

Year 7 Curriculum Booklet



St Aloysius' College
2020/2021

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Welcome to our Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius' College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.
- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable of.
- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius' College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year.

S Kisten

Assistant Headteacher – Curriculum & Outcomes

Dear Parent/Carer,

A smooth transition from Year 6 to Year 7 is vitally important to ensure your child settles at St. Aloysius' College and continues to make rapid progress.

This booklet and evening is designed to raise your awareness of work and events in relation to Year 7. It is important that you are informed so that you are in a position to support your child as they negotiate their time at school and adjust to this transition period.

The evening and booklet will provide an opportunity for us to inform you of key Year 7 information including:

- Curriculum Structure
- Measuring Academic Progress, including Reports
- School & Home Support Strategies
- Target Setting
- Landmark Assessments
- Homework
- Extra-Curricular Activities

If there are any topics on which you feel you need more information, please do not hesitate to contact us.

We do hope you enjoy the evening and find this booklet useful.

Thank you for your continued support.

Yours sincerely,

A handwritten signature in black ink, reading 'Dr. Ali Khan'.

Dr Ali Khan

Head of Year 7

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> 1. Drawing for FORM and TONE pencil 2. Drawing for FORM – paint. 3. Drawing for COLOUR and PATTERN oil pastels – natural forms. 4. Drawing for COLOUR and PATTERN water colour – Leaves & Shells 5. Investigate work of artists using Natural Form e.g. William Morris 6. Test/afl: Peer and self-assessment 7. Enrichment 	<p>Week:</p> <ol style="list-style-type: none"> 1. Investigate Pattern/ natural forms. 2. Develop repeat pattern based on observational drawings of leaves. 3. Complete patterns using appropriate colourways. 4. Study of Georgia O’Keeffe 5. Study of Georgia O’Keeffe. 6. Art Exam –AP1 7. Enrichment
	Spring 1	Spring 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> 1. Coloured pencil/oil pastel study of crushed drinks can 2. Investigate Pop Artists’ use of food and drink imagery e.g. Warhol/Oldenburg 3. Painting of crushed can in Pop Art Style 4. Painting can cont’d 5. Test/Afl: Peer and self-assessment 6. Enrichment 	<p>Week:</p> <ol style="list-style-type: none"> 1. Investigate range of existing drinks cans 2. Ideas for graphics on drinks can. 3. Roy Lichtenstein – Pop artist. 4. Development and experimentation with Text and images. 5. Tom Wesselman – Pop artist. 6. Final Piece 7. Test/Afl: Peer and self-assessment 8. Enrichment
	Summer 1	Summer 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> 1. Close observational drawing of own Hand 2. Proportions of the human face and practice drawing of individual features. 3. Week 2 cont’d 4. Test/AfL: Peer and self-assessment 5. Enrichment 	<p>Week:</p> <ol style="list-style-type: none"> 1. Pencil self-portrait using mirror 2. Pencil SP cont’d 3. Summer Art Exam week 4. Summer Exam 5. Enrichment 6. Enrichment 7. Enrichment

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether one wants to be a scientist, develop the latest killer application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns.

	Autumn 1	Autumn 2
Focus/Context for Learning	Using-computers-safely effectively-and responsibly <ul style="list-style-type: none"> L1 File management L2 Social networking L3 Keeping your data safe 	Understanding computers <ul style="list-style-type: none"> L1 Elements of a Computer L2 The CPU L3 Understanding Binary L4 Binary Addition L5 Storage Devices L6 Convergence and New Technologies

	Spring 1	Spring 2
Focus/Context for Learning	A. Networks <ul style="list-style-type: none"> L1 The Internet L2 Connectivity 	A. Networks <ul style="list-style-type: none"> L3 Topologies L4 Client-server networks L5 Encryption

	Summer 1	Summer 2
Focus/Context for Learning	A. Introduction to Python <ul style="list-style-type: none"> L1 Introducing Python L2 Numbers and Arithmetic L3 Input 	A. Database development <ul style="list-style-type: none"> L1 Introduction to databases L2 Creating a database table L3 Queries L4 Input forms L5 Creating a report

Head of Department: Mr E. Frazer

Year 7

In Years 7, pupils will experience working in a range of material areas and undertaking various design and make projects and focus practical tasks that will build on their learning from KS2. For many students, this will be the first time they have experienced being in practical workshops and food preparation areas. Pupils are taught the design process and study aspects of it which culminate in producing products. Throughout the course, students will also develop DT math skills to enable them to make use of measuring and accurately use standard units of length and weight.

