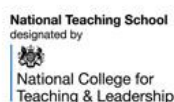


Great Sankey High School



2017

Year 7 Study Support Booklet



Content

1. Art & Design
2. Drama
3. English
4. Food technology
5. Geography
6. History
7. IT and Computing
8. Mathematics
9. MFL (French, German, Spanish)
10. Music
11. PE
12. RS
13. Science
14. Technology
15. General guidance

Guidance

The following pages contain subject specific guidance on how to help your child develop skills referred to in their recent report and how to maximise their learning opportunities both in and outside the classroom.

Your child's areas for development identified in their report will continue to be addressed in school and we will continue to develop their achievements to the next level.

If you do have any questions regarding ways to support your child either in a specific subject or with a specific skill please contact the class teacher in the first instance who will be only too pleased to offer you guidance. We thank you for your continued support.

ART & DESIGN

Year 7 have 2 lessons per fortnight throughout the year and after an initial baseline assessment the main focus will be on developing drawing and basic subject skills using a range of materials, techniques and processes. Students will be encouraged to use their sketchbooks to record, communicate and explore creative ideas, including, drawings, ideas, research and analysis about the work of others.

Over KS3, in line with the National Curriculum, we aim to ensure that all pupils:

- * produce creative work, exploring their ideas and recording their experiences.
- * become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- * evaluate and analyse creative works using the language of art, craft and design.
- * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Many creative activities at home will support what we do in school and all art and craft hobbies will help in the use and control of materials and techniques. Encourage drawing from **direct observation**—from objects, flowers, garden, landscape, buildings etc

DRAWING.....“increases the capacity of students to see and understand the visual and tactile world.

Importantly, it can enable them to think visually and communicate these thoughts to others...There is a need for all students to develop competence in forms of drawing that are appropriate.” GCSE syllabus

Pupils learn about **COLOUR THEORY** and colour mixing techniques including Primary, Secondary and Tertiary colours. Be aware of colour harmonies in everyday situations.



Visiting GALLERIES and MUSEUMS

Begin to explore art galleries and museums and public works of art. The majority of these are free to visit and often run family based activities and events. The Walker Art Gallery in Liverpool has a monthly family newsletter with free events and Tate Liverpool has the Clore learning centre. Many hold family based activities in the school holidays and weekends. Develop your own opinions about the work of others and begin to understand the various materials and subject matter used by artists, craft makers and designers.



THE DREAM by Spanish Artist Jaume Plensa can be seen from the M62 and is on the site of Sutton Colliery—you can walk up to the sculpture and be amazed at the scale of the piece. Research the artist to see the wealth of other international work he has created.

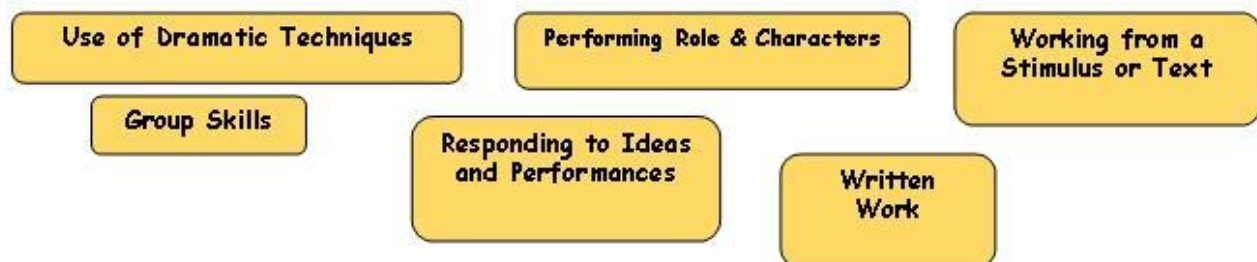


Look at the web sites of galleries for current exhibitions and events. As well as the above galleries, try—The Lowry Centre, Liverpool World Museum, Lady Lever Gallery, The Bluecoat Gallery, The Whitworth Gallery, Warrington Museum, Yorkshire Sculpture Park, Local National Trust Properties. It is great to see art work and artefacts first hand and to be inspired by the scale of the pieces and the techniques used, to experience the texture and vibrancy of colour or the delicate lines of a drawing piece. Most of all, nurture a passion for art and creativity. The creative arts are the fastest growing jobs market in the country!

“The ARTS are an economic powerhouse” - Culture Secretary

DRAMA

Year 7's have two lessons of Drama per fortnight. We develop knowledge, understanding and application of practical and written skills through exploring a varied curriculum of styles and genres of Drama and narratives. Throughout KS3 pupils are assessed across 6 key areas of skills which are filtered down from the KS4 curriculum requirements. Here are a few tips to help achieve Securing and Mastering in Drama!



We encourage pupils to perform in front of the class from the beginning of Y7. Although this can feel scary at first, as with anything, the more they do it, the easier it feels! Encourage pupils to talk about or even better show you part of the practical work they have done in lessons! Self-Confidence enables pupils to take more risks in Drama and pupils generally find they enjoy the lessons more if they feel comfortable with performance!

