

Year 7 Information

Key Staff

Year 7 Learning Leader – Mr Skerry

a.skerry@rainford.org.uk

Year 7 Pastoral Leader – Miss Litherland

p.litherland@rainford.org.uk

Year 7 Assessment calendar

Date	Activity
Wednesday 18 th September	Year 7 Welcome Evening
Wed 23 rd Oct – Fri 25 th Oct	Colomendy trip
w/c 18 th November	Progress Report sent home
Monday 3 rd Feb– Friday 28 th Feb	Assessment Window 1
w/c 10 th March	Assessment Data Home
Monday 16 th June – Fri 4 th July	Assessment Window 2
w/c 14 th July	Assessment Data Home
Thursday 17 th July	Parents' Evening

- Your child will sit at least one paper per subject over the assessment window.
- Each paper will cover content from what they have just studied and revisit topics / skills they have previously studied. This information will be shared with you and your child.
- These papers will be sat in examination conditions.
- You and your child will get detailed feedback on how they have done through their progress report. This will include areas for improvement and specific strategies to support.
- These will prepare students for the linear examinations in KS4 & 5.

A study demonstrated that “the effect of parental engagement over a student's school career is equivalent to adding two or three years to that student's education.” When parents and teachers work together to improve learning, the gains in achievement are significant

RHS Learning and engagement descriptors

	Effort, Attitude, Preparation and Organisation	Homework / Independent Study
1 – Outstanding	<p>A committed approach is always demonstrated; responds enthusiastically to guidance and advice; always positive about learning; work in lesson is always completed to a high standard, relative to ability</p> <p>All appropriate resources, equipment and materials are always brought to lessons; files/folders/books reflect high levels of organisation</p>	Homework / independent work is always handed in on time and completed to a high standard, relative to ability
2 – Good	<p>A committed approach is typically demonstrated; responds well to guidance and advice; typically focused about learning; work in lesson is typically completed to a high standard, relative to ability</p> <p>All appropriate resources, equipment and materials are typically brought to lessons; files/folders/books reflect good levels of organisation</p>	Homework / independent work is typically handed in on time and completed to a good standard, relative to ability
3 – Below expected standards	<p>A committed approach is sometimes demonstrated; makes some response to guidance and advice; sometimes prepared to learn; work in lesson is sometimes completed to a high standard, relative to ability</p> <p>All appropriate resources, equipment and materials are sometimes brought to lessons; files/folders/books reflect an appropriate level of organisation</p>	Homework / independent work is sometimes handed in on time and completed to an appropriate standard, relative to ability
4 – Cause for concern	<p>A committed approach is rarely demonstrated; makes limited response to guidance and advice; often difficult to engage; work in lesson is rarely completed to a high standard, relative to ability</p> <p>Resources, equipment and materials are sometimes brought to lessons; files/folders/books reflect low levels of organisation</p>	Homework / independent work is rarely handed in on time and rarely completed to an appropriate standard, relative to ability

Homework & feedback strategy

Subject	Homework (per Half-term)	Assessment
English, Maths and Science	4 Knowledge Organiser 2 Reading	Day to day assessment in lessons and Knowledge Retrieval Tests Formative assessments twice per half term including Assessment Windows are completed here also
Modern Foreign Languages, History, Geography, Art Design Technology	2 Knowledge Organiser 2 Reading	Day to day assessment in lessons and Knowledge Retrieval Tests Formative assessment once per half term including Assessment Windows are completed here also
RE, Music, Computing, Drama, PE	1 Knowledge Organiser 2 Reading	

This is the minimum homework requirement for our Year 7 students. Students will complete 2 reading homeworks per subject per half term as well as a number of knowledge retrieval tasks based on their subject knowledge organisers. Students will have a minimum of 1 week to complete reading homeworks / prepare for knowledge tests.

Knowledge organisers

Why are knowledge organisers important?

A knowledge organiser (KO) sets out the important, useful and powerful knowledge on a topic on a single page.

Knowledge Organisers (KOs) are used because:

- Students must have a foundation of factual knowledge, understand those facts and organise knowledge in order to retrieve and apply information. KOs enable this in a very systematic way.
- Our working memory capacity is limited, so by storing more in our long-term memory, we can free up working memory

All knowledge organisers can be found on the Yr7 Everyone Succeeds Google Classroom. (*Students have all been added to this*)

How can I support my child with their learning homework?

