

Year 7

Parents Welcome Evening

2021



- *Student report on entry*
- Introduction
- Core subject introduction
- Form tutor introduction
- Q&A and Feedback



Headteacher

Mr Coyle

Assistant Headteacher (SLT Link)

Ms Donne

Head of Year 7

Ms Hardy

Form Tutors

7J Mr Kourmoulakis

7P Ms Orimogunje

7B Ms Linton

7F Ms Johnson



Introduction





Science

Ms Smart

KS3 Science Coordinator

AQA KS3 Curriculum

Physics

Forces

Speed

Gravity

Electromagnets

Voltage and
resistance

Current

Energy

Energy costs

Energy transfer

Waves

Sound

Light

Matter

Particle model

Separating
mixtures

Reactions

Metals and
non-metals

Acids and alkalis

Earth

Earth structure

Universe

Organisms

Movement

Cells

Ecosystem

Interdependence

Plant
reproduction

Genes

Variation

Human
reproduction

Chemistry

Biology

AQA

Enquiry processes: working scientifically

Analyse

- Analyse patterns
- Discuss limitations
- Draw conclusions
- Present data



Communicate

- Communicate ideas
- Construct explanations
- Critique claims
- Justify opinions



Enquire

- Collect data
- Devise questions
- Plan variables
- Test hypotheses



Solve

- Estimate risks
- Examine consequences
- Review theories
- Interrogate sources



AQA GCSE - 2 YEAR COURSE (BRIDGING THE GAP IN YEAR 9)

At the start of every topic..

Keywords

Physics

Pressure Keywords



Key word	Definition
Pressure	The ratio of force to surface area in N/m^2 and how it causes stresses in solids
Fluid	A substance with no fixed shape, a gas or a liquid
Gas pressure	The force exerted by air particles when they collide with a surface
Atmospheric pressure	The pressure caused by the weight of the air above a surface
Incompressible	Cannot be compressed (squashed)
Liquid pressure	The pressure produced by collisions of particles in a liquid
Upthrust	The upward force that a liquid or a gas exerts on a body floating in it produced by the collisions of the particles in the liquid or gas
Stress	The effect of a force applied to a solid, found using: $\text{Stress (N/m}^2\text{)} = \text{Force (N)} \div \text{Area (cm}^2\text{)}$
Newtons per metre squared	A unit of pressure

Checklist

Pressure Checklist

By the end of the topic, you should be able to:	✓
Define the term fluid pressure	
State two ways to increase gas pressure	
Calculate pressure using the following equation: $\text{Pressure (N/m}^2\text{)} = \frac{\text{Force (N)}}{\text{Area (m}^2\text{)}}$	
Define the term atmospheric pressure	
Explain how atmospheric pressure changes as you move higher	
Describe the term liquid pressure	
Explain why liquids are incompressible	
Explain why water pressure increases as depth increases	
Explain why objects float or sink (including the term <i>upthrust</i>)	
Define the term <i>stress</i>	
Calculate the stress of an object: $\text{Stress (N/m}^2\text{)} = \frac{\text{Force (N)}}{\text{Area (m}^2\text{)}}$	
Explain how changing the area of an object can affect the stress exerted	

- Listen and follow instructions
- No eating or drinking
- No running
- Responsible behaviour
- Be on time to lessons, standing behind their chairs and planners out
- Be prepared with equipment
 - Pens (including a green pen)
 - Pencil
 - Ruler
 - Rubber
 - Calculator



Assessment

20min Deep Marking Assessment

Peer and Self assessment

**Mini Assessments after each topic
(Biology, Chemistry and Physics)**

Progress Checks every lesson

60 / 90 minutes

End of term assessments

Marked by
class teacher

Re visit major topics that students found difficult and set changes
to cater for students

Homework

Homework is set **every week** for Science!

A mix between written tasks / creative models and online tasks
(on Google Classroom)



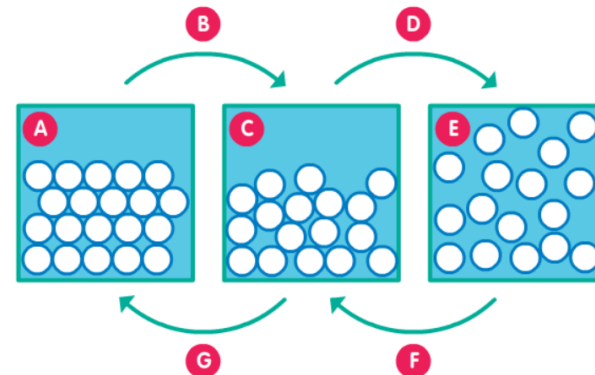
Online assessment tool

Difficulty: ●● - For students working towards level 4 and above.