Showing that you are someone different from yourself can be challenging! When you watch a programme or film, try to take notice of what the actor does and how they use

But Drama is not just about acting! Building group skills is integral to the subject. Pupils are encouraged to work outside of their friendship groups to gain experience of working with a wider variety of peers who all have different ideas and skills! Leadership and collaboration opportunities are presented in most lessons. Any opportunity to work collaboratively will have a positive effect in drama. How about joining a local amateur dramatics group? You can often find recommended groups at the theatre itself or in the local newspaper.



We offer an extra curricular drama club on Thursdays after school. New faces always welcome!

Keep an eye out for auditions for the annual school show!

Useful Websites...

www.nationaltheatre.org.uk

www.nyt.org.uk (National Youth Theatre)

www.theatresonline.com/northwest-theatres

www.gcsebite size.co.uk/drama

Imaginative ideas are created and developed in response to a chosen stimulus to communicate meaning using appropriate styles/styles/practitioners/genres. Find out more about different genres of theatre by seeing what is on at your local theatre. Larger theatres (like Liverpool Empire) have big brochures with a wide variety of genres. Can you create a database of theatre genres?

Use the information throughout the book to help you keep using key vocabulary when writing about your drama.

Extra activity! Become a theatre/film critic! Write evaluations which focus on one or more of the FUEL BAG skills!



English

During Year 7, students will develop skills gained during Key Stage 2 and begin to develop the new skills they will need to study for GCSEs in English Language and English Literature. Across the year, they will cover the following texts and topics:

- *Our Day Out* by Willy Russell
- Non-fiction Reading and Writing through the theme of 'Survival'
- An anthology of poetry
- A novel (including *Northern Lights* and *The Book Thief*)
- Murder mystery writing
- Study of Shakespeare's villains



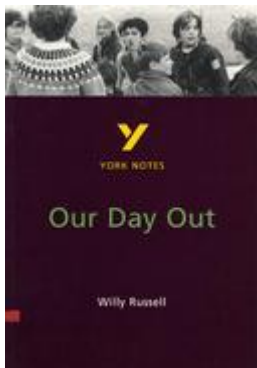
GCSE skills are embedded into lessons right from the start of Y7. These are:

English Language GCSE Skills	English Literature GCSE Skills
Reading AO1 – Identify and interpret explicit information and ideas and compare two different texts. AO2 – Explain, comment on and analyse how writers use language, structure and form to achieve effects. AO3 – Compare writers' ideas and perspectives across two texts. AO4 – Evaluate texts critically	AO1 – Read, understand and respond to texts to: AO1:1a maintain a critical style AO1:1b develop an informed personal response. AO1:2 use textual references, including quotations, to support and illustrate interpretations. AO2 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 – Show understanding of the relationships between texts and the contexts in which they were written. AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Writing AO5 – Communicate clearly, imaginatively and effectively AO6 – Students must use a variety vocabulary and a range of sentence structures for clarity and purpose	

What can students do to support their studies at home?



1. **Read, read and read some more!** Reading a range of texts is particularly important as students have to read non-fiction as well as fiction in their GCSE exams. Keeping a scrap book of non-fiction texts that they have found interesting would also be a good idea (for example, keeping leaflets when they visit tourist attractions, cutting out interesting newspaper articles – to annotate these would take these skills a step further).



2. Use the **English website**: <https://www.sankeycorner.org/> - there are lots of great competitions, links and resources here. Or better still, join Media Club who administrate the website (they meet on Week A Mondays in S10).
3. Use **SAM Learning** – there are a wealth of English materials here.
4. Use **critical guides**. These are available at the following websites:
<http://www.sparknotes.com/> <http://www.shmoop.com/>
<http://www.bbc.co.uk/education/subjects/z3kw2hv>

Or you could buy some York Notes (available from Amazon, Waterstones or WH Smiths).

Another useful website for basic English skills: <http://www.bbc.co.uk/skillswise/english>

Should you have any questions regarding your child's English then please contact Laura Penketh (Head of Key Stage 3 in English) laura.penketh@greatsankey.org

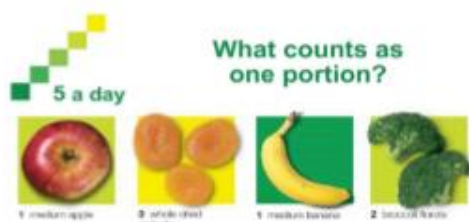
Food Technology

Year 7's are taught fortnightly throughout the year. During their time with us, a heavy focus on the development of practical skills is considered; which we strongly encourage to be incorporated within the home to further develop skills throughout KS3 and potentially at GCSE. Below is information and ways for cooking skills and understanding of food to be developed within the home environment.