'When children's parents are engaged in school life, then children pick up on it. They think, "School is important. My parents think it's important," and that increases their attachment to education, which translates into better achievement'

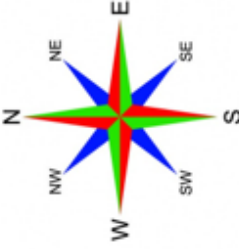
Exemplar knowledge organisers

Rainford High School English Department – Year 7 Knowledge Organiser: The Graveyard Book



The Author – Neil Gaiman	Context	The Narrative and Characters
<p>The Author – Neil Gaiman</p> <p>Neil Gaiman was born in Portchester, England, and was the oldest of three children. He is of Polish-Jewish descent and his family moved to the UK before 1914. Like Bod in <i>The Graveyard Book</i>, Gaiman was a prolific reader as a child. After he finished school, Gaiman initially pursued a career in journalism, but he also published several short stories. He began writing for comic books in the mid-1980s, and the comic book publisher DC Comics hired him to write for them in 1987. There, he wrote the Sandman comic series, which eventually became one of DC's best-selling titles and some of Gaiman's most famous work.</p> <p>Gaiman has written a wide selection of novels including <i>Stardust</i> (1997), <i>Coraline</i> (2002) and <i>Norse Mythology</i> (2017). These novels, like the Sandman series, have received a lot of praise and awards. <i>The Graveyard Book</i> won the 2009 Newbery Medal.</p> <p>Key Themes</p> <p>Community: The whole graveyard is involved in helping Bod to grow and learn. The ghosts he meets all teach him something new.</p> <p>Coming of age: The novel follows the progression of Bod from a toddler until he is 15 and on the verge of adulthood. In that time, he undertakes significant character development.</p> <p>Good versus evil: There is the constant threat of the man Jack throughout the novel. However, the novel makes us question what makes someone evil.</p> <p>Life and death: The ghosts in the novel have the security of knowing nothing can now hurt them. But they encourage Bod to live his life fully.</p> <p>Parents and guardians: The novel suggests that anyone can be a parent if they look after someone.</p> <p>Identity: Bod's name is Nobody but the book shows him finding out who he is for himself.</p>	<p>Key Terminology (Tier 2)</p> <p>Ambly: To walk in a leisurely manner</p> <p>Clamber: To climb awkwardly</p> <p>Desiccated: Thoroughly dried out</p> <p>Diffuse: To spread through something</p> <p>Dubiously: In a doubtful manner</p> <p>Elusive: Skilful at evading capture</p> <p>Flourish: A showy gesture</p> <p>Glower: To look angry or sullen</p> <p>Iridescent: Varying in colour</p> <p>Lucid: Clear and easily understandable</p> <p>Mausoleum: A large burial chamber</p> <p>Petulant: Easily irritated or annoyed</p> <p>Scrabble: To grope, scratch or search for something</p> <p>Smattering: A small number or amount</p> <p>Unprecedented: Having no earlier occurrence</p> <p>Wistful: Deep in thought and feeling sadness</p> <p>Wizened: To look as if lean and wrinkled</p>	<p>Key Terminology (Tier 3)</p> <p>Allegory: A story with a hidden moral message</p> <p>Allusion: An indirect reference to another text</p> <p>Antagonist: A character who works against the protagonist</p> <p>Bildungsroman: A novel that plots a character's journey or development</p> <p>Characterisation: Using actions, appearance and speech to show what a character is like</p> <p>Complication: An obstacle in a narrative that must be overcome</p> <p>Dialogue: Speech used by a character</p> <p>Epigraph: A short quotation or saying at the beginning of a book</p> <p>Exposition: The reader's introduction to a narrative</p> <p>Juxtaposition: Placing ideas or objects next to each other for contrasting effect</p> <p>Narrator: The person or voice telling the story</p> <p>Protagonist: The leading character in a narrative</p> <p>Resolution: The conclusion of a narrative</p> <p>Symbolism: Using object or action to represent other ideas</p>

Direction



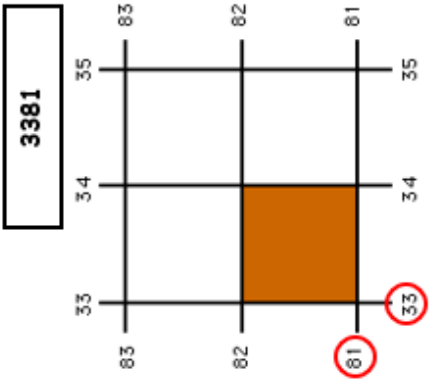
- Direction is given on a map using the points of the compass.
- North is always at the top of an Ordnance Survey map.

