

Year 7 Information Evening

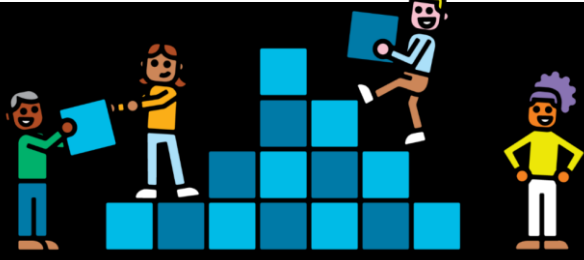
Ms Nafi – Head of Year 7

The start of an amazing 7 YEAR journey together...



A fantastic start

9114 merits so far!



Teambuilding Day

Friday 22nd September



Clubs

Time	Mon	Tues	Weds	Thurs	Fri
Lunch	Art Club Week 2 Only 12:20 – 12:50 W21 Ms Shepherd	Netball Club Back Playground Ms Pochylska-Bajda Boys' Football All Weather Pitch Mr Ali	Trampolining Sports Hall Mr Frangeskides	Drama Club D3 Ms Board / Ms Nicolaides	Girls Football All Weather Pitch Ms Pochylska-Bajda
After School	Maths Extra Club Week 1 Only P17 Mr Attafuah Badminton Club Sports Hall Mr Ali Orchestra Club Music Dept Mr Ekstrom	Girls' Football with Spurs All Weather Pitch		Cross Stitch Club W23 Ms Tshiamalenge Tennis with Highgate Tennis Club Tennis Courts Fitness Club Gym Mr Ismael Table Tennis Club Sports Hall Mr Ali	

Music lessons have also now started.

Satchel One - Homework

- We want students to be in the habit of checking Satchel every evening.
- Students should aim to complete homework the night it is set. This gives them time before it is due to ask their teachers for help if they need it.
- There are computers in the LRC they can use to do their homework.
- They (and you) can download the Satchel app if you have a smart phone.
- Homework Club has started in Learning Support. Mon Weds Thurs after school for an hour.

The Canteen + Budgeting



- *Lunch cards can be topped up with cash as well as on Scopay.*
- *A main meal costs £3.80 – includes either a drink or dessert.*

Ms Anna Hamilton Assessment

Year 7

Assessment and Reporting



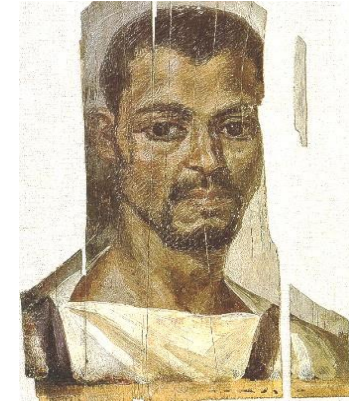
Assessment

- Departments set key pieces of work for every year group which are completed by all students and assessed in an agreed way by staff each half term.
- Subject teachers mark these key pieces of work using a combination of **formative** and **summative** assessment.
 - ✓ **Formative Assessment** = *Comments about what students have done well and what they need to do to improve*
 - ✓ **Summative Assessment** = *Marks and/or grades*

Learning Plan

Year 7 History Autumn Term 1

ENQUIRY QUESTION:
Where did the early British come from?



Knowledge

What will you learn about?

1. Intro to History
2. First Black Britons
3. Multi-cultural Roman Britain
4. Saxon migrants
5. Viking migrants
6. Emma of Normandy

Skills

Which skills will you develop?

You will need to:

- Understand the experiences of different groups in the past, the reasons they came to Britain and how they changed society
- Compare the similarities and differences of these groups and make an explained judgement about them.

Learning habits

What do you need to do to be successful?

Assessment

How will you be assessed?

You will use what you have learnt to write an extended piece of writing explaining how early settlers to Britain were similar.

Literacy

Which key words will you learn?

Migrant
Settler
Immigration
Hunter Gatherers
Celts
Romans
Anglo Saxons
Vikings

Multicultural
Pilgrimage
Pagan
Christian
Warrior

Ex

- I always try hard and persevere when learning is challenging and seek to achieve excellence in all that I do
- I contribute fully in lessons and I am always well-organised
- I always complete my homework to the highest standard and I often do more than my teacher has asked for

Go

- I consistently work hard and seek to produce work that meets the expectations of my teachers
- I contribute well in class and I am well-organised
- I always complete my homework

In

- I can work well to produce work that meets expectations, but I don't do this for every task
- I can contribute well and be well-organised, but not consistently
- I sometimes complete my homework

Co

- I regularly miss homework deadlines and I often don't complete home or class work to an acceptable standard
- I often forget my book and do not have the right equipment
- I don't concentrate well in lessons

Feedback

- **Written** feedback from teacher (include praise about strengths as well as how to improve areas for development)
- **Verbal** feedback from teacher (can be whole class or to smaller groups or individuals)
- **Whole class** feedback (read a class set of books or answers and plan verbal or written feedback for the class that allows every student to improve their work)
- **Self-assessment** (use of clear success criteria and model answers)
- **Peer-assessment** (use of clear success criteria and modelling of comments/targets essential)
- **Re-teaching** key content in a lesson (to address common misconceptions or mistakes)
- Student-teacher **dialogue** and **questioning**
- **Merits** and **demerits** to acknowledge or encourage completion of tasks

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71

Suggested improvements are given for 'Inconsistent' or 'Concern' Learning Judgements. Classwork (CWK), Homework (HWK), Behaviour (BEH), Contribution (CON), Organisation (ORG), Attitude to Learning (ATL), Literacy (LIT), Numeracy (NUM), Attendance (ATT)

Subject	Learning Judgment	Improvement 1	Improvement 2
English Ms R. Price	Inconsistent	BEH	
Mathematics Ms S. Golamgouse	Inconsistent		
Science Mr B. Heath	Inconsistent	ATL	HWK
Art Ms C. Shepherd	Inconsistent	ATL	CON
Computer Science C. Comp Science	Concern	ATL	CWK
Drama Miss J. Lane	Inconsistent	ATT	
Geography Mr A. Uyar	Inconsistent	BEH	
History Mr N. Charlesworth	Good		
PE Mr D. Frangeskides	Concern	BEH	CWK
REP Ms T. Kemp	Inconsistent	LIT	HWK
Spanish Mrs K. Mayer	Good		
Technology Mr S. McDonagh	Inconsistent	CON	

Learning Judgement	Description of Learning Habits	This indicates... Learning Judgement
Excellent	Always tries hard, perseveres when learning is challenging and seeks to achieve excellence in all that they do Contributes fully in lessons and is always well-organised Produces homework to a very high standard and often goes beyond the minimum expected	An Excellent Learning Judgement indicates a student to have developed excellent learning habits for future academic success.
Good	Consistently works hard and seeks to produce work that meets expectations Contributes well in class and is well-organised Always completes homework	A Good Learning Judgement indicates a student to have developed good learning habits for future academic success.
Inconsistent	Can work well to produce work that meets expectations, but not on every task Can contribute well and be well-organised, but not consistently Sometimes completes homework	An Inconsistent Learning Judgement indicates a student needs to work towards a 'Good' Learning Judgement to ensure they develop the right learning habits for future academic success.
Concern	Regularly misses homework deadlines and/or does not complete home or classwork to an acceptable standard Often disorganised Does not concentrate well in lessons	A Concern Learning Judgement indicates a student needs to work towards a 'Good' Learning Judgement to ensure they develop the right learning habits for future academic success.