Question Type: Recall, Application

Topic: Solids, Liquids and Gases

Specification Points: The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure





- Learn and revise the **KEYWORDS!**
- Space the revision out and change topics in between
 - **Use mind maps** to connect ideas
 - **Practice exam questions**
- Understand and be able to use terms such as **state, define, describe, explain, analyse**

http://www.bbc.co.uk/schools/parents/helping_with_exams/

Revision

- AQA KS3 science specification
- AQA website (past paper assessments)
- BBC Bitesize (KS3)





BioMedia Meltdown Competition



**Runner up 2018 - MUSA
Extinction pop-up book**



**1st place Winner 2018 –
OYIYE
Evolution Rap**





**STOP MOTION
WORKSHOP**

**Year 7 students
2018**



Science Club

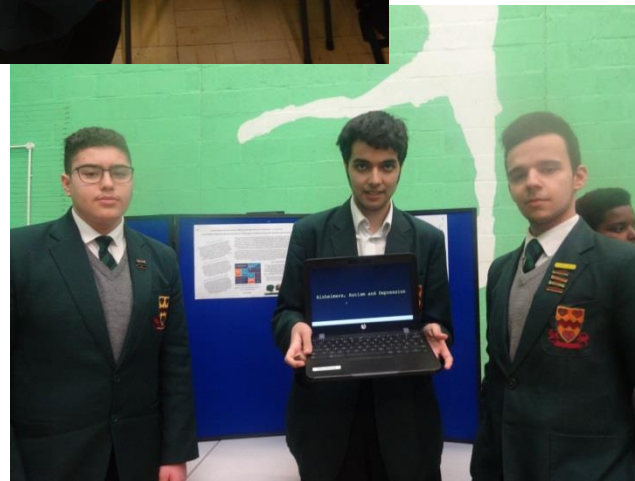
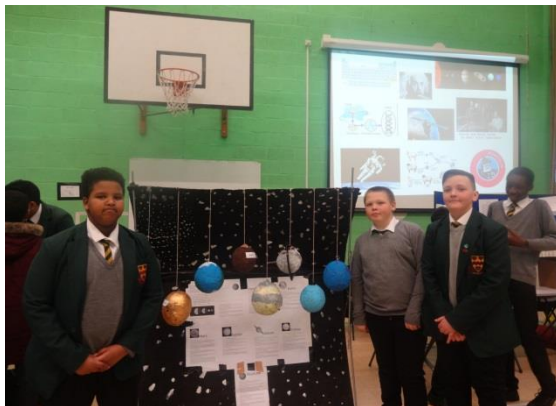
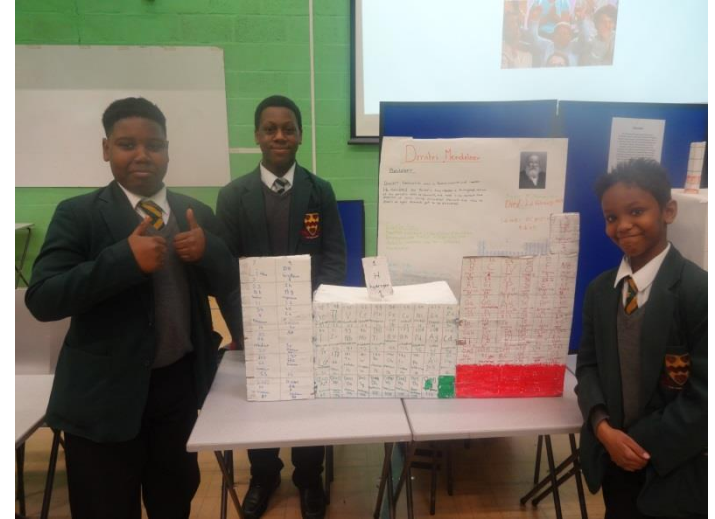
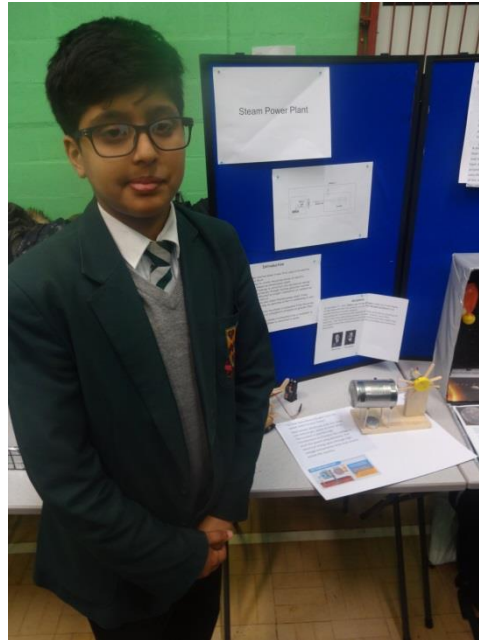
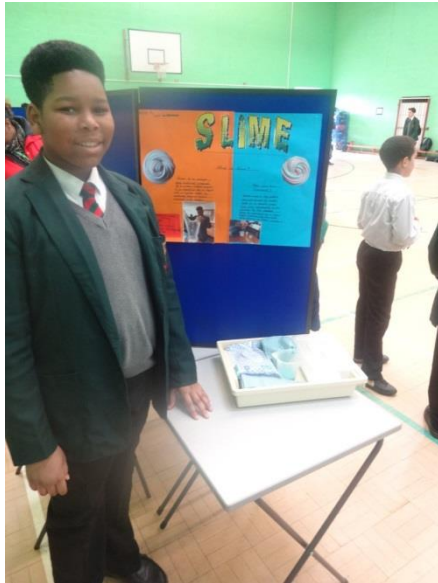
Sessions will be run weekly for 45min – 1hour

Students will not only get to experiment, investigate and be creative. They will also gain practical and communication skills through these investigations