Key Terms

- Relief** - the way the landscape changes in shape.
- Contour Line** - is a line on a map joining points of equal height above or below sea level.
- Scale** - shows the size of the area represented by the map.
- Grid reference** - a location on a map, which is found using the northing and easting numbered lines.
- Ordnance Survey (OS)** - is the national mapping agency for Great Britain.

4 Figure Grid References

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- Find the grid square that feature you are looking for is in.
- Go along the bottom of the map until you reach the line on the left-hand side of that square. Write down the two numbers of this line.
- Go up the side of the map until you reach the line along the bottom of that square. Write down the two numbers down.
- You now have a 4-figure grid reference.

Measuring Distance

Straight line distances (use a piece of scrap paper for this)

- Place the piece of paper along the line between the two points on your map.
- Mark the two points onto a straight edge of the paper.
- Place the paper along the km scale bar at the bottom of the map.
- Make sure the first point you marked is on zero.
- Whenever the second point is on the scale bar that is your straight-line distance.

6 Figure Grid References

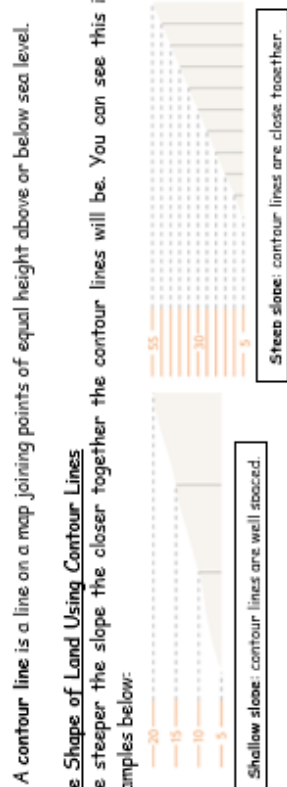
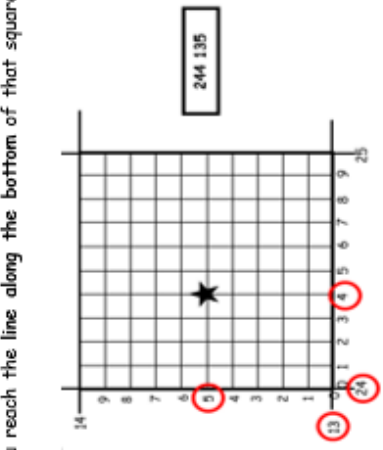
- Go long the bottom of the map until you reach the line to the left-hand side of the grid square your feature is in.
- Write down the two numbers of the line.
- Now divide the bottom of that grid square into 10.
- Count along the bottom of the grid square until you reach the feature you are interested in, and write down the number.
- Go up the side of the map until you reach the line along the bottom of that square. Write down the two numbers down.

Height and Relief

A contour line is a line on a map joining points of equal height above or below sea level.

The Shape of Land Using Contour Lines

The steeper the slope the closer together the contour lines will be. You can see this in the examples below:

MYSELF AND FREE TIME

7.1 Introductions & Greetings

hola	hello
buenos días	good morning
buenas tardes	good afternoon
buenas noches	good night
chao	bye
adiós	goodbye
hasta luego	see you later
hasta pronto	see you soon
¿qué tal?	how are you?
¿cómo estás?	how are you?
(muy) bien	(very) good
mal	bad
regular	not bad
estupendo	great
estoy fatal	I am awful
estoy feliz	I am happy
estoy cansado/a	I am tired
estoy triste	I am sad
me llamo...	my name is...



Hola ¿Cómo estás?
Hí, how are you?



Estupendo, gracias.
Great, thanks.

Remember: The infinitive verb 'tener' means 'to have'. It is a very important verb (and it is irregular) so you must learn it well!