Strategies to Support Improvements

Classwork (CWK)	<ul style="list-style-type: none"> Check their exercise books; is the work up-to-date and completed to a high quality? Discuss different topics to encourage a thirst for learning.
Attitude to Learning (ATL)	<ul style="list-style-type: none"> Use Satchel One to check what HWK they have, encourage them to complete it to a good standard and meet the deadline.
Contribution (CON)	<ul style="list-style-type: none"> Encourage them to discuss what they are learning about in their lessons on a regular basis to support their verbal literacy and increase their confidence to contribute in class discussions. Encourage them to ask questions when they don't understand as well as to contribute answers in lessons.
Behaviour (BEH)	<ul style="list-style-type: none"> Go through the home-school agreement and check they understand our expectations. Talk them through situations they might find difficult and discuss how to maintain good behaviour in the situation. Monitor their merits and demerits on Satchel One and discuss any issues which may arise. Liaise with the relevant subject teacher (or tutor if it is a more general issue) to address any issues.
Organisation (ORG)	<ul style="list-style-type: none"> Check their bag with them to ensure they have the right books and equipment each day (or the night before).
Attendance (ATT)	<ul style="list-style-type: none"> Check Satchel One and help them organise when to complete homework for different subjects to meet each deadline. Discuss the importance of attendance and its direct correlation to academic success. Encourage them to get enough sleep, eat well and exercise to support their physical and mental wellbeing. Ensure medical appointments are made outside of school hours where possible.
Homework (HWK)	<ul style="list-style-type: none"> Use Satchel One to check HWK is completed as detailed above. Students should be completing 45-60 mins of HW per week for English, Maths and Science, per fortnight for Foundation Subjects and 30 mins a fortnight for Music, Art and Drama. Additionally, check they are consolidating their learning at home by: <ul style="list-style-type: none"> ✓ reading over their exercise/ textbooks and other resources shared by their teachers ✓ making revision cards to help them learn key content off by heart

	<ul style="list-style-type: none"> ✓ testing themselves, or getting you to test them, on key content ✓ watching or listening to documentaries, podcasts etc. that are related to what they are learning and will broaden and deepen their understanding (ask teachers if you want some recommendations!)
Literacy (LIT)	<ul style="list-style-type: none"> Spend time reading with your child, or encouraging them to read independently, and check that they understand what is going on in the text (What has just happened there? What is the character feeling? Ask them to identify parts of a text that convey certain ideas e.g. which part of the text show that the character feels sad?) Check that their written responses to tasks are clear, make sense and have used punctuation correctly.
Numeracy (NUM)	<ul style="list-style-type: none"> Encourage them to use online Maths resources at home e.g. Dr Frost, Corbett Maths, Maths Genie – little and often. Try to use Maths in everyday life, e.g. help your child to read a bus timetable or calculate the cost of sweets.

Attendance, Punctuality, Merits and Demerits

>=98% attendance	96-97.9% attendance
90-95.9% attendance	<90% attendance

Attendance	85.90		
Late to School	8	Late to lesson	28
Authorised Absence	18	Unauthorised Absence	0
Merits	132	Demerits	23

Attendance

Excellent attendance is vital for a student's success. The link between attendance and attainment is striking. Nationally students with 96% attendance have a 72% chance of gaining a grade 4+ in English and maths, compared to a 35% chance for those below 96%. We encourage students at Highgate Wood School to aim for 98+% attendance.

Reporting

Each term your child will receive a **Learning Judgement** from each of their subject teachers.

In the vast majority of cases, where a student is **underachieving** in a subject, it is because they are displaying the qualities described above in the **'inconsistent'** or **'concern'** learning judgement description.

Learning Judgement	Description
Excellent	<ul style="list-style-type: none">• Always tries hard, perseveres when learning is challenging and seeks to achieve excellence in all that they do• Contributes fully in lessons and is always well-organised• Produces homework to a very high standard and often goes beyond the minimum expected
Good	<ul style="list-style-type: none">• Consistently works hard and seeks to produce work that meets expectations• Contributes well in class and is well-organised• Always completes homework
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Concern	<ul style="list-style-type: none">• Regularly misses homework deadlines and/or does not complete home or classwork to an acceptable standard• Often disorganised• Does not concentrate well in lessons

- Classwork (CWK)
- Homework (HWK)
- Behaviour (BEH)
- Organisation (ORG)
- Attitude to Learning (ATL)
- Literacy (LIT)
- Numeracy (NUM)
- Attendance (ATT)
- Independent Study (INS)
- Contribution (CONT)
- Courtesy (COUR)
- Cooperation (COOP)
- Consideration (CONS)

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Minimum Expected Grade (MEG) for all subjects is 5

Suggested improvements are given for 'Inconsistent' or 'Concern' Learning Judgements.

Classwork (CWK), Homework (HWK), Behaviour (BEH), Contribution (CON), Organisation (ORG), Attitude to Learning (ATL), Literacy (LIT), Numeracy (NUM), Attendance (ATT)

Subject	Forecast Grade	Learning Judgement	Improvement 1	Improvement 2
English Ms S. Wildman	5	Good		
Mathematics Miss M. Payton	4	Inconsistent	HWK	
Science Mr N. Hamilton	4-3	Good		
Art Ms C. Shepherd	5	Excellent		
Computer Science Mrs P. Ekojikoko	5	Good		
Drama Ms R. Board	5	Good		
Geography Ms S. Begum	5	Good		
History Mr S. Padfield	5	Good		
Music Ms K. Stead	5	Good		
PE Mr T. Mayes	2	Inconsistent	ORG	CON
REP Mr T. Khan	5	Good		
Spanish Mrs K. Mayer	5	Good		
Technology Ms A. Tshiamalenge	6	Good		

Tutor Comment

It has been a pleasure to have [Name] in the form. She has adapted well to Secondary School life. She is a confident individual who can make good choices in all parts of her school life. However next year I would encourage her to make good choices more consistently in relation to her organisation of [Subject] and equipment. Next year I would encourage her to develop her extra-curricular involvement especially in creative subjects as these are the subjects she enjoys and excels in. I was also pleased to see [Name] developing her resilience around tests and assessments - this is an excellent skill to aid her through her academic journey.

What is the Minimum Expected Grade (MEG)

The minimum grade your child is expected to achieve at GCSE for all subjects. These grades are set using prior attainment data. At Highgate Wood School, most students achieve or exceed their minimum expected grades.

What does the Forecast Grade mean?

This is a professional judgement of the grade a student is likely to achieve in their GCSEs in Year 11 if they continue to work at their current rate. The forecast grade should in no way be seen as fixed or a 'cap' to achievement. Students can always improve their performance if they seek out challenges, put in the necessary effort, act on their feedback and always keep trying to improve. Where students are not on track, the school will intervene in some way to support improvement.

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Strategies to Support Improvements

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Attendance, Punctuality, Merits and Demerits

>=98% attendance	96-97.9% attendance
90-95.9% attendance	<90% attendance

Attendance	81.60		
Late to School	2	Late to lesson	1
Authorised Absence	2	Unauthorised Absence	52
Merits	175	Demerits	13

Attendance

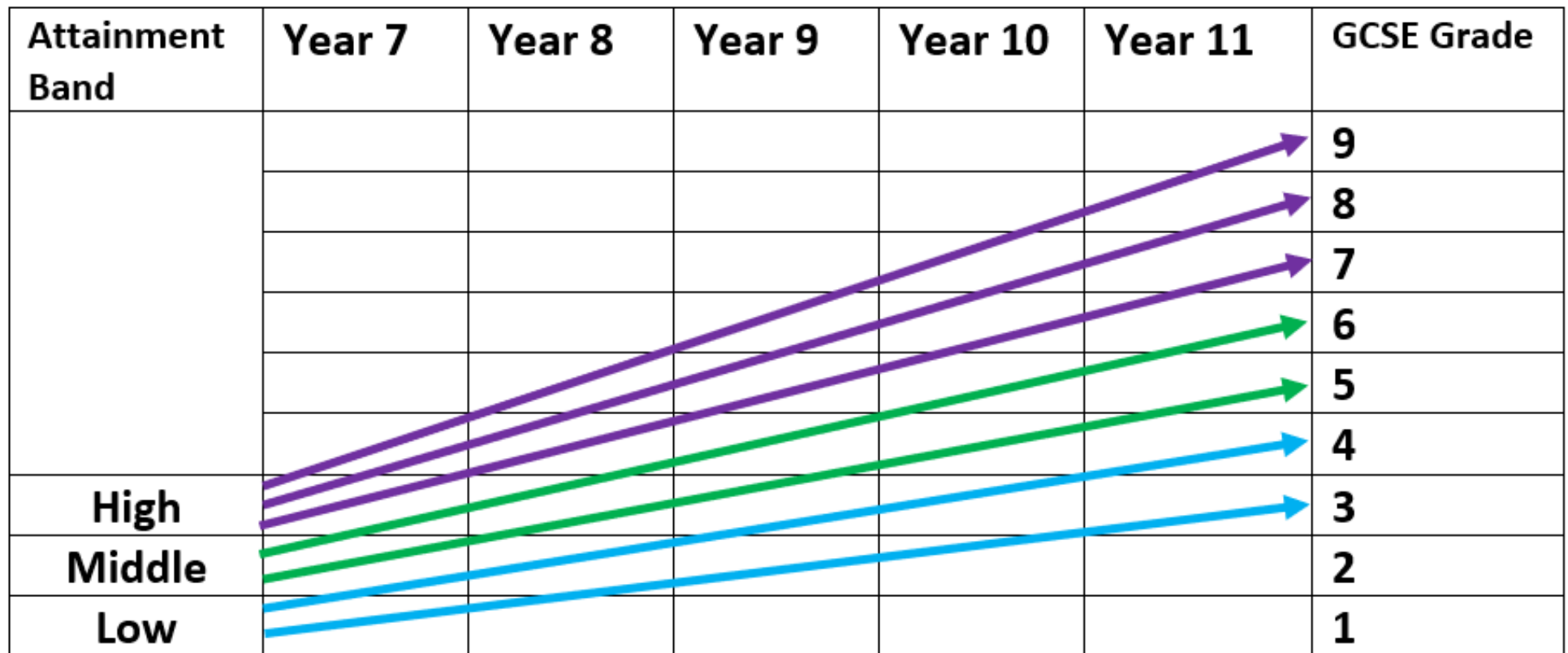
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Minimum Expected GCSE Grade (MEG)