	Autumn 1	Autumn 2
Focus/ Context for Learning	<p>Drawing skill/Health & Safety</p> <p>Students will learn about the different graphical techniques used by designers.</p> <ul style="list-style-type: none"> Graphical/Drawing Skills Understanding contexts, users and purposes. <p>Drawing Skills:</p> <ul style="list-style-type: none"> Introduction to drawing techniques. Introduction to CAD/CAM. Presentation techniques. H&S/Risk Assessment Health & Safety poster. Key words vocabulary 3D sketching to model ideas. 	<p>DESIGNING & MODELLING: Understanding contexts, users and purposes</p> <p>Structures Project: Students will learn about the application of the principles of structures for design and stability.</p> <ul style="list-style-type: none"> Research and analysis Design brief & specifications Generating, developing & modelling ideas Technical Knowledge – Applying knowledge of materials, equipment, science and maths to help design and make products that work. Testing & Evaluation https://www.mggs.org/wp-content/uploads/Year-7-Curriculum-Booklet-2019-20-Final.pdf
	Spring 1	Spring 2
Focus/ Context for Learning	<p>Introduction to electric circuits and soldering: Students will learn how to build a simple electronic circuit using solder joints.</p> <p>PROJECT: Electronic Hand Game</p> <ul style="list-style-type: none"> System and control Electronic components Evaluating/modifying/testing Electronic circuits Flow chart for making Soldering technique 	<p>Practical Focus Task:</p> <p>Students will learn about and design different types of card mechanisms that can create movement.</p> <p>Pop-up card mechanisms:</p> <ul style="list-style-type: none"> Properties of paper and card Types of card mechanisms Styles of Writing/Typography Design & make different types of pop-up mechanisms.
	Summer 1	Summer 2
Focus/ Context for Learning	<p>Project: Cooking and Nutrition</p> <p>Students will learn about the principles of nutrition and health. They will also understand the sources and characteristics of different ingredients.</p> <p>Basic cooking recipe:</p> <ul style="list-style-type: none"> Fruit salad Apple crumble Pizza bread Bread roll/vegetable soup 	<p>Skills, knowledge & understanding</p> <ul style="list-style-type: none"> Sensory Analysis Staple Foods Knife skills/safe use of kitchen equipment Analysing & Evaluating food products Cultural food Healthy Eating (The Eatwell Plate) Hygienic Food Preparation Food presentation

	Autumn 1	Autumn 2
Focus/ Context for Learning	Non-fiction Reading & Writing READING <ul style="list-style-type: none"> Exposure to a range of non-fiction texts applying inference, analysis & evaluation skills LANGUAGE: AO1, 2 & 4 WRITING <ul style="list-style-type: none"> Non-Fiction: <i>Arctic Adventure</i> inspired non-fiction writing tasks. LANGUAGE AO5 & 6 SPEAKING & LISTENING <ul style="list-style-type: none"> Presentations LANGUAGE AO7, AO8 & AO9.	Non-fiction Reading & Writing READING <ul style="list-style-type: none"> Exposure to a range of non-fiction texts applying inference, analysis & evaluation skills LANGUAGE: AO1, 2 & 4 WRITING <ul style="list-style-type: none"> Non-Fiction: <i>Arctic Adventure</i> inspired non-fiction writing tasks. LANGUAGE AO5 & 6 SPEAKING & LISTENING <ul style="list-style-type: none"> Presentations LANGUAGE AO7, AO8 & AO9.
	Spring 1	Spring 2
Focus/ Context for Learning	Shakespeare READING <ul style="list-style-type: none"> Teach tragedy, comedy and history genre through plot/character/theme in extracts from <i>King Lear</i>, <i>A Midsummer Night's Dream</i> and <i>Julius Caesar</i>. Compare similarities & differences between the genres. Prepares students for Globe trip and Globe model homework project. LITERATURE AO1, 2 , 3 WRITING <ul style="list-style-type: none"> Creative Writing - Narrative: writing own tragedy Using punctuation & grammar competently (for below expected level) & for effect (for on/above expected level). LANGUAGE AO5 & 6	The Novel READING <ul style="list-style-type: none"> The Novel - <i>Trash</i> Inference, analysis & evaluation skills LITERATURE AO1, 2 , 3 WRITING (taught through the novel) <ul style="list-style-type: none"> Creative Writing - Revise skills for writing a narrative using novel as stimulus. Using punctuation & grammar competently & for effect LANGUAGE AO5 & 6 SPEAKING & LISTENING <ul style="list-style-type: none"> Presentations LANGUAGE AO7, AO8 & AO9.
	Summer 1	Summer 2
Focus/ Context for Learning	The Novel READING <ul style="list-style-type: none"> The Novel - <i>Trash</i> Inference, analysis & evaluation skills LITERATURE AO1, 2 , 3 WRITING (taught through the novel) <ul style="list-style-type: none"> Creative Writing - Revise skills for writing a narrative using novel as stimulus. Using punctuation & grammar competently & for effect LANGUAGE AO5 & 6 SPEAKING & LISTENING <ul style="list-style-type: none"> Presentations LANGUAGE AO7, AO8 & AO9.	Poetry READING <ul style="list-style-type: none"> Poetry: Spoken word /performance poetry. Inference, & analysis skills Comparison of poems LITERATURE AO1, 2 , 3 WRITING <ul style="list-style-type: none"> Creative writing skills . Writing own poetry based on poems studied. LANGUAGE AO5 & AO6 SPEAKING & LISTENING <ul style="list-style-type: none"> Rehearsing & performing own poetry. Understand language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. LANGUAGE AO7, AO8 & AO9