7.2 Los números - Numbers 1-20

uno	1
dos	2
tres	3
cuatro	4
cinco	5
seis	6
siete	7
ocho	8
nueve	9
diez	10
once	11
doce	12
trece	13
catorce	14
quince	15
dieciséis	16
diecisiete	17
dieciocho	18
diecinueve	19
veinte	20



7.3 Age and the verb 'tener'

¿Cuántos años tienes?	How old are you?
tener	to have
tengo	I have
tienes	you have
tiene	he / she has
tenemos	we have
tenéis	you lot have
tienen	they have
tengo ... años	I am ... years old
tiene ... años	he / she is ... years old



¿Cuántos años tienes?
How old are you?

Tengo ... años
I am ... years old



Preparation is key!

- Encourage your child to check Show My Homework every evening. Make sure that they check what is due for the week ahead so they can plan their time accordingly.
- Encourage your child to ask their teacher for support if they are unsure of anything – this is why it's important not to leave homework until the night before it's due!
- Make sure that they have all the necessary equipment to hand.
- Help your child to find a quiet space to complete their work (away from distractions such as mobile phones, TVs etc).
- Encourage your child to check their bag each night to ensure that they have all books and equipment necessary for the following day.

Top 3 Revision strategies

1) Look, say, cover, write, check

This is a strategy which most of our students will be familiar with from KS2. This revision method can be used to help them to remember all sorts of information, not just spelling!





- Read the word / phrase / piece of information and say it aloud a few times.
- Cover it up with a piece of paper or your hand.
- Write the information, from memory, next to the original.
- Check the knowledge organiser to see if you got it right.

2) Flashcards




- Help your child to make flashcards with the information they need to learn for their knowledge retrieval test.
- Keep information on cards brief and to the point.
- Try to include pictures or diagrams to jog their memory.

An example of a history flashcard:

<p>England <u>BEFORE</u> 1066 RELIGION - 4 facts</p>	<ul style="list-style-type: none">• Mainly Christian (Catholic)• Bishops ran the church • Peasants were very religious• Monks were educated : <ul style="list-style-type: none">• Kept records• Wrote chronicles 
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They can put the question or a prompt on one side and the information they need to remember on the other.

An example of a PE flashcard:

<p>Flexibility</p>	<p>The range of movement around a joint </p>
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They can put a word on one side and a definition on the other.

- Look at the flashcards and read aloud a few times. Then, look at the question / definition and try to remember the answer / description
- Shuffle the cards and do it again a couple of times.
- Now, try to look at the answer / description and try to remember the question / definition
- Shuffle the cards and do it again a couple of times.
- Put the cards that they know very well aside.
- Concentrate on the cards that they find harder. Write the information out several times using the look, cover, write, check method and then give them another go!

Get people at home involved! Even if you don't know a lot about rhythm or pitch in music, you can still use the information on the flashcards to support your child!!

Self-quizzing



Research about study tells us that one of the most effective techniques for revision is to self-test. We know that this is what the most successful students do!

Self-quizzing requires you to recall information from memory. This not only highlights what they do or don't know, but also strengthens their ability to recall that information.

There are many ways to test knowledge:

- Turn over / cover the section of the knowledge organiser they are studying and encourage them to write down as much as they can from memory as accurately as they can. Then flip over / uncover the knowledge organiser and help them to check the accuracy of what they have written down. Use a different coloured pen to correct any errors and fill in any gaps.
- Help your child to make your own quizzes and tests to complete the next day or 2 days later to check how much they can remember.

Here are some examples from P.E. & history

1. True or false...
A pulse raiser exercise slowly raises heart rate.
2. Name two types of stretching
- S
- D
3. Speed : The ability to _____ the body
or body parts _____
4. A marathon runner is an example of
_____ fitness.

1. Who ran the church ?
2. Who kept records and wrote chronicles ?
3. Fill in the blanks: Most people lived as _____ in _____ as towns were very small.
4. Who did England trade with ?
5. Two in every 100 people were what ?

- Encourage your child to create quizzes for their friends and swap
- Create a quiz based on the information your child needs to learn or encourage other family members to help out!

Reading

“The more that you read the more that you will know, the more that you learn the more places you will go.”

Why is reading so important?