Knife Safety



Knife safety is paramount in Food Technology and ensuring that all pupils handle hazardous equipment appropriately is strictly followed. Not only is this for safety, but correct handling of knives and other kitchen equipment is beneficial for a students' dexterity which supports in longer writing tasks when carrying out writing tasks and examinations.



The 5-a-day campaign has been running for numerous years. It is important to consume a wide variety of fruits and vegetables to maintain a healthy balanced diet. Pupils can be creative by producing dishes that focus on the addition of fruit. A good example to this is the 'Oaty' crumble located in the Year 7 cookbook.



With the National Curriculum update, there is a push on sustainability and seasonality. Due to changes economically across the UK. Pupils look at the seasonality of foods as well as ways of minimising food waste. Try saving your foods and encourage students to think of ways of transforming leftovers into magnificent dishes. We would love to see photographic evidence!



River Cottage—Love your leftovers have been a great resource for both Miss Knight and Mr Jenkins. Alternatively <http://www.bbcgoodfood.com/recipes/collection/leftovers> is a wonderful website for recipes!

Bridge Hold



Claw Grip



In their first practical lesson, students were taught the correct handling of food when using knives. It is encouraged that this is adopted within their home practise to maximise safety within the Food Technology classroom, as the knife skills are a main component in Year 8.



Pupils gain an understanding of a balanced diet and healthy eating. Pupils are taught about food choices and asked the importance of making suitable food choices as their body begins

to develop. It is advised that parents discuss the Eatwell guide and its importance when modifying or improving students food choices to ensure that they are maintaining a balanced diet and not focussing on fads, diets and what is promoted via social media.



Practise! Practise! Practise!

All our school recipes are aimed towards Year 7. As pupils develop further within KS3 the skills become more demanding and food presentation is developed. Mastering the fundamentals will put you in good stead for next year.

By Year 7 we expect you to have gained practical experience in the following skills.

- Knife skills
- Preparation of fruit and vegetables
- Use of the cooker and hob
- Slicing, dicing, chopping
- Rubbing in method
- Baking, frying, simmering, boiling
- Shaping
- Sauce making

Any other skills developed are a bonus! Well done!

Geography – Year 7 programme of study

In Year 7 we have identified five areas that students need to know about, not all students will be completely competent in all these areas at the end of year 7 but skills will be revisited in Year 8 and year 9.

PLACES

- Be able to name and locate the continents and oceans.
Know about their local area – *be able to describe Warrington and explain how Manchester originally grew and how it has changed.*
- Know about and be able to describe different environments – *Savanna regions of Africa and the tropical rainforest in Brazil. This will include climate, vegetation and how people use different places.*

PATTERNS

- Be able to identify human and physical features of a place.
- Be able to describe how places change and how people can improve or damage places/environments.
- Be able to recognise processes such as *erosion, migration, deforestation and urbanisation.*
- Be able to recognise how physical geography impacts on the human geography of a place – *recognise how the spread/distribution of population of Kenya is linked to the physical geography.*
- Be able to show how *oil palm plantations in SE Asia have damaged environments*

ENQUIRY SKILLS – this is linked to fieldwork around the school

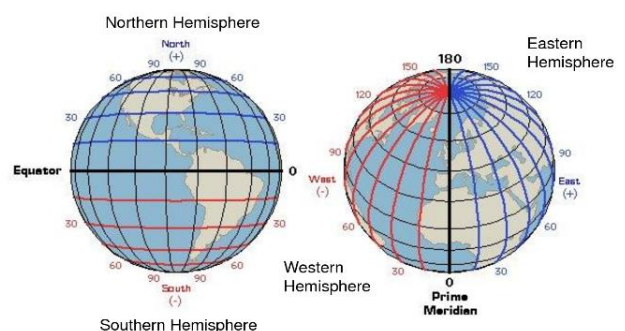
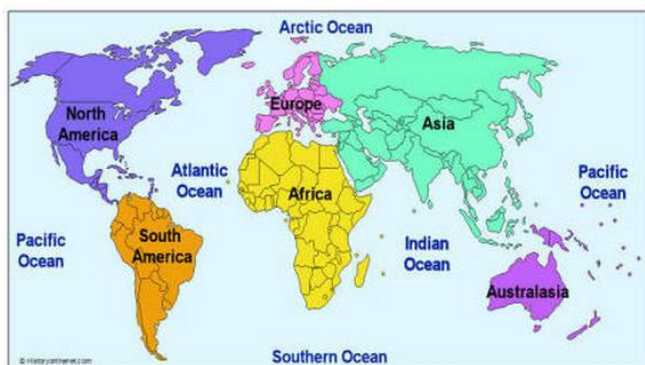
- Be able to devise questions.
- Be able to describe how to collect the data to answer the questions.
- Be able to choose suitable methods to display their results.
- Be able to make a valid conclusion.
- Be starting to evaluate their work.