Head of Department: Ms G. Briody

Year 7

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, geography is a great adventure with a purpose.”

- Michael Palin

	Autumn 1	Autumn 2
Focus/Context for Learning	Africa <ul style="list-style-type: none"> Physical geography of Africa including climate, biomes and key features Population and development within the continent The Horn of Africa as a region study 	Rivers <ul style="list-style-type: none"> Physical landscape of the UK Hydrological Cycle Processes and landforms of erosion and deposition Hard and soft engineering strategies to manage river flooding
	Spring 1	Spring 2
Focus/Context for Learning	Asia <ul style="list-style-type: none"> Physical geography of Asia including climate, biomes and key features Contrasting levels of development in China, India and Russia as part of the emerging BRIC economies The growth of manufacturing and trading links between Asia and the wider world 	Map skills and the British Isles <ul style="list-style-type: none"> Grid referencing, direction, scales, latitude and longitude Physical landscape of the UK Changing economic activities in the UK Contrasting rural and urban landscapes in the UK Urban issues such as inequality, transport and pollution Migration issues – cause and effects
	Summer 1	Summer 2
Focus/Context for Learning	An Extreme Environment <ul style="list-style-type: none"> UK during the last Ice Age Glaciers Glaciation processes Landforms of erosion and deposition UK glaciated landscape Extreme tourism – Antarctica and the Antarctica Treaty 	Geology and Soil <ul style="list-style-type: none"> UK geology Types of rocks and formation Rock Cycle Weathering Soils Nutrient cycle Links between the water and carbon cycles

Head of Department: Mrs G. Rimmer

Year 7

In your study in History during Year 7 you will study the Medieval world through to the Tudor Age. This will provide you with an understanding of how the past has changed over a period of time, what influences changed how people lived and how Great Britain began to expand its influence in different parts of the world.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Unit 1: England before 1066, the movement of different groups of people and the influences they had on the developing country.</p> <p>Unit 2: The Norman Conquest and the Battle of Hastings 1066.</p>	<p>Unit 3: The conquest of England, how did King William enforce his rule on England?</p> <ul style="list-style-type: none"> • The Domesday Book • The Feudal system • Castle building
	Spring 1	Spring 2
Focus/Context for Learning	<p>Unit 4: To investigate the importance of religion in Medieval times. Thomas Becket and Henry 11 The medieval Church including monasteries.</p> <p>Unit 5: Comparison of England and other Medieval societies e.g. The Mali Empire, The Ottoman Empire and Great Zimbabwe</p>	<p>Unit 6: The Black Death and the Peasants Revolt.</p> <p>Overview: Change and continuity over the Medieval period.</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Unit 7: Introduction to the Tudors: How powerful was Henry V111? Henry V111 and the Church</p> <p>Elizabeth 1: How was she portrayed? The significance of portraits as historical sources.</p> <p>Attacked! The Spanish Armada</p>	<p>Unit 7: The wider Tudor world.</p> <p>The importance of trade</p> <p>What was life like for Black people in the Tudor period? The Renaissance</p>

Head of Department: Ms A. Toprak

Year 7

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

	Autumn 1	Autumn 2
Focus/Context for Learning	Graphs and sequences Mensuration Calculations Proportion and percentages Equations and formulae Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework.	Number Angles Data Transformations Calculations Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework. AP1

	Spring 1	Spring 2
Focus/Context for Learning	Equations and formulae Data Number Angles Mensuration Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework	Proportion and percentages Transformations Graphs and sequences Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check.