Whether or not reading is something we enjoy, we cannot deny that the ability to read is a fundamental skill and to be able to read with confidence is very important. In a world where there are so many other things we could be doing with our time, reading often falls to the bottom of the pile. With a screen to entertain us, why would anyone take the time to pick up a book? Here is why.....

- **Reading increases vocabulary and helps to improve communication skills.**
- **Reading makes us better spellers and writers.**
- **Reading improves focus and concentration.**
- **Reading improves imagination.**
- **Reading reduces stress.**
- **Reading improves memory.**
- **Reading increases intellect and leads to academic success.**
- **Reading increases capacity for empathy.**
- **Reading is entertaining.**

Research suggests children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

At Rainford High your child will be encouraged to read in different ways throughout the curriculum in lesson time. Your child will also be asked to read 12 articles per year per subject through homeworks set by subject teachers. They will be asked to take a short quiz after each of the articles to check their comprehension of what they have read.

How can I support my child with their reading homework?

- Read all the instructions on the homework carefully. Articles will either be on Google Classroom or there will be a link to the article on the school website [KS3 Reading Homework - Rainford High School](#).
- Read the article with your child if they are struggling and model how you would look for the correct answer in the text.
- Encourage your child to use reading strategies such as skimming and scanning to find the correct answer in the text. For example, if the question requires your child to find the name of a person, encourage them to scan the text for capital letters.
- Discuss your child's reading homework with them. What 3 key pieces of information did they take from the article? Can they summarise what they read in 10 words or fewer?

Below are the 3 Rainford Reading Strategies that we use in school to support our pupils in developing their reading. You can use these to further support your child when reading at home.

The 3 Rainford Reading Strategies

- Activate prior knowledge — what do they already know about a topic from reading or other experiences? This helps students to infer and elaborate, fill in missing information and to build a fuller 'mental model' of the text.
- Question — students generate their own questions about a text to check their comprehension and monitor their subject knowledge.
- Summarise — students summarise the meaning of sections of the text to consolidate and elaborate upon their understanding. This causes students to focus on the key content, which in turn supports comprehension monitoring.

ACTIVATE PRIOR KNOWLEDGE	QUESTION	SUMMARISE
BEFORE	DURING	AFTER
What is my goal? Why am I reading this text?	What am I finding difficult to understand? If I go back and re-read, what can I look out for?	What are the main ideas of what I have just read?
What might this text be about? (SKIMMING)	What connections can I make to things that I have read, watched or seen that is similar to this? In what ways?	What is the most important message or idea in the text?
What do I already know about this topic / author?	What does this word / phrase mean? What clues can I use to help me?	What other questions do I have about the text / topic?
What initial questions do I have about the text?	Why did the author write this?	What key vocabulary can I take from the text and use in my work?

Supporting your child with wider reading

What can I do at home to support my child's reading development and help them to reach that 15 years and 6 months reading age to access the GCSE paper?

- Encourage your child to download a book from our free school e-Library. You can find out how to do this on our school website www.rainford.org.uk/library.
 - Encourage your child to read whilst you are out and about or in the home. Ask them to read shopping lists, recipes, leaflets on days out, bus and train timetables, magazines etc.
 - Do as I do - If you want your child to master reading, you have to set the tone. Setting aside time to read a book is a powerful indicator to your children that reading is important.
-
- Through reading, your child will be exposed to a wealth of vocabulary. Encourage your child to experiment with new vocabulary in their conversations with you. Talk to your child about the 'Word of the Week'. Can they use the word in a sentence? Can they explain the etymology and morphology of the word to you or give you a definition?

When parents read aloud to their children, they achieve better educational outcomes than children whose parents don't (Nicola, 2017).

Additional ways to support your child to have a positive learning experience

Learning at home with parents enables children to achieve more. When children talk openly with their parents about their day at school and other things, they will achieve more educationally than those who don't (Daniel, 2015).

A recent study identified key characteristics commonly associated with students who made good or accelerated progress during secondary school. We have summarised these characteristics into the following tips.

1. Get focused

Think!



- Am I organised?
- Am I conscientious?
- Am I determined to succeed?
- Am I concentrating when working at home or in school?

These are all important characteristics as they form the foundation for many students who make great progress!

How might you help your child?

- Use training in sport, practice and rehearsal in dance and music to demonstrate how focus and determination lead to improvement and success.
- Support with homework planning and provide incentives (and snacks!)