GEOGRAPHICAL SKILLS

- Use the 8-point compass to show directions.
- Use an Atlas – using the contents page to find maps and use the index to look up places.
- Know the main lines of latitude and longitude.
- Be able to use latitude and longitude to locate places on the world map.
- Use a map symbols and the key on a map
- Use 4 and 6-figure grid references.
- Be able to use scale to measure distances on a map.
- Be able to describe where places are on a map – describe distribution.

NUMERICAL SKILLS

- Draw bar and line graphs to show the *climate of a place.*
- Find the highest and lowest values and calculate the range – *temperature range.*
- Calculate the mean, mode and median.
- Use a greater variety of graphs such as pie charts and frequency graphs.



History is filled with excitement and challenge. Your child will study a variety of time periods that will broaden their understanding of the world we live in.



So... how can you help?



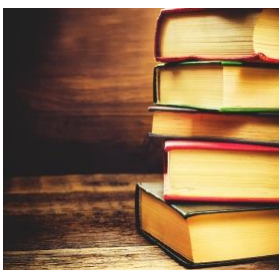
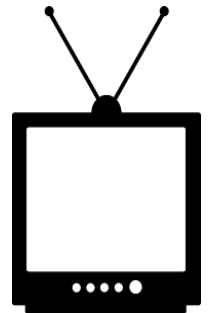
Useful websites—[BBC Bitesize](#) / [Www.ks3historygames.co.uk](#) / [Www.historylearningsite.co.uk](#) / [Www.historystuff.co.uk](#)

Did you know...? Why not try having a weekly 'did you know' competition to see who can come up with the most interesting historical fact in your house? This will encourage your child to discover new historical information on their own. Or try researching 'On this day in History...'



Homework Helper—Encourage your child to complete their homework by helping them and asking them to teach you about whatever they are learning in History. This will develop their historical communication skills and confidence in History.

Change the channel—Watching a documentary can be an engaging way to teach your child about historical events. While a lot of parents will try to limit the time their child spends in front of the TV, popping something educational on will make sure they are learning and relaxing at the same time. Watching a documentary as a family can spark debate and discussion, which are also important learning tools.



Helping your child to become a reader is one of the most important things you can do to help your child succeed in school. Reading is the key to lifelong learning, prompting your child to read about something that interests them and can cultivate an excitement for the subject.

Debate—Dinner table discussion is a perfect way to encourage your child to really think about what they are learning. By asking what they did at school, then challenging their perceptions of it, you encourage your child to develop their skills in academic discussion.



Advocate a change of scenery—Some children can suffer from information overload, particularly if they are at a demanding stage in their education. Change can be as good as a rest, so an educational trip to a museum, art gallery or even a picnic by a castle will engage your child in History and make it come to life.

Year 7 Computing and IT

In year 7 students will use existing IT software skills as well as developing new skills to produce a variety of digital materials for different purposes and audiences. As well as IT skills, they will also start to develop knowledge of Computer Science.

So far students have learnt about e-Safety, used desk top publishing and spreadsheet software. If students want to learn more about these topics or improve their software skill set then below are some useful resources and ideas:

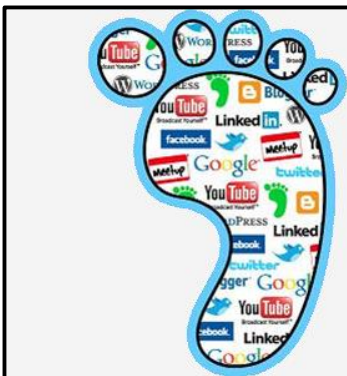
E-safety

Do you know how to protect your online identity?

Do you know who to talk to if something doesn't feel right online?

Do you know how to report inappropriate behaviour online?

The websites below have lots of useful information, advice, videos and games to help you learn more about online safety.



Software Skills



Username—wa5 3aa

Password—bitmap3

www.teach-ict.com

If you would like to brush up on the software skills you have learnt or learn new skills to make your digital materials even better then **Teach-ICT** have some excellent tutorial videos showing you how.

Why don't you watch the videos and enhance your IT skills!

Mathematics

During Year 7, children at Great Sankey High School follow a programme of study that consolidates the skills developed from Primary School whilst also looking to extend their individual abilities so that they can further their skills in preparation for accessing the material in the GCSE Mathematics course which begins in Year 9.

Route Map

The route map shows the journey that Year 7 are currently taking, detailing the dates when they will be accessing the various Key Progress Indicators (KPIs) and when they will be assessed. The KPI's run in line with the guidance standards that have been set by AQA for their GCSE course (8300). These can be accessed on the school website under the curriculum tab which gives information on the specification and requirements of each individual skill.