	Summer 1	Summer 2
Focus/Context for Learning	Angles Probability Equations and formulae Number Graphs and sequences Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework	Calculations Constructions Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check. AP2

	Autumn 1	Autumn 2
Focus/ Context for Learning	<u>Tout sur moi.</u> <ul style="list-style-type: none"> Learn numbers and the months of the year. Say where you live, what languages you speak and your nationality. Describe your appearance and that of another person Name and describe your favourite object. Name some French-speaking parts of the world. 	<u>Mon Monde</u> <ul style="list-style-type: none"> Describe personality. Describe your family. Give opinions of school subjects Talk about your friends and how long you have known them. Talk in detail about your family and home. Analyse differences in your personality (past/present).
	Spring 1	Spring 2
Focus/ Context for Learning	<u>Autour de Moi</u> <ul style="list-style-type: none"> Talk about the school and where you live. Talk about different places to live. Talk about leisure activities and personal possessions. Talk about animals and colours. 	<u>À table!</u> <ul style="list-style-type: none"> Talk about food. Give opinions of food and drink. Talk about your favourite restaurant and order food. Understand quantities and recipes. Talk about food and art. <p>Grammar, language strategies and pronunciation.</p>
	Summer 1	Summer 2
Focus/ Context for Learning	<u>Mon Quartier.</u> <ul style="list-style-type: none"> Understand places in town. Describe a town. Say what activities you can do at different places. Ask for and give directions. Arrange to go out. Discuss meeting places. Identify and describe the location of places on a map. 	<u>Ça c'est mon truc!</u> <ul style="list-style-type: none"> Present tense of regular and irregular verbs. Possessive adjectives (Son-sa-ses). Reflexive verbs(se lever et se coucher). Talk about clothes and say what style you like. Talk about the weather and what you wear on different occasions. Say how often you do an activity. Talk about weekend activities. Talk about music and national events.

	Autumn 1	Autumn 2
Focus/Context for Learning	<u>Módulo 1: ¡Bienvenidos!</u> <ul style="list-style-type: none"> Ask / say your name & greetings. Say what is in your school bag. Ask and give your age. Ask and give your birthday (dates). Understand classroom instructions. Spell your and other people's names (alphabet). Name the parts of a computer. 	<u>Módulo 2: Tú y yo</u> <ul style="list-style-type: none"> Ask/say where you are from (nationalities) and what languages you speak. Ask/say where you live. Talk about your family and pets. Describe your eyes and hair. Talk about your size.
	Spring 1	Spring 2
Focus/Context for Learning	<u>Módulo 3: ¡Vamos al instituto!</u> <ul style="list-style-type: none"> Talk about school subjects. Give opinions about school subjects. Ask and tell the time and talk about your school timetable. Talk about school mealtimes. Describe your school. Say how to get to school. 	<u>Módulo 4: En casa</u> <ul style="list-style-type: none"> Talk about your home and say where it is. Describe your house and the rooms in your house. Describe your bedroom. Talk about your morning routine. Talk about what you do after school.
	Summer 1	Summer 2
Focus/Context for Learning	<u>Módulo 5: Mi pueblo</u> <ul style="list-style-type: none"> Say where you are going in the area. Give and understand directions. Describe locations of places in a town and give more detailed directions. Talk about distance. Talk about what your town is like. Talk about the weather. 	<u>Módulo 6: El tiempo libre</u> <ul style="list-style-type: none"> Talk about sports. Talk about what you like doing in your free time. Talk about what you do during the week and at weekends. Arrange to go out. Say what you are going to do at the weekends. Say how you help at home and how you are going to help at the weekend.

Head of Department: Mr T. Graham

Year 7

Creating music as both a composer & performer is at the heart of all learning intentions. We encourage our learners to engage with this philosophy by participating in the wider context of the music curriculum, through involvement in our 'Music Extra Curricular Program' of which we pride ourselves in both the diversity and inclusive approaches for all children.