This is the minimum grade a student is expected to achieve at GCSE for all subjects. These are set using your child's prior attainment data, their Key Stage 2 Scaled Score. We compare students' results nationally, against those with similar starting points and outcomes, to produce our own aspirational flightpaths for our students (see 'Expected Progress' chart, No.4 below). Although these projected outcomes are aspirational, we treat these grades a minimum expectation rather than a 'target' and expect that with high quality teaching and learning, our students should be able to meet and, in many cases, exceed them. Most students at HWS do achieve or exceed these minimum expected grades.

Expected Progress from Year 7 to Key Stage 4 GCSE Grade

Your child's baseline data put them into one of three attainment bands: high, middle and low. The diagram below shows the progress that students are expected and most likely to make from their starting points.



Forecast GCSE Grade

This is a professional judgement, made by subject teachers, of the grade a student is likely to achieve in their subject in their GCSE if they continue to work at their current rate. Teachers consider all the assessed pieces of work completed by a student over the terms to inform these holistic forecast grades. The forecast grade should in no way be seen as fixed, or a 'cap' to achievement. Students can always improve their performance if they seek out challenges, put in the necessary effort, act on their feedback from their teachers and continually try to improve.



Ms Jen Burniston

The HWS Way

THE HIGHGATE WOOD WAY

HWS RELATIONSHIPS AND RESPECT POLICY

THE HIGHGATE WOOD WAY

THE 4c RULE

CONSIDERATION

1. We respect and care about others – we are kind
2. We respect our school and environment

COURTSEY

3. We are polite and respectful to all members of our HWS family; we say please and thank you
4. We listen to others when they are speaking and listen before we give our own opinion

COOPERATION

5. We follow instructions the first time - ALWAYS
6. We arrive to school and to lessons on time

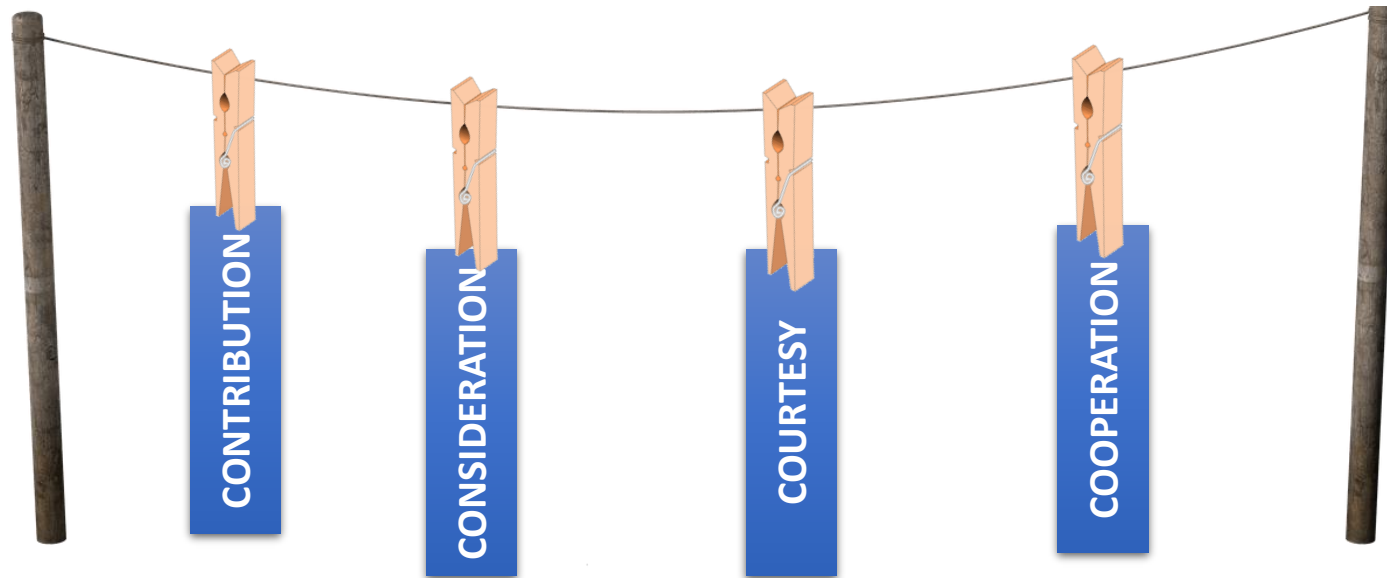
CONTRIBUTION

7. We are equipped and prepared for learning
8. We work hard in lessons, participate positively and always do our best
9. We go above and beyond to contribute to our HWS family

THE HIGHGATE WOOD WAY

EVERYONE MATTERS

EVERYONE ACHIEVES



TOGETHER EVERYONE ACHIEVES MORE



**WHEN THE
ADULTS
CHANGE
EVERYTHING
CHANGES** **PAUL DIX**
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

TRACEY CAMPBELL

**WILL YOU
BE THE
ONE?**



Touching the hearts
of **teachers**,
changing the lives
of **children**
with challenging
behaviour

**RESTORATIVE
PRACTICE**

Mark Fiebert



Program for Restorative, Collaborative Practices
and Conflict Resolution in Schools

“Your students might claim that they prefer to lead lives of wild and crazy chaos. In reality, it is your routines, and your relentless repetition of them, that makes the students feel safe enough to learn.”

AIMS OF THE HIGHGATE WOOD WAY

EVERYONE MATTERS

EVERYONE ACHIEVES

To create a culture of exceptionally good behaviour: for learning, for community for life

To ensure that all learners are treated fairly, shown respect and to promote good relationships.

To refuse to give learners attention and importance for poor conduct

To help learners take control over their behaviour and be responsible for the consequences of it.

To build a community which values kindness, care, good humour, good temper, cooperation and empathy for others – [THE HIGHGATE WOOD WAY](#)

To promote community cohesion through improved relationships.

To ensure that excellent behaviour is a minimum expectation for all.