Mathematics Year 7 2016/17 (Pre ARR)							
Week 1 29 Aug (hrs 1,2)	Week 2 5 Sep	Week 3 12 Sep	Week 4 19 Sep	Week 5 26 Sep	Week 6 3 Oct	Week 7 10 Oct	Week 8 17 Oct
		N1, N2 Number Calculations (Four operations)		N3, N4, N5, N6, N13, N14 Types of number, Estimation		G3, A24, A8 EXTENSION	
Holiday 24 Oct	Week 9 31 Oct	Week 10 7 Nov	Week 11 14 Nov	Week 12 21 Nov (hrs 25)	Week 13 28 Nov	Week 14 5 Dec	Week 15 12 Dec
		N2, N8, N10, N11, N12 Fractions		A1, A2, A3, A10, A11 Review and Revision		Exam Reflection	
Week 16 19 Dec (off 21-23)	Holiday 26 Dec	Holiday 2 Jan (hrs 5,6)	Week 17 9 Jan	Week 18 16 Jan	Week 19 23 Jan	Week 20 30 Jan	Week 21 6 Feb
			A1, A2, A3, A10, A11 Basic Algebraic Manipulation and Basic Equations		G3 EXTENSION		
Week 22 13 Feb	Holiday 20 Feb	Week 23 27 Feb	Week 24 6 Mar	Week 25 13 Mar	Week 26 20 Mar	Week 27 27 Mar	Week 28 3 Apr
			R1, R2, R3, R4, R5, R6, R7, R8, R9 Ratio, Proportion, Scale Drawings, Unit Conversions		Exam Reflection		
Holiday 10 Apr	Holiday 17 Apr	Week 29 24 Apr	Week 30 1 May (hrs 1)	Week 31 8 May	Week 32 15 May	Week 33 22 May	Holiday 29 May
			N2 Review Of		P1, P2, P3 P4, P5, P7 Probability		
Week 34 5 Jun	Week 35 12 Jun	Week 36 19 Jun	Week 37 26 Jun	Week 38 3 Jul	Week 39 10 Jul	Week 40 17 Jul	Holiday 25 Jul
		Review and Revision	Exam Week	Exam Reflection			

How can you help further your child's Mathematics education?

Should your child be judged as developing on a given KPI then this does not mean they will never be able to achieve the skill. Skills will be revisited in school via starters and again in future topics. In addition to the school-wide subscription to **SAM Learning** (www.samlearning.com) we also subscribe to the following websites:



MyMaths	www.mymaths.co.uk	This site provides resources including animated lessons and online homework's. It is good for preparation, consolidation and revising. The Booster Pack section is particularly useful in developing learner skills
Mathswatch	vle.mathswatch.com	This site consists of a range of videos and questions (both as worksheets or online questions). The One-Minute Maths section is particularly good at targeted support and revision

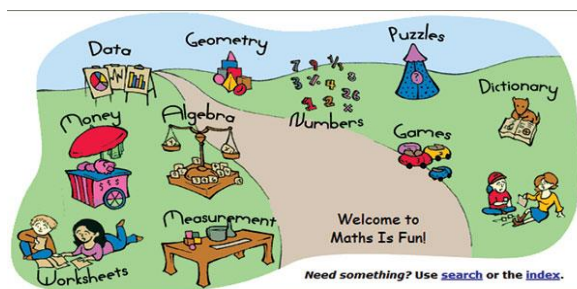
Students should have their own personal logins to the above websites – if they do not they should speak to their Mathematics teacher. We also encourage the use of the excellent **Corbett Maths** site (www.corbettmaths.com) which requires no login details.

We are also very keen on recommending using their number and problem solving skills as often as possible in such ways like:

- Random times table questions
- Reading train and bus timetables to plan family days out
- Calculating the cost of shopping
- Using analogue and digital clocks to tell the time.
- Number skills in sports and music

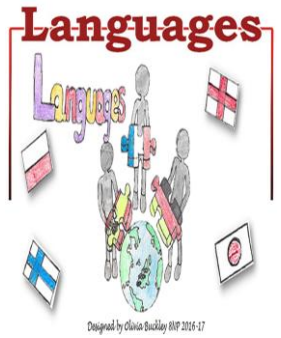
Help and assistance in this can be found at the National Numeracy site at www.nationalnumeracy.org.uk

Should you have any questions regarding your child's mathematics then in the first instance please contact their mathematics teacher. If there are any further queries, please contact the Head of Key Stage 3 Mathematics, Mr Liam Foster (liam.foster@greatsankey.org).



Modern Languages

In the MFL department we aim to introduce and develop students' ability to use a foreign language effectively for purposes of practical communication. The languages courses offer an insight into the culture and civilisation of the countries where the language is spoken and encourage positive attitudes to foreign languages learning. In so doing, students' understanding of themselves and their own culture is enhanced, creating an awareness of the nature of language and language learning. Their language skills will develop throughout KS3 and hopefully into GCSE (and beyond!)



What will students study?

In Year 7, we use the following courses:

- French - Expo1
- German - Echo 1
- Spanish - iMira! Express 1

By the end of Year 7 students will have covered the following topics:

- ✓ Personal information
- ✓ Family and descriptions
- ✓ House and home
- ✓ Countries and nationalities
- ✓ Hobbies
- ✓ School
- ✓ Town and local area

Skills students are expected to gain by the end of Year 7:

Listening: Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. Transcribe words correctly.