	Autumn 1	Autumn 2
Focus/Context for Learning	Rhythm, Notation & Melody <ul style="list-style-type: none"> Using basic notation Composing rhythms Performing percussion work Composing keyboard melody Aural test: Rhythm dictation Written test: Notation values 	Notation, Melody & Structure <ul style="list-style-type: none"> Basic pitch notation Simple structures Ternary form composition Ternary form performance Aural test: Structures Written test: Pitch Notation
	Spring 1	Spring 2
Focus/Context for Learning	Ukulele Skills: Pop Songs <ul style="list-style-type: none"> Basic techniques Simple chord shapes Simple rhythm patterns Basic pop song ensemble Aural test: techniques & Chord shapes Written test: Simple chord shapes 	Instruments & Elements <ul style="list-style-type: none"> Instruments & families Exploring dynamics Exploring tempo Aural Test: Instruments recognition, dynamics & tempo Written Test: Describing instruments, dynamic & tempo changes
	Summer 1	Summer 2
Focus/Context for Learning	Music of Africa Part 1 <ul style="list-style-type: none"> African traditional music analysis Traditional African song Call & response singing African traditional instruments Aural test: Instrument recognition Written test: describe traditional instruments 	Music of Africa Part 2 <ul style="list-style-type: none"> Pentatonic scale Composing ostinato ideas Perform improvisations Polyrhythmic percussion skills Written test: respond to questions about African Traditions

Head of Department: Mr S. Henderson

Year 7

Core PE is exclusively practical. Throughout key stage 3 all students take part in one double lesson of physical education per week. This adheres to the national requirement of all 11-14 year olds accessing a minimum of two hours of physical education per week. There are also extensive opportunities for students to participate in extra-curricular sport before school, at lunchtime and after school.

We deliver a winter programme that is traditionally games based that helps develop skills such as outwitting opponents, defining roles within team games and moreover a duty of care within a team setting where cohesion and communication are paramount to success. In the winter term there are also opportunities to develop physical attributes such as cardiovascular fitness, muscular endurance, strength and speed along with other important components of fitness.

In the summer term pupils are taught a wide range of athletics disciplines with an equal opportunity to develop in both track and field events. Striking and fielding also plays an integral part in the summer term and allows both team and individual skills to be developed accordingly.

Pupils will not gain a qualification during key stage three. However the skills and knowledge they acquire act as a pathway to success if they decide to access a qualification in PE at key stage 4 or 5.

	Autumn 1	Autumn 2
Focus/Context for Learning	Basketball: The fundamental skills of passing and dribbling form the main focus in year 7. Shooting in both passive and pressured situations are built into lessons to form the basis of a full game. All the basic laws of the game are taught.	Rugby: Students are taught the fundamental skills within the game such as running with the ball, evading opponents, passing, tackling and rucking. The length of the unit allows boys to make rapid progress regardless of previous experience in the sport.
	Spring 1	Spring 2
Focus/Context for Learning	Health Related Fitness: Students are able to improve components of fitness within this unit. Emphasis is on extended periods of activity whilst informing pupils of the benefits of leading a healthy lifestyle.	Handball: This unit focuses on individual skills such as shooting, dribbling, passing and spatial awareness. Students are taught to develop these skills under ever increasing demands and get the opportunity to play in small sided games.
	Summer 1	Summer 2
Focus/Context for Learning	<p>Tennis: Students are taught the basic fundamental elements of tennis. While developing their skills, they will also have the chance to officiate games.</p> <p>Athletics: Each discipline is taught as an introductory lesson with pupils spending two lessons on each event. The fundamental skills and tactics involved will be taught along with the knowledge of how to measure and record.</p>	<p>Softball: This unit allows students to experience striking and fielding in an alternative sport. Introduction to core skills along with strategy and rules forms the basis of this unit.</p> <p>Cricket: An opportunity to develop batting, bowling and fielding feature in year 7. Time is spent on core skills that help individuals develop as an individual and as a team player. In year 7 we introduce the core skills such as throwing, catching, batting and fielding. They gain an understanding of basic rules of the game.</p>