Science Fair

During British Science Week





Thank you

If you have any questions or concerns please contact me

Ms Smart (KS3 Science coordinator)

zsmart@ncc.brent.sch.uk

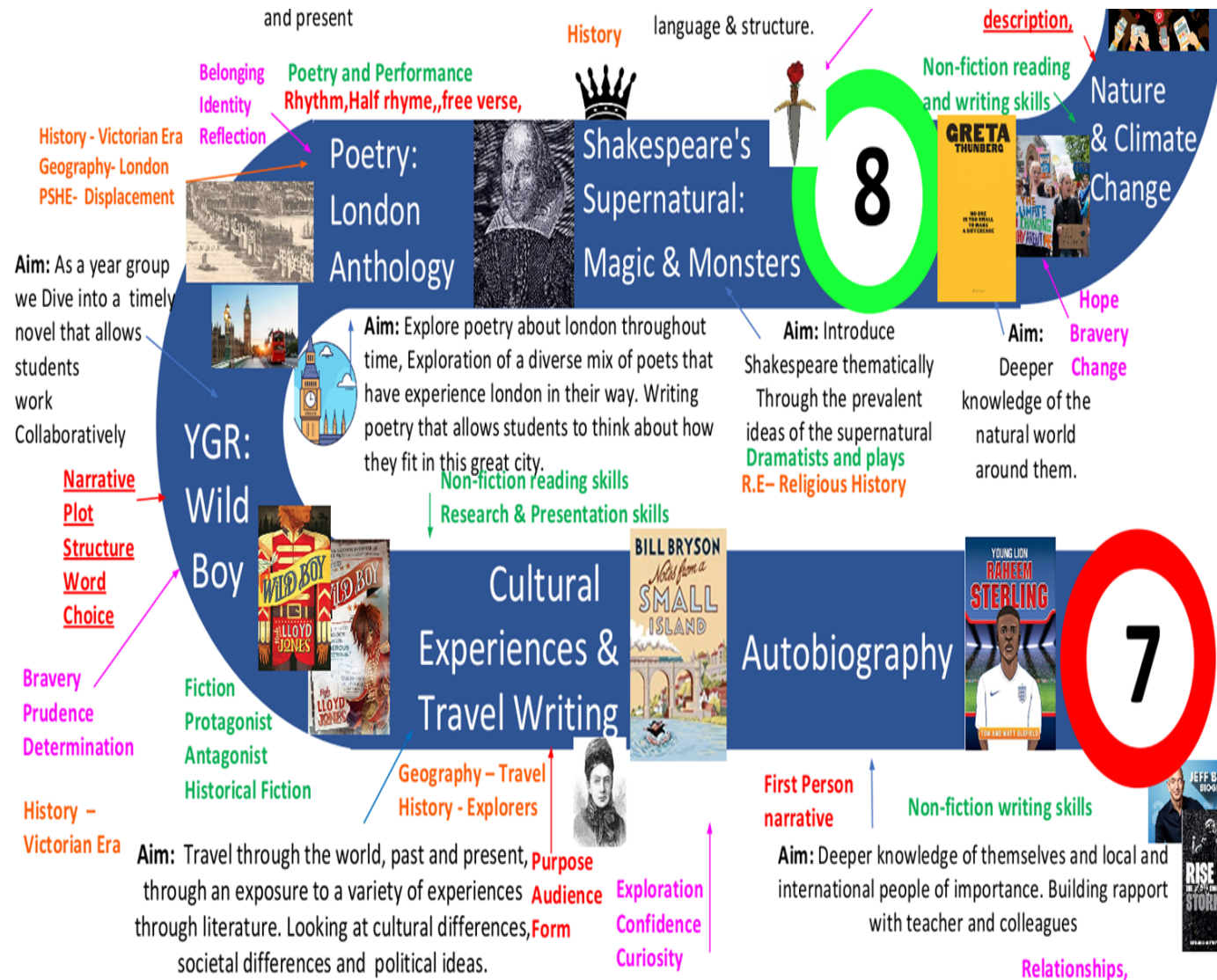


Contact Email:

dkhalaj@ncc.brent.sch.uk

What does your child study in year 7?

Curriculum



Autumn Term:

- Autobiography
- **Travel Writing and Cultural Experiences**

Spring Term

- Year Group Read- Wild Boy Rob Llyod Jones

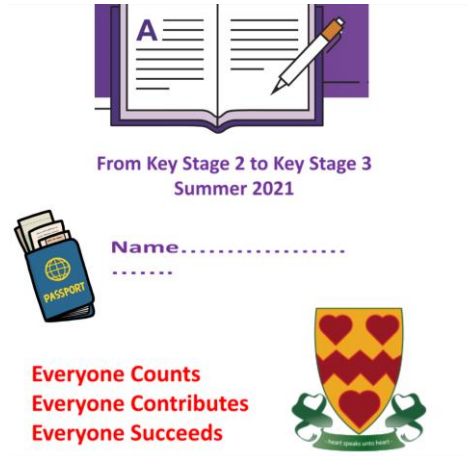
Summer Term

- Poetry: London Anthology
- Shakespeare's Supernatural

Vocabulary and Literacy?

In English, we use knowledge organisers to support the learning of students which has key information they can use to revise and key vocabulary terms. We quiz them on this in lessons and set as revision for homework. Here is an example of a page of key vocabulary terms.

