history.com/news/why-jews-and-muslims-both-have-religious-claims-on-jerusalem	Why do both Muslims and Jews lay claim to Jerusalem? Why can a two-state solution not be agreed upon?
Week 3 - 1 st May	The second covenant under Moses.	https://www.jewfaq.org/613-commandments	https://www.youtube.com/watch?v=Id6oS3LD9A	Are 613 commandments too many rules or effective in honouring God and stabilizing a community?
Week 4 – 8 th May	Yahweh in the Torah (first 5 books of the Old Testament.)	https://www.truetube.co.uk/resource/alien-abduction-judaism/	https://bigthink.com/the-past/yahweh-god-origins-israel/	How would you describe Yahweh according to the Torah?
Week 5 – 15 th May	How Jewish boys and girls show their commitment to becoming Jewish adults.	https://www.truetube.co.uk/resource/bat-and-bar-mitzvah/		What are 3-6 differences between a Bar Mitzvah and a Bat Mitzvah?
Week 6 – 22 nd May	Ultra-Orthodox and Orthodox commitment to the covenants.		https://www.youtube.com/watch?v=rJnOlaZwMe_g	What strict religious laws do Orthodox and Ultra-Orthodox Jews practice?
Half term				
Week 7 – 5 th June	How have Reform Jews modernised traditional Judaism?		https://www.youtube.com/watch?v=EreSMs_TV5E	How do Reform and Orthodox Jews live differently and how do their opinions differ?
Week 8 – 12 th June	Introduction to the Holocaust – what is meant by anti-Semitism?		https://www.youtube.com/watch?v=qZS0YlpCS7I	What are some examples of anti-Semitism and why is it considered to be a hate crime?
Week 9 – 19 th June	Studying philosophical questions over where God was during this time.		https://www.rabbisacks.org/videos/where-was-god-during-the-holocaust/	What questions might Jews have had about God during the horrors of the Holocaust?
Week 10 – 26 th June	Voices from the Holocaust and student reflections.	The Dairy of Anne Frank	https://www.youtube.com/watch?v=QntDscsKL0Q	Why is it important that we never forget the voices of victims of the Holocaust?
Week 11 – 3 rd July	Recap and revision strategies.			



Subject: Spanish

Summary: In this term, the main topic is describing **school**.

TERM 2 Week/Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 1 – 17.4.23	School subjects	Oak Academy Videos about school: https://classroom.thenational.academy/lessons/describing-events-in-the-past-and-present-at-school-part-22-6cuhec	Linguascope: Beginner, School	In Spain, the majority of students wear their own clothes, and not a school uniform. Discuss the advantages and disadvantages of this.
Week 2 – 24.4.23	Opinions			
Week 3 – 1.5.23	Justifications			
Week 4 – 8.5.23	Justifications			
Week 5 – 15.5.23	Teachers			
Week 6 – 22.5.23	Comparing subjects and teachers			
Half term				
Week 7 – 5.6.23	Recap of teachers	Oak Academy Videos about school: https://classroom.thenational.academy/lessons/describing-events-in-the-past-and-present-at-school-part-12-cnj34d	Linguascope: Beginner, School / Time	In many parts of South America young people do not have the opportunity to go to school. What are the dangers of this?
Week 8 – 12.6.23	What you do in lessons			
Week 9 – 19.6.23	What you do at break time			
Week 10 – 26.6.23	Revision and Listening assessment			
Week 11 – 3.7.23	WHOLE SCHOOL ASSESSMENT WEEK			
Week 12 – 10.7.23	Telling the time			
Week 13 – 17.7.23	Assessment Feedback			