2. Accept and enjoy the challenge

Think!



- How do I react when I am asked to do something harder than usual?
- Am I prepared to work outside my 'comfort zone'?
- Will I sometimes take the harder option when given a choice?

Learning is rarely straightforward and so your son/daughter will come up against obstacles and difficulties.

How might you help your child?

- If your son/daughter describes their work as 'boring' or 'easy', encourage them to ask their teacher for something more challenging to try.
- Show your son/daughter how you enjoy a challenge by completing puzzles, crosswords or Sudoku together or do something different together – visit a gallery or museum, see a film or read a book - **then talk about it!**

3. Build on your strengths, work on your weaknesses

Think!



- How often do you reflect on your work?
- How often do you pin-point the things you need to work more on?
- How often do you tackle some of the harder pieces of work when you are fresh rather than

Your son/daughter knows probably better than anyone what he/she can do well and what is more difficult. Being honest and realistic about strengths and weaknesses is a key part of the learning process.

How might you help your child?

- Encourage your son/daughter to talk to you about the topics he/she finds difficult in different subjects.
- Help him/her to use the textbook and class notes for support and encourage your son/daughter to talk to their teacher as he/she will also want to help.

4. Learn to work on your own

Think!



- How do you work when you are on your own?
- Are you happy to work on your own at school as well as at home?
- Are you prepared to sort out things for yourself and use books and computer websites to help you?
- Do you have a few self-help strategies that work well for you?

Sometimes students just need to spend some time on their own to see if they can 'get their head round' what they are doing. They also need to know what to do if they get stuck.

How might you help your child?

- Encourage your son/daughter to make use of resources at school, e.g. from the department, library, website or learning resource centre
- Buy or borrow the revision guides the school recommends.
- Encourage re-visiting of lesson notes and re-reading of set texts.

5. Get the most out of working with others

Think!



- How do you get on when you are working with a group?
- Do you listen and make contributions?
- Do you try out your ideas and understanding on your friends and compare their approaches with your own?

Learning is often much more productive when you do it with others. Talking about ideas and comparing approaches can really help to improve understanding.

How might you help your child?

- If your son/daughter socialises with friends at home, encourage him/her to spend some time talking through homework together.
- Get your son/daughter to talk you through a piece of work, particularly if he/she is finding it challenging.

6. Stay positive – don't give up

Think!



- How do you react when your results are not as good as you'd expected them to be?
- If you don't achieve your targets this term how do you feel about next term's targets?
- How good are you at pulling yourself out of a bad patch?

Being resilient is really important. There will be times when things are just not working in certain subjects. Overcoming these difficulties can really motivate your son/daughter and help him/her to make even more progress in the future.

How might you help your child?

- Try to refocus your son/daughter on their longer term goals and targets and help him/her to identify the things to do to achieve these.
- Talk to you son/daughter about whether he/she need support from others to get back on track, e.g. their teacher or a learning mentor.
- Encourage your son/daughter to review his/her progress with you.

7. Be ambitious for the future

Think!



- What are your hopes and ambitions for the future?
- Do you have any idea of what you would like to do when you leave school?
- What qualifications are you likely to need to follow this aspiration?
- How far do you feel you are on track to achieve your aim?

Many students are motivated by career aspirations. Your son/daughter doesn't need to have a definite career in mind but it can be helpful to have some idea of what work in school might be leading to and whether he/she is on track to achieve his/her aim.

How might you help your child?

- Support your son/daughter in finding out about the qualifications needed to achieve his/her hopes and ambitions for the future.
- Encourage him/her to aim high – by trying to exceed the qualifications to keep options open.
- Talk to your son/daughter about your own career or the careers of other family members or friends.

8. Try and develop as many talents and interests as possible

Think!



- What do you like to do when you are not at school?
- Do you commit quality time to developing your talents or interests?
- Do you participate in any extra-curricular activities linked to the school?

Many students have talents and interests, such as those associated with music or sport. Committing time and energy to these can often have positive spin offs for other work in school. Extra-curricular activities can help to develop confidence, organisational skills, self-discipline and good communication skills.

How might you help your child?

- Encourage your son/daughter to continue with his/her interests or develop new ones.
- Encourage your son/daughter to participate in clubs or activities offered by the school.