Religious Education



Head of Department: Ms Carter

Year 7

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Introduction to St Aloysius- this unit gives students an introduction into the school values, an insight into the lives of the school saints and a chance to reflect on what their example teaches Christians today.</p> <p>Bible- This unit gives students an understanding of the formation of the Bible and the types of writings that can be found within the Bible. It examines the importance of both the Old and New Testament for Christians today.</p> <p>Creation- This unit reflects on what the story of Genesis teaches us about God, man's place within the world and how evil entered the world through the fall of man. It gives students an opportunity to reflect on whether evil is a problem for a belief in God.</p>	<p>God's People in the Old Testament – This unit looks at how God formed covenants with the people in the Old Testament, it follows the characters: Noah, Abraham, Joseph and Moses on their faith journey. It looks at the role of the ten commandments in the lives of the people in Old Testament and examines their relevance today.</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>God's People in the Old Testament – This unit continues to look at the history of the Jews living in the Promised Land under the authority of the monarchs King David and King Solomon. It looks at the strengths and the failings of King David and King Solomon and the events that led to the exile of Jews by the Babylonians.</p> <p>Incarnation – This unit looks at the development of the promise of the Messiah in Old Testament and how this promise was fulfilled through the birth of Jesus Christ. It looks at the role of Mary in bringing about the incarnation and what Jesus' birth means for lowliest in society.</p>	<p>Incarnation -This unit continues to examine who Jesus is through the writings of the gospels, looking at the stories of Jesus' birth and miracles. It also examines the need for God to be incarnated and what it means to call Jesus fully man and fully God.</p> <p>Jesus' teachings- This unit looks at Jesus' teachings on the Sermon of the Mount, the Beatitudes and how Jesus uses parables to explain what the Kingdom of God is.</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>The Paschal Mystery- This unit looks at the events of Holy Week that led to Jesus' death and resurrection. This unit examines how Jesus' death and resurrection result in human salvation and what that means for Catholics understanding of the afterlife.</p>	<p>Islamic beliefs- This unit looks at the core beliefs in Islam, such as their belief about Allah, prophets, the Qur'an, angels, pre-destination and life after death</p>

Head of Department: Ms H. Clarke

Year 7

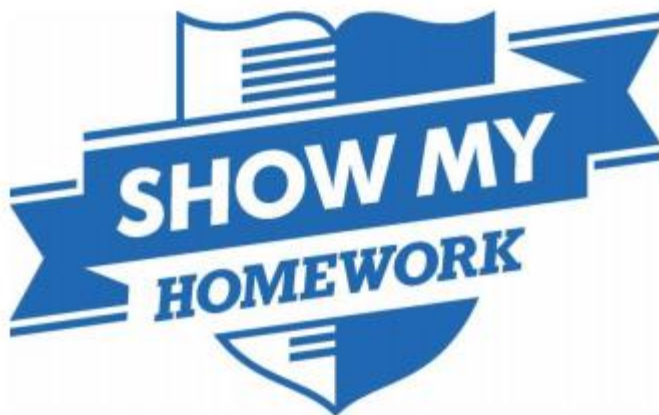
For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Working scientifically</u> Investigation Skills for Science</p> <p><u>1B. Organisms</u> Movement and Cells</p>	<p><u>2P. Energy</u> Energy cost and Transfer</p> <p><u>3C. Matter</u> Particle Model and Separating Mixtures</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>4B. Genes</u> Variation and Human Reproduction</p> <p><u>5P. Waves</u> Sounds and Light</p>	<p><u>6C. Reactions</u> Acid and Alkalis, Metals and non Metals</p> <p><u>7B. Ecosystem</u> Interdependence and Plant Reproduction</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><u>8P. Forces</u> Speed and Gravity</p>	<p><u>9P. Electromagnets</u> Voltage Resistance and Current</p>

Show My Homework Parent Guide



We use Show My Homework because...

Show My Homework is a simple homework calendar the school uses to ensure homework is set and communicated with parents across the school. Teachers can use it to set homework quickly and ensure students and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

We believe that homework is important because good quality homework supports learning in school. It also:

helps to develop independent study skills

encourages students to realise that learning can, should and does occur outside of school

reinforces the partnership between home and school and enables parents to have a stake-holding in their child's learning

significantly extends the learning hours and learning opportunities available to students.

encourages students to see their family, home and community resources as sources of information, ideas & encouragement

Show My Homework



As a school, we will support students by...

making available accommodation such as the school library and ICT rooms on a regular basis, at break and lunchtime

opening and staffing the Library before and after school wherever possible,

providing a daily homework club in the SEN department with assistance if and when required

offering students studying for exams the opportunity to complete homework at school in Study Zone

Students should...

listen to homework instructions in class

visit smhw via the school website

download the apple or android app if they have a smart phone to see their homework

copy down instructions for the task and the deadline date into their journal if this has been requested by the teacher

ensure that homework is complete and handed in to meet the deadline

attempt all work and give their best

inform the class teacher of any difficulties

Class Teachers should...

ensure that homework is set on Show My Homework for all classes

give full and comprehensive instructions

set deadlines for completed work and ensure that they are met.

ensure students are given feedback on their homework in a timely manner

provide help and support where necessary

The role of parents is crucial if a child is to gain success from homework.