PURPOSE OF THE HIGHGATE WOOD WAY

EVERYONE MATTERS

EVERYONE ACHIEVES

1. Recognise behavioural norms
2. Positively reinforce behavioural norms
3. Promote self esteem and self discipline (PD)
4. Teach appropriate behaviour through positive intervention

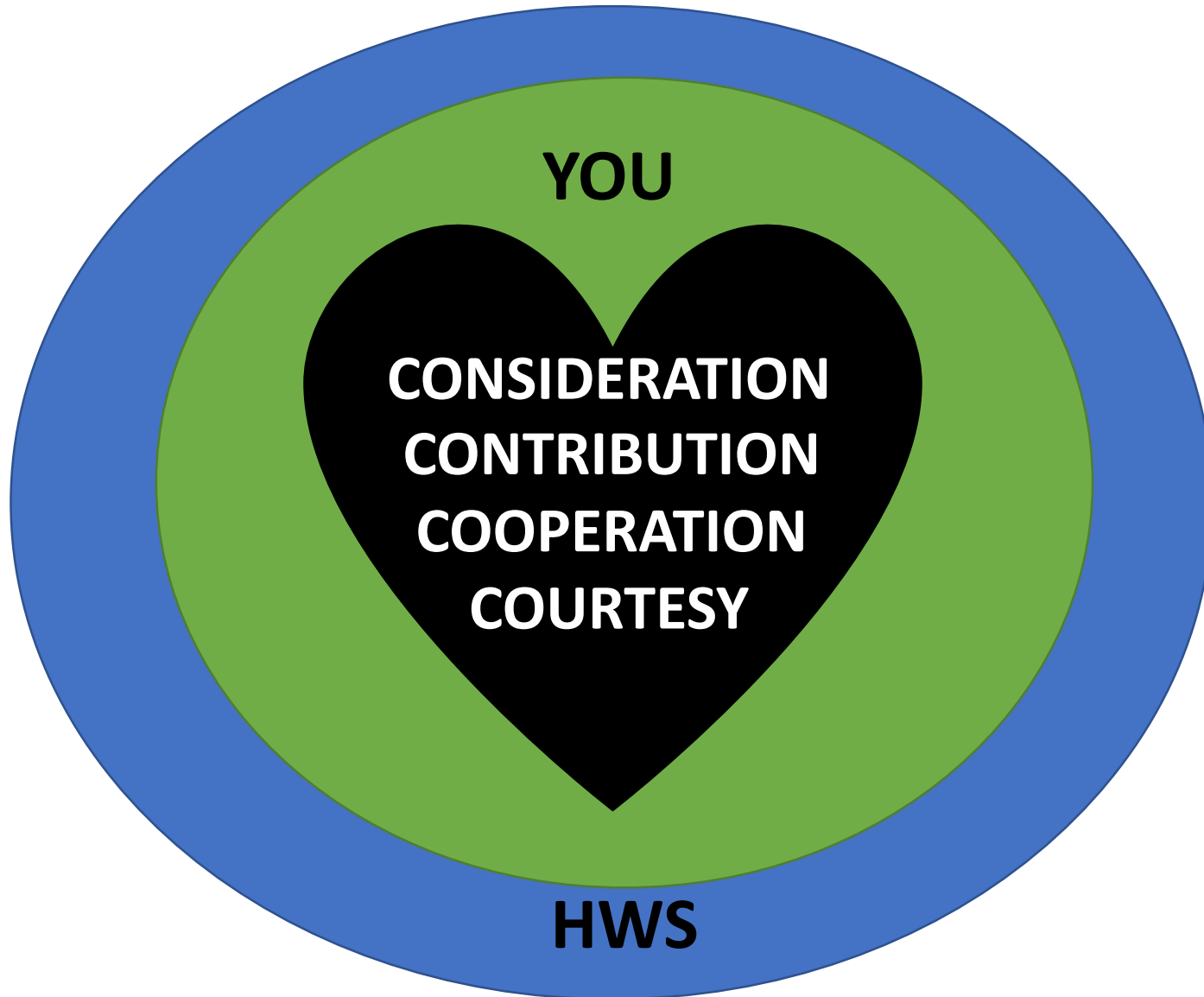
NOTE WHAT WE PROMOTE

- The role of rewards in recognising and promoting our 4C values is a key part of developing the potential of young people by giving encouragement and praise.
- Praise is a key component of good teaching and good staff/student relationships.

THE HIGHGATE WOOD WAY

1. The importance of our language
2. Praise and recognition – The Highgate Wood Way
3. Using the 4C language
4. Positive phone call home

THE HIGHGATE WOOD WAY



HWS SAFEGUARDING TEAM

1. Ms Burniston - Designated Safeguarding Lead jbu@hws.haringey.sch.uk ext: 266

2. Ms Malm - Lead Deputy Designated Safeguarding Officer zma@hws.haringey.sch.uk: ext294

Ms McCartney, Deputy Safeguarding Officer (Lead Maya Angelou Centre) emc@hws.haringey.sch.uk

Ms Issit - Deputy Safeguarding Officer AHT KS3 Lead eis@hws.haringey.sch.uk

Mr Cain-Reid - Deputy Safeguarding Officer, AHT SENCO dca@hws.haringey.sch.uk

Heads of Year:

Year 7 Ms Nafi

Year 8 Ms Brown

Year 9 Ms Mayes

Year 10 Ms Frost

Year 11 Ms Ward

Headteacher, Mr Cozier, Head Teacher .



Mr Cain-Reed Inclusion

Our principles:

- Our priority is building a positive rapport with all students in the school so that they feel comfortable receiving support to help them thrive.
- We support students' learning needs primarily through good quality, responsive teaching in the classroom.
- We aim to increase independence as students move up the school and into our 6th Form.
- The Learning Support Department is accessible in all unstructured time for all students.

After-school intervention:

- Our Homework club runs on Monday, Wednesday & Thursday in the Learning Support Department.
- Our social skills club also runs alongside our homework club.
- All students can access this support and it is particularly effective for students who may struggle to organise, or may need additional support in a specific lesson.
- Literacy and numeracy booster sessions will begin after half-term based on NGRT test and Maths assessment data.

Our approach to identifying need:

For students with needs not identified at primary school, and for those students' who's needs change, we use:

- Our internal assessment schedule
- Teacher feedback
- Our Department's interactions with students around the school
- Observation of unstructured time
- Satchel One relationships and behaviour data

Graduated approach:

- When we have used our internal assessment tools to explore needs, we may refer to external professionals in agreement with parents/carers if further identification is needed.
- We co-create a student profile in the first instance and monitor the impact of these strategies in lessons and around school in order to contribute to our information gathering.
- We may arrange a SEND support planning meeting if further intervention is required.
- We endeavour to balance the benefits of lesson withdrawal with the impact of lost learning time and each package of support is bespoke.

Academic support an intervention include:

- Support from Learning Support Assistants in lessons
- SEND specific Home Learning clubs and whole school Home Learning clubs
- Targeted numeracy intervention groups
- Targeted literacy intervention groups

Literacy

- LEAP – entry level phonics programme
- Lexonik Advance – reading intervention
- Inference programmes
- 1:1 Post 16 Reading Buddies
- 1:1 Daily Reading with LSA
- Accelerated Reading Programme

Social, Emotional, Mental Health & Well-being Intervention

- Break time clubs
- Lunchtime clubs
- Maya Angelou Centre Respite
- Social Communication groups
- Counselling
- Football Beyond Borders
- Mentoring and Counselling
- Primary transition support
- Post 16 transition support

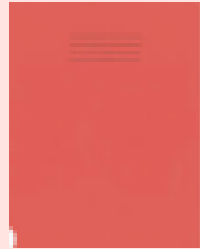
Year 7 English

English Homework

For Year 7 at Highgate Wood School

Year 7 Maths

In class we use a red classbook



*Usually stays at school

*If it goes home should come straight back

*Should show evidence of student marking and staff checking when they go around the room

Homework Book - comes home each week

Autumn Term	AUTUMN YEAR 7	Attainment			
Using a Calculator: Calculations: Operations with and without a/c Number Types and Operations: Rounding	TOPIC	GM 10	GM 11	%	Current Attainment
Directed Number (Multiplication)	SASQHS PAPER 1 (20)	SEPT			8 10 11
Fraction and Decimals	SASQHS PAPER 2 (20)	SEPT			8 10 11
Percentages and equivalence	DFM WORK	SEPT 17	DEC 10	AVERAGE PERCENTAGE %	
Ratio and Proportion	AS SUMM				
	WEEK				
Spring Term	SUMMER	YEAR 7 CURRICULUM MAP			
Indices and BIDMAS for Algebra Expansions and Algebra Skills Formula Substitution and Equations Sequences and Graphs	YEAR 7 ASSIGNMENTS	Attainment			
	TOPIC	GM 1	GM 2	%	Current Attainment
Averages and Data	Number	SUMM 1			8 10 11
Angles Rules	Fraction/Decimals %	WEEK 1			8 10 11
Area/Volume and Perimeter	Algebra	WEEK 2			8 10 11
Probability	Sequences and Graphs	WEEK 3			8 10 11
Exclusion	Averages and Data	SUMM 1			8 10 11

blue



curriculum map inside front cover

analysis sheets at the back after tests

some of the dfm questions done in hwk book as well as online

View the lesson plan assignment for group: **Y5/6/7 - Maths**

Set on Wed 07 Sep **Due on Mon 08 Sep**

Task description

hello year 5

Your homework is on the Dr Frost website: www.drFrostMaths.com - please ensure it says year 5 only

Your login to your school user name with @gmail.com on the end. FOR EXAMPLE: JACK.JONES_@gmail.com

If you can't get in it is usually because you are not using @gmail.com

Your password is 882406 - do NOT attach your account to GOOGLE

Do as many questions as you can. We like everyone to be able to do the first 3 or 4 but know after that some students might find the work tricky

Please email me an enquiry for help on the problems - Miss Payne

Continuity resources 0


Share this task

Other information


- This homework will take approximately 30 minutes
- Miss M. Payne would like you to hand in the homework via Ofsted

Resources to help you


Web links



www.drFrostMaths.com



www.yourclass.com/math5/you...




www.yourclass.com/math5/you...