Speaking: Ask and answer simple questions. Exchange opinions and give simple reasons. Take part in brief dialogues and conversations.

Reading: Demonstrate understanding of main points and opinions in short texts using familiar language. Translate familiar words and short phrases into English.

Writing: Write short texts for different purposes using mainly memorised language. Express opinions and give simple reasons. Translate simple sentences into the target language

Homework

Year 7 students should receive around 1 hour (max 1 ½ hours) homework every two weeks.

We recognise that students enjoy doing different types of activities, and we aim to address all learning styles and abilities.

Typical homework tasks may include:

- Drawing / labelling/ title pages / posters
- Gap-fill activities
- Short reading tasks (eg. true / false; find the French /German/Spanish; reading for comprehension and gist
- Short writing tasks: simple sentences or short passages with a focus on accuracy
- Word searches / crosswords
- Drawing graphs (or similar) to show the results of surveys
- Vocabulary learning (10 - 20 words)
- Translations into and from the target language
- Research tasks
- Grammar exercises

Vocabulary

The more vocabulary a student knows and can recognise, the more likely they are to succeed. We recommend that students try to learn at least 5 new words per week in addition to vocabulary set by their teacher. Language learning websites and apps are very useful for this!

How to test your child on vocabulary

- You say the English word and the student gives you the French/German/Spanish
- You say the French/German/Spanish and they give you the English
- Ask them to write the words down and then check spelling (including accents!)
- Ask them to teach you the words
- Ask them to teach you the correct pronunciation

MFL Club

There is an extra-curricular MFL club for Years 7 and 8 (Tuesdays 2.30 – 3.30) which is run by our Year 12 linguists. Each week they focus on a different language, country/culture. Please encourage your child to attend.



Further support

- Provide a dictionary
- Discourage use of online translation tools
- Encourage your child to revise little and often. Test them
- Encourage them to make revision cards and other aids
- Encourage them to stick words and phrases on their bedroom walls
- Complete grammar exercises with your child – and ask them to explain to you what they are doing and why
- Ensure that all deadlines for homework are met. These will be communicated to students well in advance and written in planners.
- Encourage your child to *read around* the subject.
- If you speak a little French, German or Spanish.....practise with them!

Useful websites

www.duolingo.com

www.languagesonline.org.uk

www.memrise.com

www.quizlet.com

www.bbc.co.uk/schools/gcsebitesize/

www.bbc.co.uk/languages/

www.wordreference.com

www.linguascope.com



duolingo Quizlet



memrise

Follow us on TWITTER!

You can keep up to date with what is going on in the department as well as finding useful revision tips, links to interesting websites, facts and figures, cultural snippets, events etc.



Year 7 Music

Resources to support students and parents are available on our website www.sankeymusic.com.

Support videos are available on our YouTube channel 'Sankey Music'.

Rhythmic Notation

- identify basic note names and values

- Identify and know the beat value of **crotchets**, **quavers**, **minims**, **semiquavers** and **crotchet rests**.
- Identify basic rhythms by ear (multiple choice).

- notate a range of rhythms by ear and divide beats into bars

- Use bar lines to divide sheet music into four-beat bars .
- Hear a rhythm and write it out using music notation (rhythmic dictation).

Useful Websites:

Learn the Note Names and Values: <http://www.musictheoryvideos.com/grade-1-notes-rests/>

Practise Rhythm Dictation: <http://www.therhythmtrainer.com/>

Pitch Notation

- identify pitches on the stave and notes on the keyboard

- notate short melodies accurately by ear using Do-Re-Mi-Fa-So

Useful Websites

Practise naming notes on the keyboard: <http://www.musictheory.net/exercises/keyboard>

Practise naming notes on the stave: <http://www.teachingfiles.co.uk/namethatnote2.htm>

Keyboard Performance

- play a keyboard melody with one hand and change hand positions
- play a keyboard piece accurately with both melody and chords

Students will give a keyboard performance of **New World Symphony**.

Worksheet is available to download at www.sankeymusic.com.

Support videos to be uploaded to our YouTube channel soon.

African Drumming

- work effectively within a drum group and perform in time with others
- switch fluently between rhythms and perform a solo confidently

Students will learn about different textures (unison, call and response, polyrhythm), timbres (bass, slap and tap hits) and dynamics (piano, forte, crescendo, diminuendo) and will plan and perform rhythmic compositions in small groups using the above terminology.

Notation Composition

- write bars adding up to 4 beats and add keyboard pitches to them
- write accurately on the stave using a range of pitches and rhythms

Vocal Performance

- sing accurately and work effectively within a vocal group
- sing a solo part confidently and with good intonation

Ukulele Skills

- change pitches and play a basic tune on one string
- play a 4-chord strumming pattern and a tune on two strings

Support resources available on the website and videos to be added to the YouTube channel soon.

Our timetable of extra-curricular activities is also available on our website.