To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by...

making it clear to their child that they value homework and believe it is important in ensuring best progress at school

taking an interest in homework tasks and encouraging their child to give their best

accessing Show My Homework regularly, or using the mobile device app, to track the homework being set

provide, as far as possible, a suitable working environment in which homework can be undertaken successfully

negotiating with the student when homework is to be done as a student's free time is important too

checking the time spent on individual tasks

ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure

checking presentation and content of all homework being returned to school

providing the school with information about any problems through the school planner or by contacting the school directly

Parents need a PIN to access their child's details on Show My Homework. These have been sent in the post to all parents.

To request a copy of the letter with PIN and login details, please e-mail enquiries@sta.islington.sch.uk giving your child's full name and tutor group.

Online Learning Apps



Many departments in the school have invested in online learning apps to take advantage of the excellent range of resources available to our students. These are extremely useful to build student's knowledge which can allow them to get ahead, catch up or revise. Some apps enable students to access the course textbook at home (e.g. Kerboodle) which provides a useful resource when completing homework or revising. Others enable students to test themselves on knowledge to build their retention and prepare for assessments.

All Apps can be accessed by going through the Student Hub on the school website.

Using GO 4 Schools, you will be able to view your child's progress online and access the following information at any time:

- **Timetable** – Your child's daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued

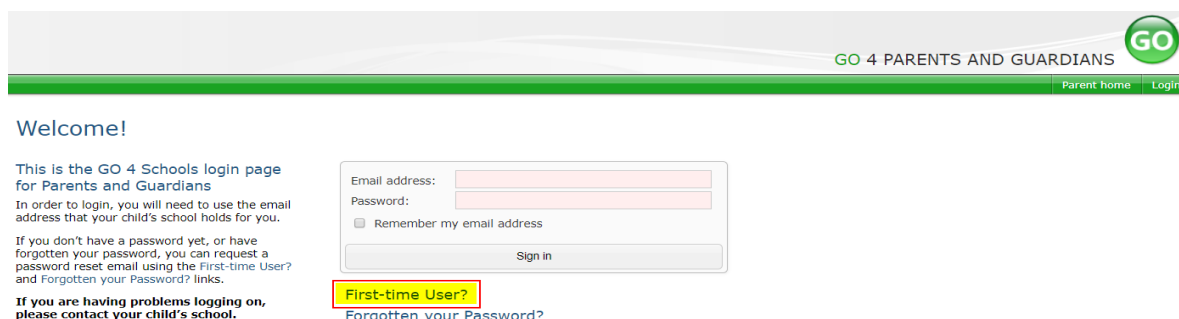
Your child's page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

Accessing your Go 4 Schools Account

To access the site, please go to www.go4schools.com and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.



GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the First-time User? and Forgotten your Password? links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

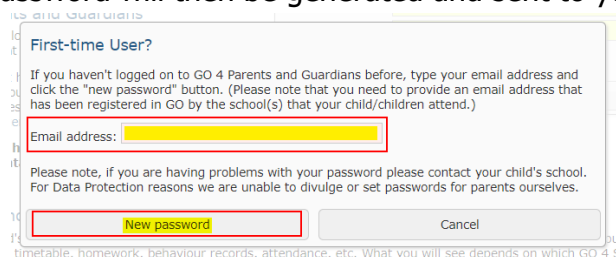
☐ Remember my email address

Sign in

First-time User?

Forgotten your Password?

Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.



First-time User?