Homework is set by mpa and goes on SATCHEL every Tuesday and is due following Monday

Dr Frost Maths - weekly homework

Empowering learners and teachers in mathematics.

login in here



Supporting learners all the way.

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Login **Sign Up**

USERNAME: `paym006.309@lgflmail.net`

Password: `BIGDOG`



don't join via google

What to work on next?

[Start a Practice](#)

[Review Progress](#)

My Homework

YR 7 HWK 1 NUMBER 2:1ST SEPT
2021

See by Mrs. J. Parker, Due Tomorrow

[Review All](#)

If you are in the right place you will see a hwk



Free websites - with lots of good resources -
no login needed

www.mathsgenie.co.uk

www.corbettmaths.com

www.mathswatch.com

videos and questions

login and password are the same format:

ghol008.309@hws

Set changes do happen, but not after each assessment - we keep a running average for every student.

Set changes are usually February half-term - but we do a check at Christmas in case there are things that need sorting out - we don't want students to get over-stressed by which group they are. The aim is to help students develop good learning behaviours and strategies

mpa@hws.haringey.sch.uk

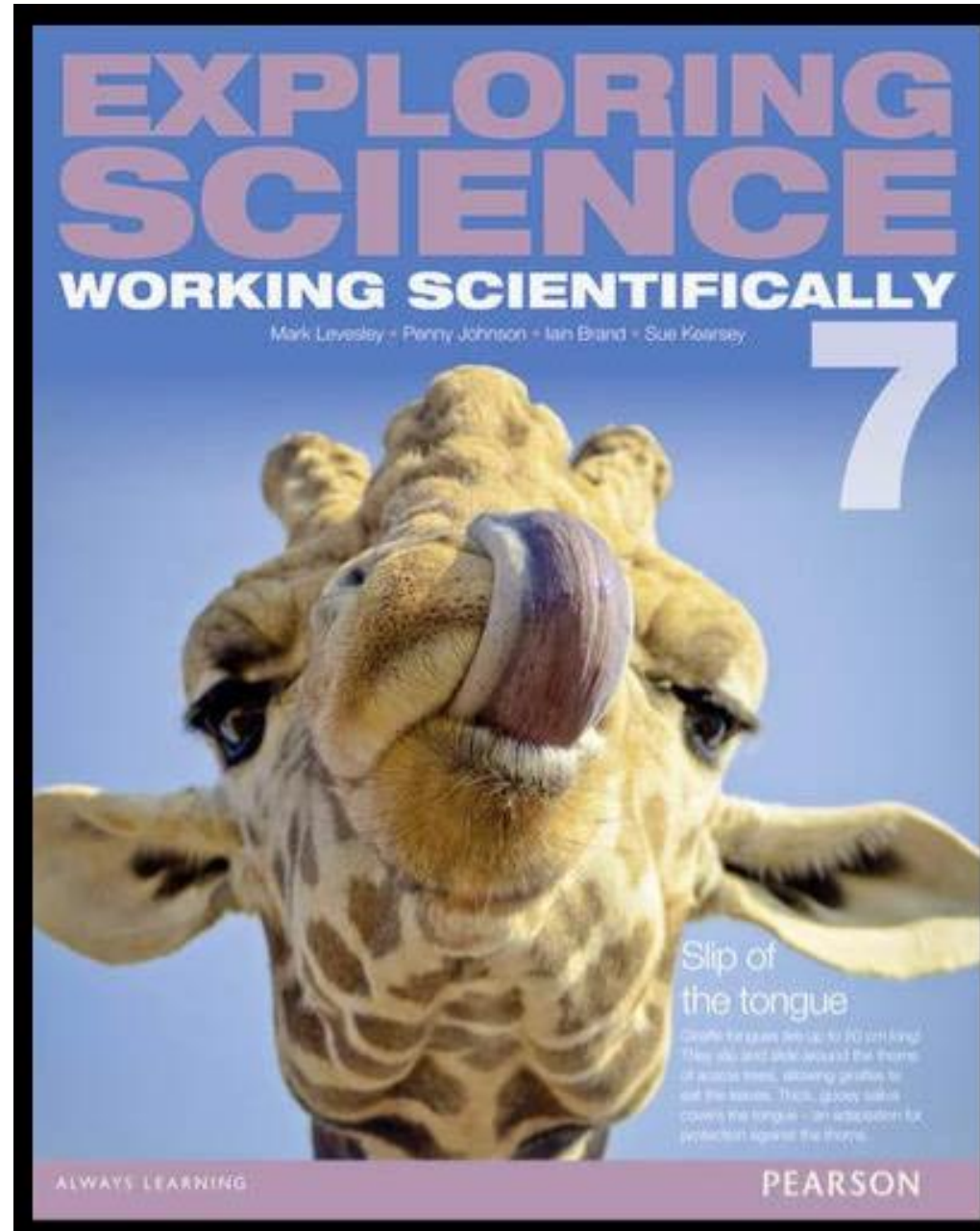
Year 7 Science

These are
the topics
studied in Y7

We alternate
biology,
chemistry
and physics

- Becoming a scientist
- 7G Particles
- 7I Energy
- 7A Cells
- 7H Atoms, Elements & Compounds
- 7J Electricity
- 7B Reproduction in Animals
- 7E Mixtures
- 7L Sound
- 7C Muscles and bones
- 7F Acids and alkalis
- 7D Ecosystems
- 7K Forces

Our lessons are based on the Exploring Science course



Exercise books & equipment

- Science uses A4 pink, hole-punched exercise books
- All worksheets and feedback sheets are to be inserted in the correct order using treasury tags
- Exercise books should have the curriculum map, lab rules, command words and summary sheets
- It is important that students bring a pencil, 30 cm ruler and calculator to ALL lessons
- Students keep exercise books unless the teacher asks for them to be handed in
- We ask that students take pride in the presentation of their work