Physical Education at Great Sankey

Y7 Physical Education at Great Sankey High School aims to develop the core skills that are needed to participate in a range of activities. Pupils experience a range of team and individual sports in order to provide them with broad and balanced opportunities.

To help your child achieve their full potential in Physical Education there are a number of things you can do.

Join a club!

Encourage your child to commit to an extra-curricular activity provided by the Great Sankey High School PE Department. All clubs run from 2.30pm-3.30pm and are completely free.

GSHS Extra-curricular PE timetable				
Monday	Tuesday	Wednesday	Thursday	Friday
Dance club, All years	Staff meetings	Netball club, All years	Inter-house competition – as per calendar	Fitness, All years
Girls football, All years		Boys football training, Y9/Y10/Y11	Gym club, All years	Basketball, All years
Boys Rugby, All years				Boys Football training, Y7 and 8
Badminton, All years				
Please see any member of the PE department for more information.				

Join a community club!

Great Sankey Leisure Centre offers a range of clubs that your child can participate in.

Penketh Panthers are a netball club who run from our sports hall every Monday 4.00-5.30pm.



Tennis club. Putting our new facility to good use, your child can try their hand at tennis every Thursday 2.30-3.30pm.

There are many more opportunities available on the website:

Be active with your children.

There are many fun, free ways you can encourage your child to participate in physical activity, here are a few games you could try.

Ultimate Frisbee: Take a Frisbee down to your local park, square off an area using jackets/bags, catch the Frisbee in the area – score a point. Remember, you can only take three steps while holding the Frisbee and must release it within 10 seconds.

Stuck in the mud: When you are tagged, you must stand with your legs apart and arms out wide (like you are stuck in the mud) and cannot move until someone ducks under your arms.

Balloon Volleyball: Blow up a balloon, clear a little space, decide an order of hitting, the challenge is to not let it hit the floor. You can adapt the rules e.g. hands only. Keep it interesting by changing the target e.g. last man standing (you are out if you let it drop – last man wins) or team rally (how many hits can you keep it off the floor for).





Religious Studies

What does RS look like in Year 7?

All students have two RS lessons per fortnight. During this time they will study:

- An Introduction to World Religions
- Life after Death
- What does it mean to be Religious?

Students will learn about the beginnings, beliefs, practices, festivals and holy books of each Christianity, Islam, Sikhism, Hinduism, Judaism and Buddhism. They will also look at the impact that these have on the lives of the believers.

At certain points students will look into certain areas in more depth, this will depend on the teacher that they have but some are examples are;

Christianity-students look at parables and how they influence people's behaviour. They may produce a modern day Good Samaritan.

Islam-students carry out Hajj, they learn about the symbolism and importance of one of the five pillars by acting out the pilgrimage and follow it up with a written piece.

Judaism- students will learn about the story of Passover through the Seder meal.

How are students assessed in Year 7?

Students will be assessed throughout the year on a number of key performance indicators. These are looking at whether they can:

- demonstrate a good attitude and appropriate behaviour for learning.
- describe different religious practices.
- explain different religious beliefs.
- explain the importance of events in religious history.
- use religious language appropriately.
- identify the strengths and weaknesses of an argument.
- make comparisons between religions.
- explain the influence of religious beliefs on people's lives.
- justify their opinion on an issue.
- explain religious and non religious views on an issue.

At Great Sankey High School, all students study a full GCSE in RS which begins in Year 9. During Year 7 and 8 therefore, it is really important that they start developing the skills required for this course. These include:

- Explaining
- Evaluating
- Contrast and Comparing
- Justifying their opinion
- Debating

You can help your child develop these skills by discussing issues that you may see on the news. At GCSE we cover issues such as war, capital punishment, genetic engineering, crime and environmental issues. These often appear on the news and it is worth asking your child's opinion on these and encouraging them to explain their reasons for it and also consider opposing views.



Useful Websites

BBC BITESIZE

<http://www.bbc.co.uk/education/subjects/zh3rkqt>

BBC News

<http://www.bbc.co.uk/news>

Newsround

<http://www.bbc.co.uk/newsround>



YEAR 7 SCIENCE

In year 7 Science, students will build upon the basic science that they started at key stage 2.

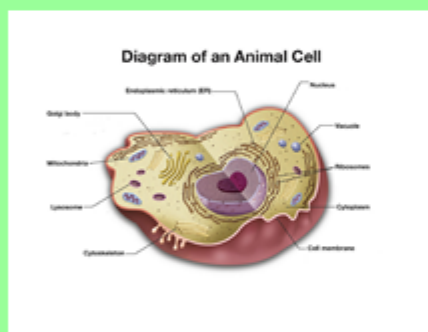
Science is split into the three disciplines, Biology, Chemistry and Physics and classes will be taught these in rotation. Throughout Science there is also an emphasis on working scientifically, developing investigative and analysis skills.

BIOLOGY

BIG Questions:

- ◆ What are we made of?
- ◆ Why do we breathe?
- ◆ How are new organisms made?