Rhetorical Devices	Definition
Anecdotes	Anecdotes are short narrative stories used by people to communicate an idea.
Facts	A fact is something that has been proven to be true. Facts are not open to interpretation, unlike opinions.
Opinions	An individual's own thoughts and beliefs.
Rhetorical questions	Rhetorical questions are questions asked in order to create a dramatic effect or to make a point rather than to get an answer.
Emotive language	Emotive language is the deliberate choice of words to influence or to elicit emotion.
Statistics	A statistic is numerical data.
Three, rule of three	The Rule of Three is when ideas are presented in threes and become more interesting and more enjoyable.



GOMASSIVE devices:

Group of three
Onomatopoeia
Metaphor
Alliteration/Adjectives
Sensory imagery
Similes
Imagery
Verbs
Emotive language



Highlighters for annotations

Travel writing conventions:

- First person narrative
- Sensory language
- Emotive language
- Imagery
- Verbs
- Time indicators
- Colloquial language
- Use of humour
- Use of GOMASSIVE devices



Green pens for self/ peer assessment of work

Assessment:

Baseline:

- Reading
- Spelling
- Writing (in class 20 minutes)- dedicated individual reflection time



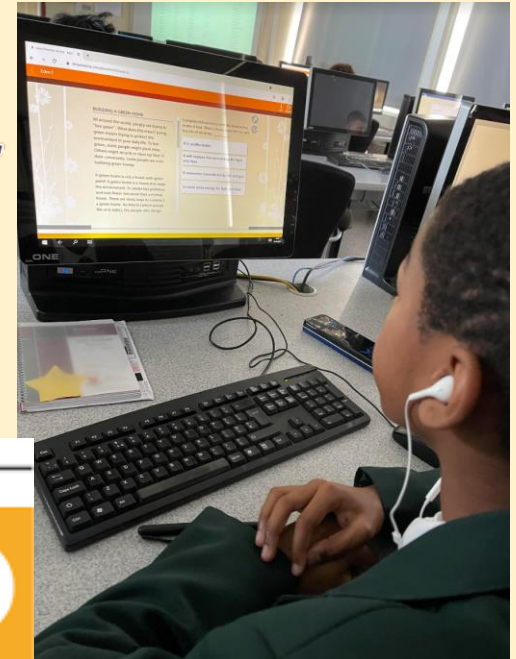
End of each term:

Summative Assessment (1 hour to 1 hr 45 minutes)
based on the topic of
teaching in that term





Accelerated Reader



LEXIA

POWER UP

LITERACY



Google Classroom



Young City Poets



- Trip to London Metropolitan archive
- Writing Poetry on MAPS
- Working with a real poet
- Publishing in an Anthology by The National Literacy Trust
- School Anthology
- Beginning in January



COMING SOON

Classics Club

*Looking at Latin and Ancient Greek texts
starting with looking Myths*



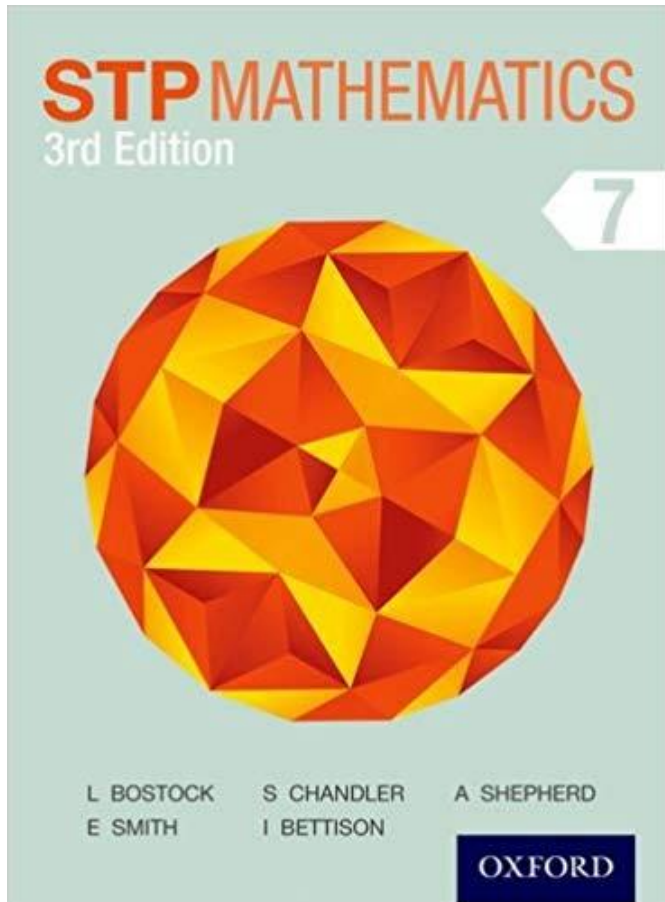
Year 7 Mathematics

Ms Palmer
2iC Mathematics



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Curriculum



Number

Ratio and Proportion

Algebra

Geometry

Probability and Statistics

Written Assessment

Topic Assessment

- 20 minutes
- Self marked
- Immediate feedback

Termly Assessment

- 60/90 minutes
- Teacher marked



Homework

Homework

- Set weekly (Monday for Monday)
- Sparx maths

Homework Support

- Exercise books
- Google classroom
- Support videos
- Mathematics homework club (tbc)



sparx.co.uk

sparx Homework

0 XP | Demo Student9298

MENU

Compulsory
2 new

XP Boost
2 new

Target
2 new

Sparx
Practice

Independent
Learning

You must correctly answer all these questions before we consider your homework to be complete and ready to be handed in. Your Compulsory homework contains questions around the topic(s) set by your teacher, plus a smaller number of revision questions and questions around topics that you've recently covered. The questions are tailored to your level of understanding. Homework is due in at 3pm on the day shown.