The Curriculum Map

Y7 Science Curriculum map 2023-2024		
W/C	Week	
04-Sep	1	Monday 5/09/23 Students in for a staggered start
11-Sep	2	Becoming a Scientist (3)
18-Sep	3	Becoming a Scientist (3)
25-Sep	4	7G Particles (3)
02-Oct	5	7G Particles (3), Particles Quick Quiz
09-Oct	6	7I Energy (3)
16-Oct	7	7I Energy (2), KAP1
23-Oct		HALF TERM 25 - 29 October 2021
30-Oct	8	DIRT KAP1 / 7I Energy (3)
06-Nov	9	7A Cells (3)
13-Nov	10	Cells (3), Cells Quick Quiz
20-Nov	11	7H Atoms, Elements & Compounds (3)
27-Nov	12	7H Atoms, Elements & Compounds (3) Atoms, Elements and Compounds Quick Quiz
04-Dec	13	KAP2 Block Test (7G, 7I, 7A) , 7J Electricity (2)
11-Dec	14	7J Electricity (3)
18-Dec	15	7J Electricity (3), Electricity Quick quiz
25-Dec		CHRISTMAS HOLIDAYS 25/12-7/01/2024
08-Jan	16	DIRT KAP2 Block Test (7G, 7I, 7A) , 7B Reproduction in Animals (2)
15-Jan	17	7B Reproduction in Animals (3)
22-Jan	18	7B Reproduction in Animals (1), Reproduction in animals Quick Quiz , 7E Mixtures (2)
29-Jan	19	7E Mixtures (3)
05-Feb	20	7E Mixtures (1), Mixtures Quick Quiz , Block Test (7H, 7J, 7B) KAP3
12-Feb		HALF TERM 14 February 2022 - 19 February 2022
19-Feb	21	7L Sound (3)
26-Feb	22	7L Sound (2), DIRT KAP3 (Block test)
04-Mar	23	7L Sound (2) Sound Quick Quiz
11-Mar	24	7C Muscles and Bones (3)
18-Mar	25	7C Muscles and Bones (3), Muscles and Bones Quick Quiz
25-Mar	26	7F Acids and Alkalis (2), KAP 4
01-Apr		Easter break (Monday 4th April -17th April 2022)
08-Apr		
15-Apr	27	7F Acids and Alkalis (3) Acids and Alkalis Quick Quiz
22-Apr	28	7F Acids and Alkalis (1), 7D Ecosystems (2)
29-Apr	29	7D Ecosystems (3)
06-May	30	7D Ecosystems (2) Ecosystems Quick quiz
13-May	31	7K Forces (3)
20-May	32	7K Forces (3) Forces Quick quiz
27-May		HALF TERM 30 May - 3rd June
03-Jun	33	EoY Test revision
10-Jun	34	EoY Test revision
17-Jun	35	EoY Tests Paper 1 and Paper 2
24-Jun	36	End of year activities
01-Jul	37	Catch up practicals
08-Jul	38	EoY tests DIRT
15-Jul	39	Math skills development, catch up with practicals
22-Jul	40	

Lab rules – must be signed and dated

Laboratory rules for students during science lessons

The biggest danger in the lab is **YOU!** You are at risk when you don't understand the hazards or you are careless, or both. The person most likely to suffer from your mistakes is **YOU!** Keep focus on your task and report any accident or breakage to your teacher.

1. Only enter and leave a lab when told to do so by a teacher. Never rush about or throw things in the lab. Do not run. Keep your bench and floor area clear, with bags and coats well out of the way. Ensure all walkaways are clear. Work from a clutter-free bench.
2. Follow instructions precisely; check bottle labels carefully and keep tops on bottles except when pouring liquids from them; only touch or use equipment and materials when told to do so by a teacher; never remove anything from the lab without permission.
3. Wear eye protection and keep it on when told to do so.
4. Always follow the instructions given by your teacher or technician supporting your work.
5. When using naked flames (e.g. Bunsen or spirit burners or candles), make sure that ties, hair, baggy clothing etc. are tied back or tucked away.
6. When lighting a Bunsen burner, ensure the air hole is closed to give a yellow flame. Do not open the gas tap until a lighted splint is on the mouth of the Bunsen chimney. Use only the roaring/blue flame when heating with it and always use the safety/orange flame when left unattended.
7. Always stand up when working with hazardous substances or when heating things so you can quickly move out of the way if you need to.
8. Keep focus on task and do not move around aimlessly, do not mingle with your classmates or use your mobile phone. Do not get distracted from your work. Do not play with the gas/water taps or electrical supplies.
9. Work in silence and only talk quietly to your partner to get the work done.
10. Never put anything in your mouth in the laboratory. If you get something in your mouth, spit it out at once and wash your mouth out with lots of water. Tell your teacher.
11. Always wash your hands carefully after handling chemicals, microbes or animal and plant material.
12. When returning apparatus ensure enough time is allowed for cooling before touching it. If you are burnt or a chemical splashes on your skin, wash the affected part at once with lots of water. Tell your teacher.
13. Never put waste solids in the sink. Put them in the bin unless your teacher instructs you otherwise.
14. Wipe up all small spills and report bigger ones as well as broken glass to your teacher.
15. When practical work is done or with 10 minutes to go, stop practical work. Clear it up, return all the equipment as you found it and clean your bench.
16. Only when the bench is clean may you work on processing your results, sharing them on the board, plotting graphs and answer the understanding-check questions.

By my signature, I acknowledge that I have read, understand, and agree to the Lab Rules

Signature:

Date:

We are getting students used to the language of the GCSEs

AQA Command words

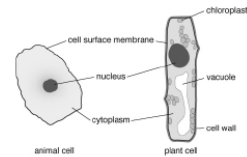
Recall "Simple / Closed"	Processes "Medium"	Application "hardest/ Open"
Name/ State/ Give/ Identify: Give a specific name, value or other short answer required	Draw: Produce or add to a diagram	Compare: Describe similarities and/or differences between things
Write: Only a short answer is required (not explanation or description)	Sketch: Draw approximately	Explain (How/Why?): Make something clear or state a reason for something happening
Choose: Select from a range of alternatives	Define: Specify the meaning of	Show: Provide evidence to reach a conclusion
Complete: Answer to be written in the spaces provided	Calculate: Use numbers given in the question to work out the answer	Suggest: Students apply their knowledge and understanding to a new situation
Label (circle, put a cross, tick): Provide appropriate names on a diagram/graph or do what it says	Describe (What?): Recall some facts events or process in an accurate way	Justify: Use evidence from the information supplied to support an answer
Measure: Find an item of data for a given quantity	Plot/Mark: on a graph using data provided	Evaluate: Use information supplied as well as their knowledge to consider evidence for and against
Estimate: Assign an approximate value	Design/Plan: Set out how something will be done/write a method	
Use: Answer must be based on information given in the question	Predict: Give a plausible outcome	

Summary sheets should be treasury-tagged at the start of the topic and lets students (and you!) know what content should be memorised

EXPLORING SCIENCE 7A Summary Sheets

Cells, tissues, organs and organ systems

All organisms carry out seven life processes (movement, reproduction, sensitivity, growth, respiration, excretion, nutrition). All organisms are made from cells:



Cell part	Function
cell surface membrane	keeps cell together and controls what goes into and out of the cell
nucleus	controls the cell
cytoplasm	where activities happen, including respiration (which occurs in mitochondria)
chloroplast	contains chlorophyll to trap sunlight for photosynthesis
cell wall	made of cellulose and provides support
vacuole	storage space

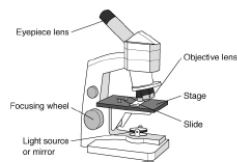
A microscope is used to magnify tiny things such as cells.

total magnification = magnification of objective lens × magnification of eyepiece lens.

The object you look at is the specimen. It has to be thin to let light get through it. It is placed with a drop of water onto a slide. A coverslip is carefully lowered on top, to stop the specimen drying out, hold it flat and stop it moving. A stain can be used to help you see parts of the cell.

To use a microscope:

- Place the smallest objective lens over the hole in the stage.
- Turn the focusing wheel to move the objective lens close to the stage.
- Place the slide on the stage.
- Adjust the light source or mirror.
- Look into the eyepiece lens.
- Turn the focusing wheel until what you see is in focus.



EXPLORING SCIENCE 7A Summary Sheets

Some cells are specialised and have special functions.

In animals



Muscle cells shape to move things.

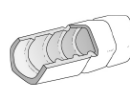


Fat cells in animals store fat.

In plants

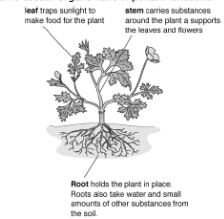
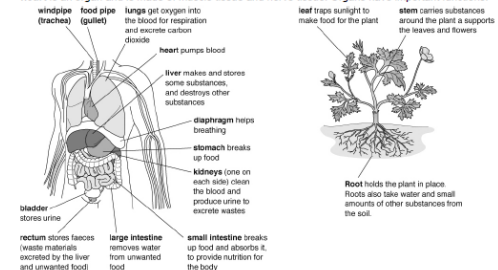


Root hair cells take in water.



Xylem cells carry water.

A group of cells that are the same, all doing the same job, is called a **tissue** (e.g. muscle tissue). A group of different tissues working together to do an important job is an **organ**. For example, the heart is an organ and is made of muscle tissue and nerve tissue. Organs have important functions.



Organs often work together in organ systems.