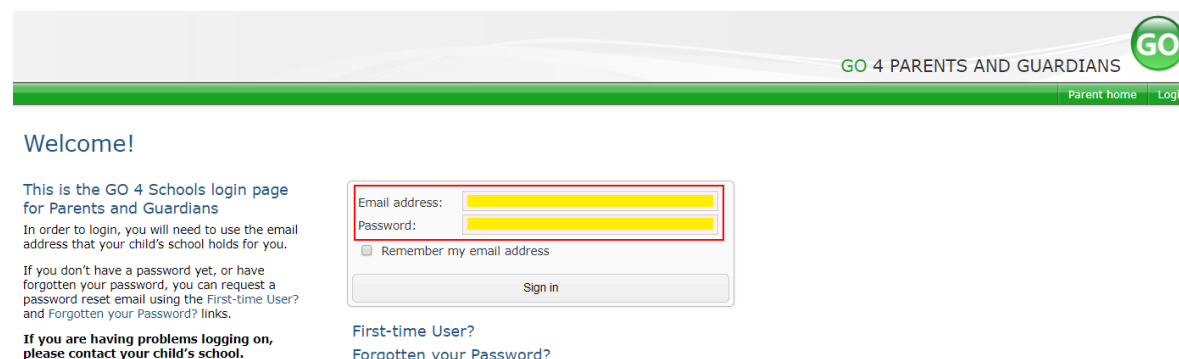
If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "new password" button. (Please note that you need to provide an email address that has been registered in GO by the school(s) that your child/children attend.)

Email address:

Please note, if you are having problems with your password please contact your child's school. For Data Protection reasons we are unable to divulge or set passwords for parents ourselves.

New password Cancel

You will then be able to log into the site using your email and generated password then view your child's page using the parent and guardian login page, shown below.



GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the First-time User? and Forgotten your Password? links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

☐ Remember my email address

Sign in

First-time User?

Forgotten your Password?



Once logged in, what will you see?

GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams | Parent home | **My Inbox** | My settings | Logout

Mrs M Adams

Click on your child's name below to view their current progress.

Chloe ADAMS

George ADAMS

Sophie ADAMS

Timetable

Timetable

Timetable

Click the child's name to view their full GO 4 Schools profile.

Click 'Timetable' to view the child's timetable.

Click here to access the online inbox.

Click here to access you 'My settings' page to change your password or update your email notification preferences.

Parent home view
When you log in you will see names of your children that attend the school.

GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams | Parent home | My Inbox | **My settings** | Logout

ADAMS, Sophie - Year 11 (Current)

Click these quick links to access unread progress reports.

Click these quick links to access information about your child from previous academic years.

Click these quick links to jump to a particular section of information. You can also quickly view 'managed detention' information by clicking here.

There are unread progress reports for this student:
22 Oct 2018
07 Nov 2018

2019 (Current Year 11), 2018 (Year 10), 2017 (Year 9), 2016 (Year 8), 2015 (Year 7)

Today's timetable, ongoing and recent homework tasks, academic Mentorings, detailed progress, attendance, behaviour, progress and reports, key grades/levels achieved

There are managed detentions coming up

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target

At a glance ?

Residuals: Grade

Subject	Residual	Category
Design & Technology	-0.67	Below target
English Language	no data yet	
English Literature	+0.67	On target
French	+0.33	On target
History	+1.67	Above target
Maths	-1.67	Well below target
Physical Education	-0.33	Below target
Religious Studies	+1	Above target
Science	-1.33	Well below target

Well below target

Below target

On target

Above target

21



Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Attendance

[View detailed attendance record](#)

Attendance	100.00%	<div><div></div><div>Attendance</div></div> <div><div></div><div>Authorised absences</div></div> <div><div></div><div>Unauthorised absences</div></div> <div><div></div><div>Unknown marks</div></div>
Authorised absences	0	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	74	

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Detailed progress

Subject	Year 7 Baseline	EoY 9 TARGET	Current Grade	Mark sheet summary
English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography G Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Gamba	-	-	-	
Maths Ms K Royston	98	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson View subject description	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - Unit 2 Practical Sports Performance - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

Behaviour Data

This will give you an overview of positive and negative behaviour pointes.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
More	

[View full profile](#)

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

Today's timetable

Tu	08:50 Tutorial 116/Tu Dr A ARMSBY CONNEL	09:15 Mathematics 11n/Ma1 Mrs T TWEEDIE	10:15 Biology 11NT/Bi Mr A AL-ADELI	11:20	11:40 French 11Z/Fr1 Miss A AKANOVA	12:40	12:40 Geography 11Y/Gg1 Mrs L LALONDE	14:20	14:20 French 11Z/Fr1 Miss A AKANOVA	15:20
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[View full timetable](#)

Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	View report	View report	View report	

Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

My settings

Your login email address is:

Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▼	Enable ▼

Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▼	Enable ▼

Behaviour update emails

How often should we send you email updates about behaviour events?

[By default \(emails will be sent Weekly\) ▼](#)

If you do not wish to receive updates about your child's behaviour please contact your child's school.

We will send updates only if new events have been recorded by Demonstration School.

[Save](#)

Notes



Notes



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