▶ Homework due Sunday 26th September 3pm

New

▶ Homework due Sunday 26th September 3pm

New




Google Classroom

7M/Ma4

CLASS

Class code **kwxx2tg**

Meet link [Generate Meet link](#)



Select theme
Upload photo

Upcoming

Due Monday
Homework - Averages

[View all](#)



Share something with your class...



Miss E Palmer posted a new material: Lesson 07.10.20 - Early Number Systems
7 Oct



Miss E Palmer posted a new assignment: Homework - Averages
7 Oct



Miss E Palmer posted a new assignment: Black History Month - Competition!
6 Oct



Miss E Palmer posted a new material: Lesson 02.10.20 - Mode, Median and Range
3 Oct



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Equipment

Black pens

Pencil

Sharpener

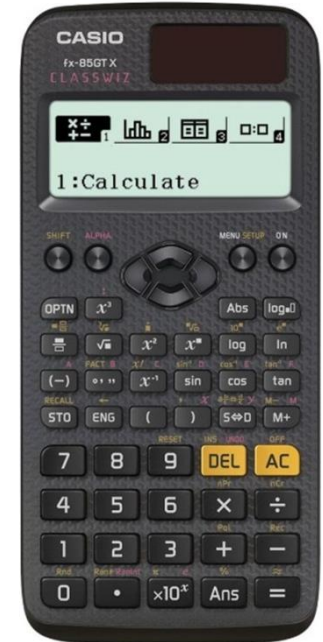
Rubber

Ruler

Protractor

Pair of compasses

Calculator



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UKMT

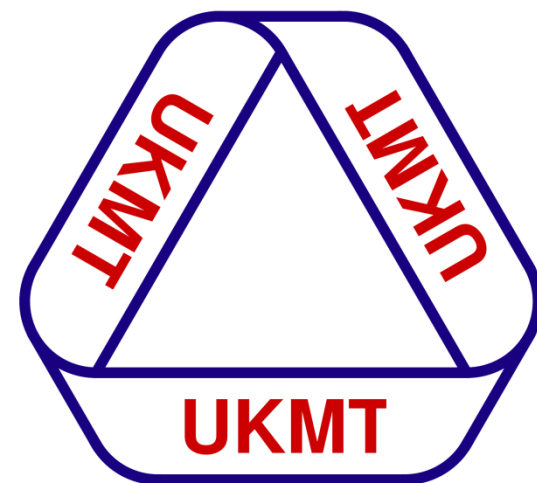
United Kingdom Mathematics Trust

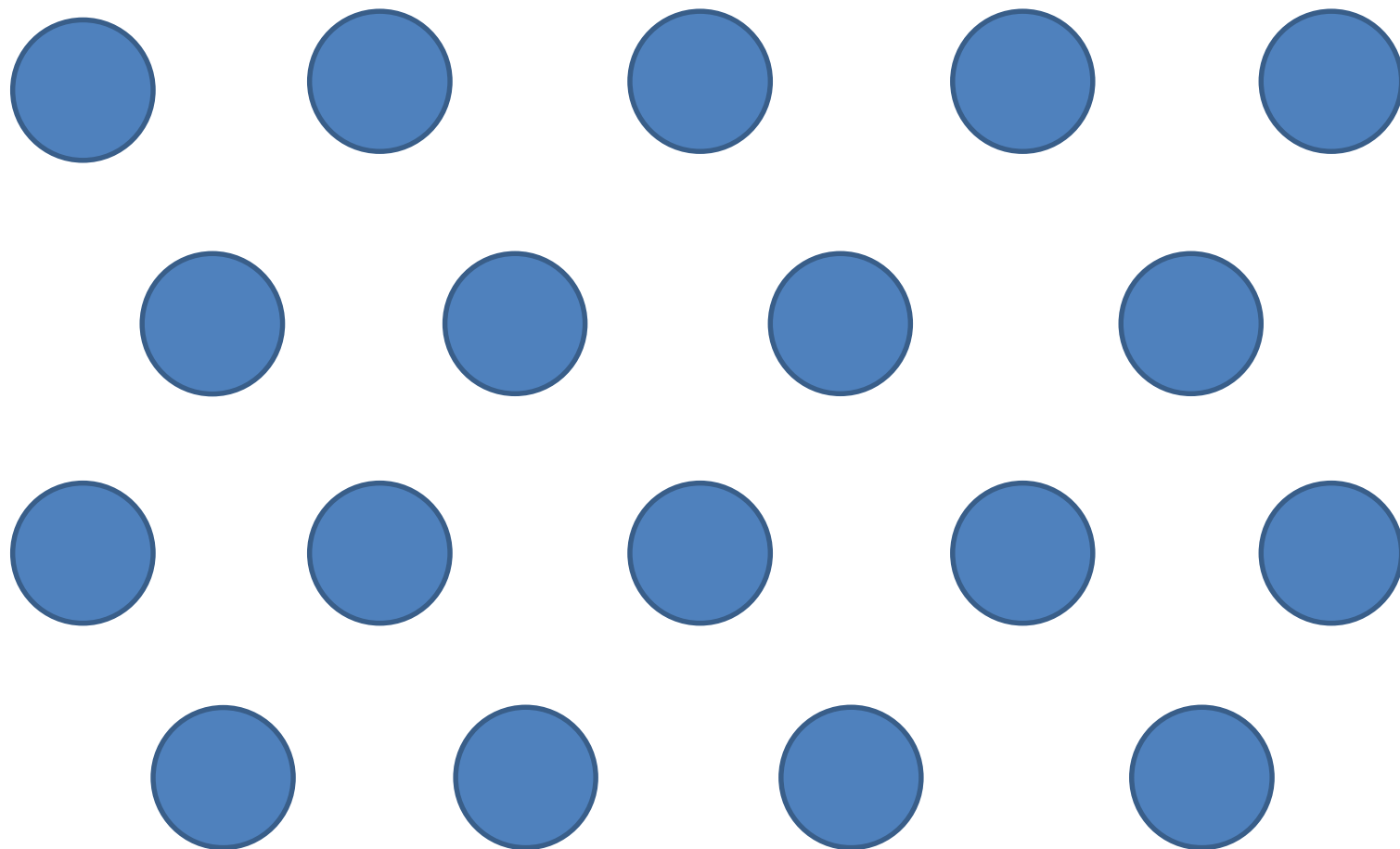
<https://www.ukmt.org.uk/>

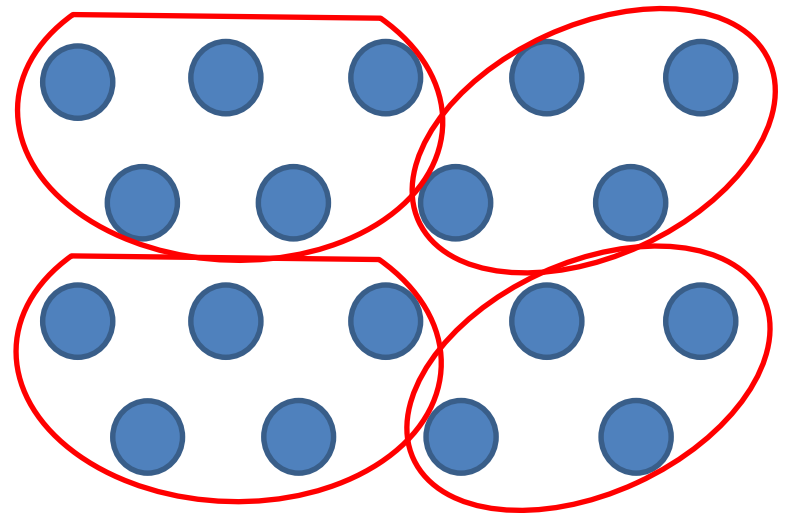
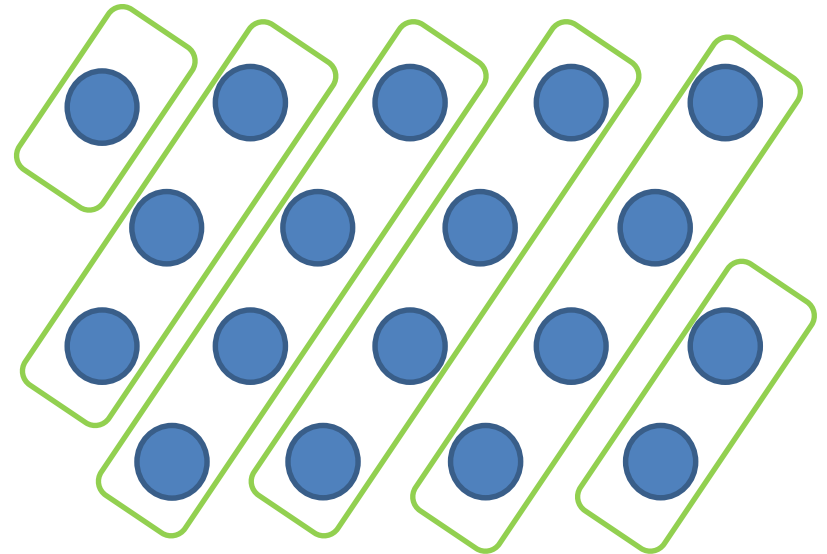
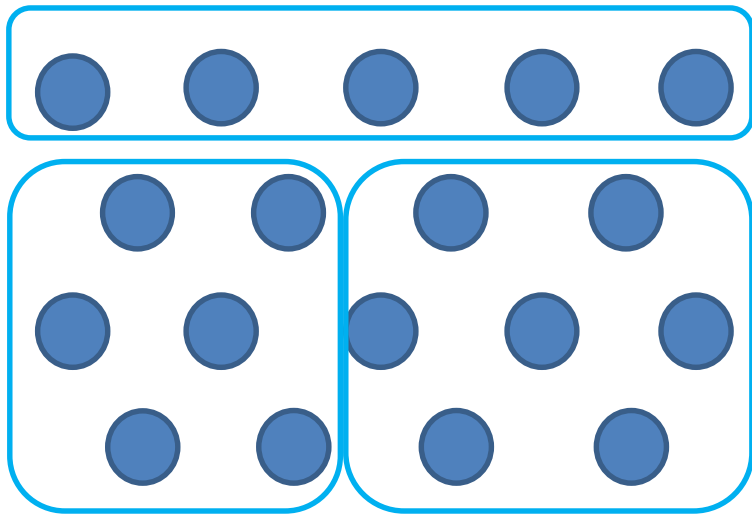
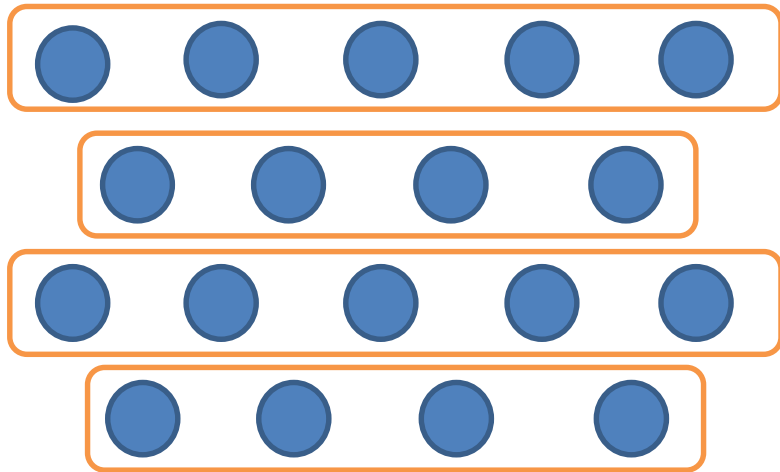
Individual Challenges – Years 7, 8, 9, 10