Organ system	Organs	Job
breathing system	windpipe (trachea), lungs	takes air into the body and gets rid of waste gases
circulatory system	heart, blood vessels	carries oxygen and food around the body
digestive system	mouth, gullet, stomach, intestines	breaks down food
nervous system	brain, spinal cord, nerves	carries signals around the body
urinary system	bladder, kidneys	gets rid of waste
locomotor system	muscles, bones	allows movement
water transport system (plants)	roots, stem, leaves	carries water up a plant

Assessment

- Students will have a **Key Assessed Piece (KAP)** once per half term
- This is a class test (called a **Block test**)
- There will be an end of year exam towards the end of May

Year 7

Block test Units B,H,J
Atoms, elements & compounds,
Electricity, Reproduction

NAME _____

SCIENCE TEACHER _____

Time: 50 minutes

Read the paper carefully, attempt all questions,
and check your answers (twice) when you have
finished!

You will need to write in black pen.

You can also use a calculator, ruler and pencil.

Total Marks 50

Good luck! ☺

students receive individual feedback with Specific Targets (STs) to complete for homework

Y7 KAP4 Feedback	Knowledge/skills assessed	Your Mark	Max Mark	Specific target (ST):
Reproduction	1a Female reproductive system	2	2	ST: Why is implantation into the uterus wall an important part of fertilisation
	1b Fertilisation process	1	1	
Separation techniques	2a Chromatography	1	1	ST: How is chromatography used to separate a mixture? Write down the steps of the method. ST: Give two uses of chromatography
	2b Chromatography analysis	1	1	
	2c Chromatography method	1	1	
	2d Separation by chromatography - theory	2	2	
	2e Chromatography uses	2	2	
Sound	3ai Structure of the ear	1	1	ST: Which part of the ear comes after the ossicles? What is the function of this?
	3aii Structure of the ear	1	1	
	3a Effect of volume on the eardrum	1	1	
	3b Effect of pitch on the eardrum	1	1	
Pregnancy	4a Organs in the female reproductive system	3	3	ST: Give two substances passed from the mother to the foetus through the placenta
	4b Substances passed from foetus to mother	1	1	
Working scientifically - hazards	5f Naming apparatus	1	1	ST: Use particle theory to describe what happens during the condensation of a substance.
	5g Describing evaporation	2	2	
	5hii Hazards and risks	1	1	
	5hiii Hazards and risks	1	1	
	5i Reducing risk	1	1	
Working scientifically - graphs	6c Interpreting a graph	1	1	ST: Using the same graph in Q6, state the range of frequencies over which normal hearing is best. When is it worst?
	6d Interpreting a graph	1	1	
	6e Interpreting a graph	1	1	
Uses of sound	7a Uses of ultrasound	1	1	ST: Describe how bats use ultrasound to find prey.
	7b Uses of ultrasound	1	1	
Sound	8fi Definition of pitch	1	1	ST: Draw two sound waves of equal frequency, one having half the volume of the other. ST: Why can you not hear sound in space?
	8fii How is varying pitch created on a xylophone	1	1	
	8gi Definition of sound volume	1	1	
	8gii How can volume be varied on a xylophone	1	1	
	8h Sound vibrations	1	1	
	8i Distance and soundwave intensity	1	1	
Solutions	9j Interpreting a graph	1	1	ST: Would you be able to dissolve more sugar in a cup of cold or a cup of hot water? Explain your answer.
	9kiv Predicting solubility	1	1	
	9kv Predicting solubility	1	1	
	9kvi Explaining solubility	2	2	
	9l Effect of temperature on solubility	2	2	
Total marks		42	42	

Homework – Tassomai



HOME HO

Welcome to Tassomai

The scientific way to learn

Tassomai is an award-winning adaptive learning program helping students at all levels achieve outstanding results. Using Tassomai builds core subject knowledge, boosts confidence and reduces exam stress.

- ✓ Trusted by teachers in **500+ schools**
- ✓ Proven **impact** on GCSE grades
- ✓ Over **1 billion quiz questions** answered!

How does Tassomai work?

- Students access the website or use the app
- They are given multiple choice questions from across the Y7 specification
- If they get a question wrong, Tassomai tells them the correct answer and gives them the question again at a later date
- The algorithm works out a unique path for each child which helps them learn the content
- It is based on the latest neuroscientific evidence of how we ALL learn best

How does Tassomai work?

- Students must complete *a Weekly Goal*
- The more often quizzes are taken, the average time per session reduces
- Tassomai is trying to encourage students to do little and often and reduce the anxiety of last minute revision for exams
- Logins are arranged by their science teachers and use the school email addresses of students

You have all been signed up for
the parent emails

Tassomai is used by 300,000 students in over 500
schools

The data shows an exceptionally high correlation
between Tassomai usage and attainment, with **90%**
of regular users achieving a strong pass or better
(vs. 68% nationally) and **50% achieving a top grade**

We ask that all parents contribute £6 (on SCOPAY) for Tassomai for the
whole year (it's normally *£29.99 per month* for a private subscription)

Further details will follow

Students will also be set other homeworks – such as this

Name _____ Class _____ Date _____

1 For each sentence, write down which organ system is mainly used. Then list two organs in that organ system.

- a Richard enjoys fast food.
organ: _____ organ: _____
- b Ravi feels a pain in his foot as he steps on a nail.
organ: _____ organ: _____
- c A dog cocks its leg on a tree.
organ: _____ organ: _____
- d You write down the answer to this question.
organ: _____ organ: _____
- e Aimée sings loudly.
organ: _____ organ: _____

2 The passage below is taken from a student's report on an experiment.

The cells in tissue X were long and thin when I looked at them under the microscope. I had taken a small piece of tissue and put it on some stain on a slide. Then I lowered a coverslip onto the specimen in order to keep it flat and stop it drying out. I worked out that tissue X was not the same as tissue Y because, although they look similar, when I made a slide of tissue Y and looked at it under the microscope, its cells were rounded. I wanted to find out whether tissue X was the same as tissue Y and I answered my question.

- a Draw boxes around the phrases and number each of your boxes.
- b Which phrases should be under the subheading 'Aim'? Just write your numbers.

- c Write the numbers of the phrases that should be under the subheading 'Method'.

- d Write the numbers of the phrases that should be under the subheading 'Results'.

- e Write the numbers of the phrases that should be under the subheading 'Conclusion'.

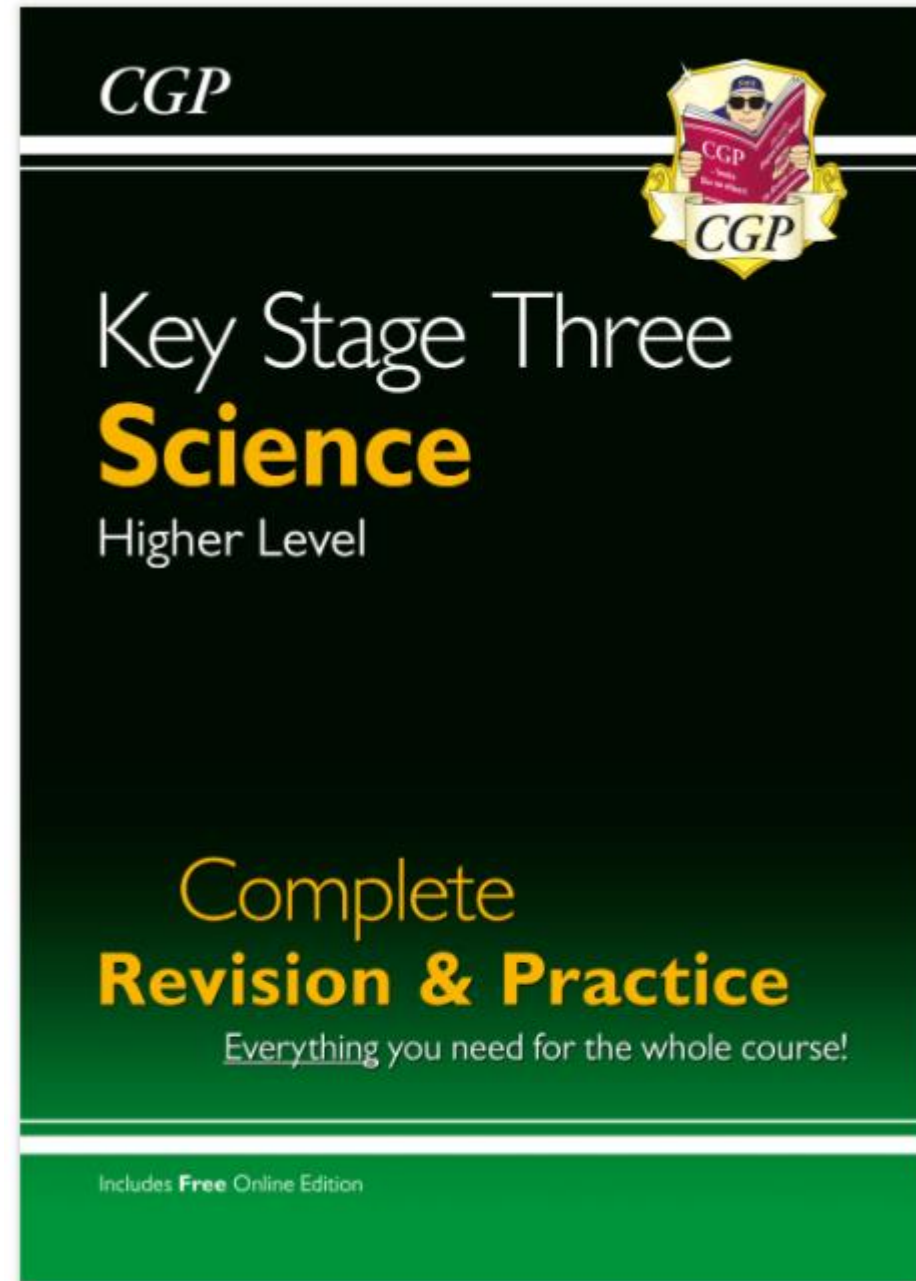
- f Tissues X and Y were taken from a single part of the body. What is a part such as this called?

