



Teaching and Learning Newsletter for Year 7

Welcome



I am delighted to bring to you our final Teaching and Learning Newsletter of this academic year. In this edition, I have asked some Subject Leaders to look back on some of the key Teaching and Learning developments that they have been working on over the term, and to assess their impact as well as giving you, the parent or carer, some advice on how you can work in partnership with the school to support your child. Our focus has been largely about encouraging our students to become better independent learners and to provide them with the tools to achieve this. We will continue to hold this theme central to our plans for next year. As always, if you have any comments or questions, then I would love to hear from you.

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A word from your Year Leader

As the final stretch, of what has been a successful transition from primary to secondary school, comes to a close there is a chance to reflect on what our students have achieved over this year.

We at St Edward's find that year on year, students develop and flourish spiritually, academically and personally and this has certainly been true for our Year 7 students this year. On behalf of all teachers of Year 7, I would like to say well done to all students for their hard work and commitment to the school.

My role as Year Leader gives me great pleasure in seeing and hearing of all your successes.

Here are a few:

Name	Award Won	Prize
Cameron Howes (no relation!)	Most Virtues Oct 2017	£10 Voucher
Josh Roy + Yasmin Bromby-Phillips	YL Award	£5 Voucher
Keisha Merton	Most Virtues Feb 2018	£10 Voucher + Bowling trip
Tommy Roebuck	Technology Award	TBC
Rugby Team	Winning the 7's league	Gold Medals
Charlie Smith + Alisha Morell	YL Award	£5 Voucher
Charlie Higgins	Most Virtues	£10 Voucher
Olivia Veal + Teddy Lee	YL Award	£5 Voucher
Bella Blanchford	Most Virtues May 2018	£10 voucher + Beach trip
Noah Le Chevere	Science Bronze, Silver, Gold	TBC
Year 7 Netball	County Finals	3 rd place

Mr Howes

Spotlight on.....

English

In Key Stage 3 English we have been focusing on ensuring that the way we provide feedback to students on their written work allows them to make progress. As part of this, we have been asking students to talk about the marking methods they prefer. Marking might not always be a detailed written comment from an English teacher. Other methods include success criteria grids that are highlighted to show skills that have been reached, teachers displaying high quality work from the students to show what they are aiming for, and teachers marking errors for students to correct.



Spotlight on.....

Geography

Year 7 will finish the 'coasts' topic before developing their skills in working with a range of maps, with a particular focus on Ordnance Survey map skills.

The Geography department has been trialling flipped learning with the aim of making it the recognised way of working from September 2018 for all year groups.

We have already seen the benefits with classes at Key Stage 3 of learning the

content 2 weeks ahead as this then frees up lesson time for completing higher order application tasks. This approach also compliments the shifting focus at Key stage 4 and 5 where more marks in the examinations are awarded for application and evaluation than for knowledge.

You can continue to support your child by encouraging them to access the guided independent learning materials available via the school website. We will begin to shift away from using Padlet to our own Sharepoint site. It will benefit students enormously to be familiar with materials prior to studying them in class, as this will enable them to move on to more complex ideas at a faster rate. We would welcome your views upon this new site, to help us to build it in a way that best supports our students.

Religious Education

In RE this year we have been working with students on developing the key skills of Independent Learning through developing some simple flipped learning strategies which encourage students to improve their knowledge through self-directed tasks carried out on their own. We have also been encouraging students to learn ahead of what we are covering in lesson, in order to have key knowledge when they enter the room. We can then spend time exploring this in depth and developing our own opinion on these key topics.

We feel it is incredibly important to spend time looking after ourselves, and in particular our mental health. We explore how the different religions around the world offer support through difficult times, and how faith can support those in crisis.

In order to support your child in their studies in RE, you could engage them in conversations around current issues in the world, to get interested in current affairs and to explore their own beliefs, whatever these may be. If they complete their home learning within the allotted time, you may also encourage them to spend some time on the BBC World Faiths website, exploring different issues and religions which may interest them, they can then bring this into lesson to lead discussions or ask questions around the topics. You may also wish to encourage them to attempt the more difficult tasks on their home learning task sheet to extend their learning.

History

This year in history we have been introducing students to subject specific skills: using historical sources to discover more about events such as the Peasants Revolt and the Black Death, alongside expressing their own interpretations of key events in extended written debates. Students have been set regular knowledge tests and have been encouraged to make use of the key words, people and themes as outlined on their knowledge organisers. Students are learning about Medieval England and have been following a chronological approach to give them a better understanding of change and continuity over time.

This term, year 7 will be looking at the 100 Years War, the War of the Roses and other events in Medieval England: the causes, the key events and the impact on the lives of both leaders and ordinary people in England.

To support your child in getting the most out of these topics, encourage them to watch the 'crash course' and 'Ted Ed' guides to the 100 Years War and the War of the Roses on YouTube. Students will also be provided with a knowledge organiser of key dates, events, people and themes. Testing them regularly on this information will support them with the work they complete in the classroom. Asking them questions about what they have learnt in history, 'why' things happened and 'what' happened as a result, will help your child to consolidate their thinking and articulate their growing knowledge.



Summer Term Topics and Assessments

Year	Topic Title	Main Assessment Task	Deadline (if known)
English	A Midsummer Night's Dream	Performance of key scenes.	Between 6-20 th July
Maths	Statistical measures, Probability, Graphs and Constructions. Year 7 differentiated.	End of term assessment	End of June
Science	Gas exchange in humans Pure and impure substances EXPO	Written tests completed in class for all topics listed using past KS3 science questions. EXPO is a poster presentation usually completed in pairs of	Mid June Mid July
Art	Japanese Art	Portfolio of work produced	July
Computing	Introduction to spreadsheets and Microsoft Excel	Create a spreadsheet to help organise an imagined event.	
Music	World Music	Two world music performances from contrasting countries	
PE	Summer activities	Students are taking part in a variety of sports over this term the sports could be tennis, rounders, athletics,	The assessments are made at the end of each teaching block.
Technology	Personalised Planner Cover Animal Mobile Phone Holder	Design and making of final product	
Catering	Food ingredients	Organisation and working together	

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