Team Challenges – Years 8, 9

UKMT Club – tbc







Supporting Your Son

Flexibility

Gray and Tall's (1994) study found flexibility in the use of number was typical of more able mathematicians.

A lack of flexibility can lead to problems later on with students clinging to 'methods and procedures they are taught, believing that each method... must be remembered and reproduced carefully' (Boaler, 2015: 220)



Supporting Your Son

Mistakes and Struggle

'Mistakes are not only opportunities for learning... but also times when our brains grow' (Boaler, 2016: 12).

'These desirable difficulties will slow down performance but will lead to increased long-term retention and transfer of knowledge between contexts' (Didau, 2015: 217).



Supporting Your Son

Everyone can learn maths



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Useful Websites

sparx.co.uk

videos and interactive tasks

www.corbettmaths.com

videos and worksheets

www.nrich.maths.org

collection of rich maths problems



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Contact

Ms Palmer – 2iC Mathematics

epalmer@ncc.brent.sch.uk

0208 965 3947



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Religious Education

To “live life to the full” by maximising on talents that God has given to us in order to achieve academically and live out the Gospel values.”

Diocesan Report

SLT Link: Ms Grace

Curriculum Leader: Mr Hughes

2 i/c Curriculum Lead: Miss O’Connell

Teachers: Ms Richards, Mr Dunne, Ms O’Neill, Ms Mullahy

Presented by Miss O’Connell

*An **outstanding** Catholic school.*

*‘Classroom religious education is **outstanding**’*

*‘The Catholic life of the school is **outstanding**’*



RE Curriculum

To “live life to the full” by maximising on talents that God has given to us in order to achieve academically and live out the Gospel values.”

- RE is **compulsory** for all student as we are a Catholic school, making up 10% of the curriculum timetable.
- RE is a **five-year continuation** learning journey and curriculum aiming to educate the student **holistically, religiously, academically** and **spiritually**.
- Our curriculum enables all students to build on prior knowledge and understanding of beliefs and practices in **Christianity, Judaism, Islam, other religious** and **non-religious beliefs** and **worldviews**.
- We promote high level **subject specific vocabulary** and embed **literacy**.
- We aim to explore the ‘**big questions**’ that build on students’ current knowledge and understanding of world and national issues; **ethically** and **morally**.
- We promote student’s responsibility towards **social justice, human dignity and the common good**; especially current issue such as **climate change**.



RE Curriculum Journey

Our intent is to enable all students to become subject experts by developing across the 'Big Ideas':

1. Factual Religious and Non-Religious Knowledge
2. Religious Literacy and specialist language
3. Understanding Religious Teachings, Texts and Interpretations
4. Analysis and Questions of Beliefs and Practices
5. Application to Ethical Issues and Relevance of Religion in Society

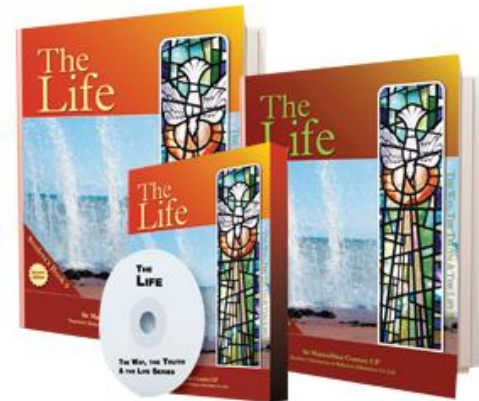
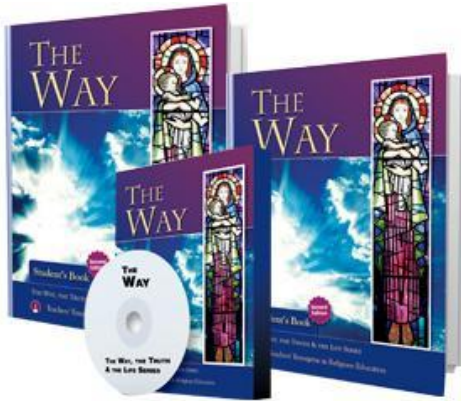