I can...

- recall the functions of some organ systems and the organs they contain
- organise information in appropriate sections.

It covers the whole of Key Stage 3 Science

Dr Ramon, Head Technician, sells them for £6 (we get a large bulk discount) from the chemistry prep room



Any questions, please email Miss
Dobrevva (Head of KS3 Science)

ddo@hws.Haringey.sch.uk

OR

Mr Nayar (Head of Science)

dna@hws.Haringey.sch.uk

Communication

If you have any login issues (Satchel One, SCOPAY, Tassomai, email), please email: data@hws.haringey.sch.uk

Log-in codes for Satchel One and SCOPAY have been sent out.

If you have not received one, please email: data@hws.haringey.sch.uk Please do not use your child's log-in details.

We will be using Satchel One to send reports out.

Upcoming Dates

Thursday 12th October - School day finishes at 1.15pm for Year 6 Open Evening

Thursday 19th October - Year 7 Halloween Disco (5-7pm)

Friday 24th November - INSET (School closed to students)

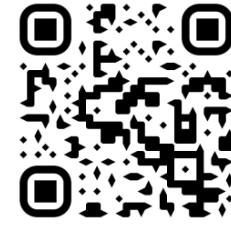
Thursday 7th December - Pastoral Review Day



HWS PSA General Meeting 2 October 2023

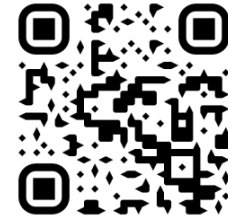


What is the PSA?

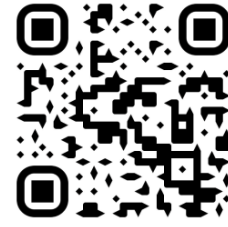


- Parent School Association – HWS families are automatically members
- PSA is run by PSA Committee - up to 15 members
- Purpose – galvanize the HWS community, carry out fundraising, conduit for advice and support between school and HWS families, school enrichment and student enrichment
- Outreach & communication

What does the PSA do?



- Plan fundraising events
- Review school funding bids
- Discuss school matters that need parental input
- Living 'to do' list (e.g. neurodiversity, HWS in the community)
- Encourage and fund enrichment
- Assist at HWS-led events
- Staff appreciation tea
- Keep HWS families informed - WFTW

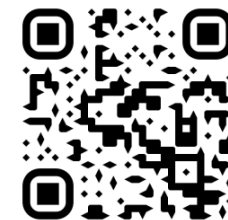


Diversity in the PSA:

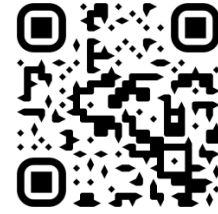
...the PSA doesn't yet reflect our wider school community – *and we would love to hear from parents and carers who can bring diversity of thought to more accurately represent the social demographic of the school.* This will help us to draw on more diverse experiences, properly understand and address the challenges which all our children and HWS families face.

If you belong to a group which you feel is under-represented, we are asking you: please, come along, join us and make us stronger.

Fundraising:

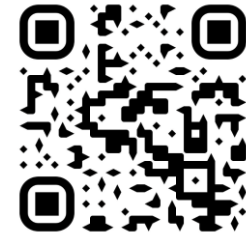


How does the PSA raise funds?



- Termly social events
- MADfest
- Winter auction
- easyfundraising/Amazon Smile
- HWS School Lottery
- Second-hand uniform sales
- One-off parent/carer donations (matched funding)

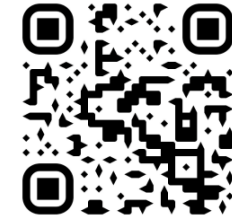
Money raised in 2022 (approx.):



• Quiz night	£2,100
• Auction	£5,900
• MADfest	£7,600
• Uniform sales	£1,500
• Amazon Smile/ easyfundraising	£900

TOTAL
£18,000

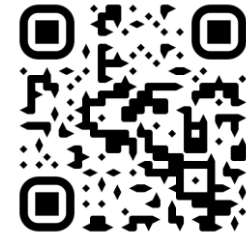
Bank balance:



- PSA: £54,281
- PCF: £7,822
- Lottery: £9,590
- TOTAL £71,693



Fixed commitments:



Annual recurring commitments

- £5,300

Annual hardship fund for pupil premium

- £3,000

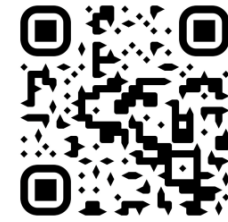
Annual enrichment fund

- £3,000

Total fixed annual contributions: £11,300

The PSA has funded:

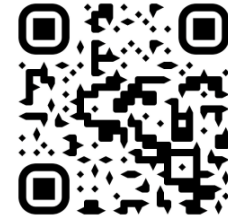
- Year 7 Transition events and Hallow'een disco
- 11 and 13 leavers' yearbooks and events
- A level trips – Auschwitz, Berlin, Snowdonia
- Mics for drama/music production
- Poetry Live event
- Soundskool music
- Trampoline training
- Rewards trips £5,000
- End of year trips
- After school clubs (underwritten)





What's on?





Dates for your diary:

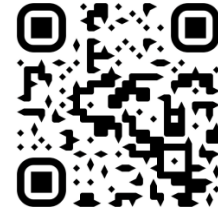
- Friday 10 November – Quiz, curry & music
- Throughout November - Auction
- 14 December – Uniform sale
- 18 & 19 December – Winter concert
- 19 December – Staff appreciation tea
- [March 2024 – Comedy night]

Can you help?



**WE
NEED
YOU**

Get involved:

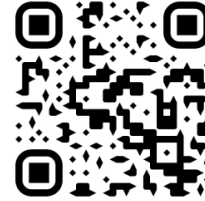


- Help us fundraise – easyfundraising, Amazon Smile, lottery or one-off donation
 - Sponsorship opportunities
 - Attend and support events
 - Bid on the auction/raffles
 - Enrichment opportunities
 - Alumna connections/Word from the Wood
 - Careers advice
 - Offer a skill, service or just your time
 - Fundraising ideas?
- Email: hwoodpsa@gmail.com

Stay in touch:



1. **Mailing list:** hwoodpsa@gmail.com



2. **Facebook:** class & tutor details needed

- **Highgate Wood School Parent & PSA Forum**
- **Highgate Woods Parents Buy Sell Swap**

3. **School website** - Parent/PSA section

4. **Twitter** @HWS_PSA



Lottery draw:

1

wins £75

2

wins £50

3

wins £25



Email HWSLott2020@hotmail.com to sign up!