KS3: The Way, The Truth, The Life

Year 7

Year 8

Year 9



Year 7 - Religious Education - Aims and Objectives

Autumn: First half Term	Autumn: Second half Term	Spring: First half term	Spring: Second half Term	Summer: First half Term	Summer: Second half Term
7.1 Introduction/ Rough Guide to Christianity- Revelation and Faith	7.2 Rough Guide to Christianity-God Promises Fulfilled	7.3 The Saviour	7.4 The Church	7.5 The Sacraments	7.6 Christianity and other Faiths
<ul style="list-style-type: none"> • Know and reflect on who God is and how he makes himself known to us • Gift and talent leaves-What gifts God has given to me • The Bible-authority and tradition • How to find a Bible reference • Christian festivals-Christmas and Easter • Historical figures in Christianity 	<ul style="list-style-type: none"> • Know that God made a Covenant with Abraham and through him us • Know that David was chosen to be a great leader. • Know how the birth of John the Baptist was foretold • Know and understand about Annunciation and visitation • Deepen our understanding of the birth of Jesus and how this has shaped our lives 	<ul style="list-style-type: none"> • Deepen our understanding of John the Baptist's message • Know that Jesus came to show us HE is THE way to the father • Understand that Jesus came to help ALL PEOPLE. • Reflect on how Jesus' works through Christians' today 	<ul style="list-style-type: none"> • Know that Jesus gave his mission, power and authority to the apostles • Understand how the Church began • Be aware of the Challenges the first Christians encountered • Know the Church is the Body of Christ 	<ul style="list-style-type: none"> • Deepen our understanding of the Sacraments • Deepen our understanding of the Sacrament of Reconciliation • Know Jesus has great Compassion for the sick • Know about the Sacrament of the Sick 	<ul style="list-style-type: none"> • Know that Christianity continues to spread throughout the world • Be familiar with the experiences of the great missionaries • Be aware of some of the major world religions • Reflect on the bonds of friendship between people of different faiths.

Year 7 - Religious Education - Substantive Knowledge

Autumn: First half Term	Autumn: Second half Term	Spring: First half term	Spring: Second half Term	Summer: First half Term	Summer: Second half Term
7.1 Introduction/ Rough Guide to Christianity- Revelation and Faith	7.2 Rough Guide to Christianity-God Promises Fulfilled	7.3 The Saviour	7.4 The Church	7.5 The Sacraments	7.6 Christianity and other Faiths
<ul style="list-style-type: none"> a) Baseline assessment b) Personal fact file c) Explain God- who is God and how does he makes himself known to us d) Gift and talent “leaves”- What gifts has God given us e) The Bible- authority and tradition f) How to find a Bible reference g) Bible skills and comprehension activities h) Historical figures of Christianity- Abraham and David 	<ul style="list-style-type: none"> a) Exiled, lost and along b) Exile of Chosen people c) The Faithful Jews d) Return from Exile e) Prophecies f) Annunciation to Zechariah g) Annunciation to Mary h) The Visitation i) Elizabeth and Zechariah j) Zechariah’s Prophecy k) God is born; Why? i) News spreads 	<ul style="list-style-type: none"> a) God’s Initiative b) John the Baptist c) Values d) The Beatitudes e) Jesus’ Mission f) Jesus’ Compassion g) Jesus and the Jews h) Woman Caught in adultery i) Dining with the Pharisee j) Jesus wants to be with us k) Jesus teaches l) St John Vianney m) St Teresa of Avila/ Fr Pedro of Arrupe SJ /Mother Teresa of Calcutta 	<ul style="list-style-type: none"> a) Jesus call his disciples b) Meet the disciples/follow Me! c) Simon Peter’s Progress (from the old “The Way”) d) Jesus bids farewell e) Pentecost f) Birth of the Church g) Drama unfolds h) Stoning of Stephen i) Saul’s experience k) Nero’s persecution l) The people of God m) Body of Christ n) Living the Eucharist o) Spread of Christianity p) Christians underground 	<ul style="list-style-type: none"> 1. Signs and Symbols/Christian signs and symbols 2. Personal journey (R for L) 3. Do we have the answers? 4. Jesus is the Sacrament of God 5. The Sacraments 6. Living out the Sacraments 7. God’s Plan for us 8. The Sacrament of Baptism 9. The Lost Son 10. Sacrament of Reconciliation 11. Jesus, the Physician 12. A true story 13. Sacrament of the Sick 	<ul style="list-style-type: none"> a) Overwhelmed by events b) Spread of Christianity c) St Francis Xavier d) Martyrs of Uganda c) Edel Quinn f) Gladys g) What we believe h) The Spirit of God at work i) Some major world religions j) Bonds of friendship k) Catholic father, Muslim mother l) Mahatma Gandhi



To register you promptly at 8:40 everyday.

To support you in having a calm start to the day and being ready for learning at 9am.

To keep track of your attendance and punctuality. Discuss this with you.

Every day
COUNTS!



To support your form and student council holding form meetings.

To listen to you if you are worried about anything in or outside school. To help you think about solutions or where to find help.



To deliver PSHE sessions so you are well informed about how to stay safe and look after your wellbeing.

The Role of the Form Tutor

To meet with you on Academic Review Day and help you set MART targets to aid your progress.



To celebrate your successes with you.

To communicate with your parents / carers to make sure you are getting all the support you need at home and school.



Q&A and Feedback



Year 7

Parents Welcome Evening

2021