Students will be able to describe the cell as the fundamental building block of life and compare different types of cell. They will explore how the major body systems work and look at reproduction in both plants and animals.



CHEMISTRY



BIG Questions:

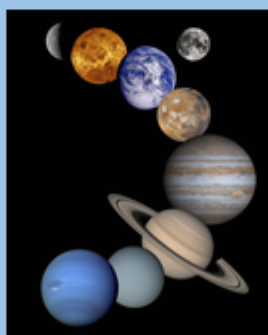
- ◆ What are materials like inside and why do they behave as they do?
- ◆ What are atoms and elements?
- ◆ How do scientists make new materials?

Students will learn about the particle model of matter and use the model to explain the behaviour of solids, liquids and gases. They will distinguish between atoms, elements and compounds and will describe some simple chemical reactions.

PHYSICS

BIG Questions

- ◆ Where do forces come from?
- ◆ How do we hear and see things?
- ◆ What is outside the Solar System?



Students will learn the names of different forces and how they can be measured and will use the idea of gravitational forces to explain observations about the Solar System and beyond.

They will also learn about the behaviour of waves, in particular, light and sound waves.



A digital version of the textbook can be accessed by students at www.kerboodle.com. This website may also be used to set online homework.

The bbc bitesize KS3 website has videos and revision exercises across all topics as well as some videos to help explain the concepts covered.

Science is often in the news, with regular stories about health and lifestyle choices, medical advancements and space exploration to name just a few.

Many of these topics are covered in science at KS3. Use every opportunity to discuss these news stories with your children.



Design & Technology

Year 7's are taught two lessons per fortnight throughout the year. During their time with us, they will be introduced to safe working practices in the workshop, with a heavy focus on safety and the development of practical skills. They will also start to develop design skills and drawing techniques. Practical skills will also be introduced with a focus on safety, using basic hand tools and an introduction to a range of resistant materials. Projects will feature electronics and engineering elements, they will be encouraged to reflect on processes as well as starting to understand the more modern practices such as CAD/CAM and 3D printing.

Homework allows students to further develop designs and focus on research and analysis to allow time in school to develop their ideas and produce practical outcomes.

In their first practical lesson, students are taught workshop safety and expectations.

Pupils gain an understanding of the design process. The importance of research and how it helps with design ideas, the value of people's opinions, develop making skills and how evaluation/ reflection helps to improve products.



The DT department recommends

The Quest channel :How its made ,to help students learn about how objects around the m are made.



Within the national curriculum there is a focus on sustainability of products. Pupils look at sustainability by analysing products and seeing how the 6's could be applied to them in a product analysis.

Repair
Refuse
Re-use
Recycle
Rethink
Reduce



As pupils develop within KS3 the skills become more demanding and practical outcomes improve. Mastering the fundamentals will put you in good stead for next year.

By the end of Year 7 we expect you to have gained practical experience in the following

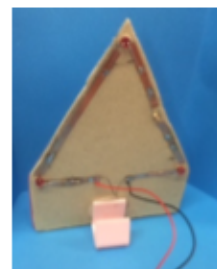
Safe use of Hand tools for cutting and shaping.

Safe use of machines in the workshop.

The Design process.

Responding to a design brief.

Evaluating their own and others work to suggest improvements.



General guidance for parents

Key staff at Great Sankey High School

So who is who in school?

Mr Wright
Executive Headteacher



Mrs Crawley
Headteacher



Senior Leadership Team



Ms Beswick
Deputy Headteacher



Mrs Harrison



Mr Masher



Mrs Stubbs



Mr Day



Mr Brighthouse



Mr Wright

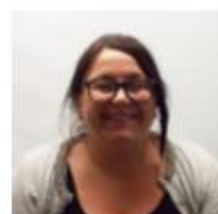
Who do I contact at school if I wish to discuss any concerns?



Mr Masher
Assistant Headteacher
Deputy DSL



Mrs Malone
Strategic lead:
Safeguarding



Mrs Treanor
SENCO
Deputy DSL



Mrs Masher
Head of **Austen House**
Austen@greatsankey.org



Mrs Lee
Head of **Parks House**
Parks@greatsankey.org



Miss Bayne
Head of **Bannister House**
Bannister@greatsankey.org



Mrs Steele
Head of **Stephenson House**
Stephenson@greatsankey.org



Mr Bate
Head of **Newton House**
Newton@greatsankey.org



Mr Cawthorn
Head of **Thompson House**
Thompson@greatsankey.org



Mrs Cahill
House Assistant - A/B



Mrs Canning
House Assistant - N/P



Mrs Buchan
House Assistant - S/T

Attendance



If students are to achieve their potential, good attendance and punctuality are critical. The link between attendance and achievement is well documented. Figures from the Department for Education demonstrate this very clearly.

We want all our students to achieve the very best examination results that they can. Irregular attendance, can, however, have a significant impact on student achievement. Students with irregular attendance...

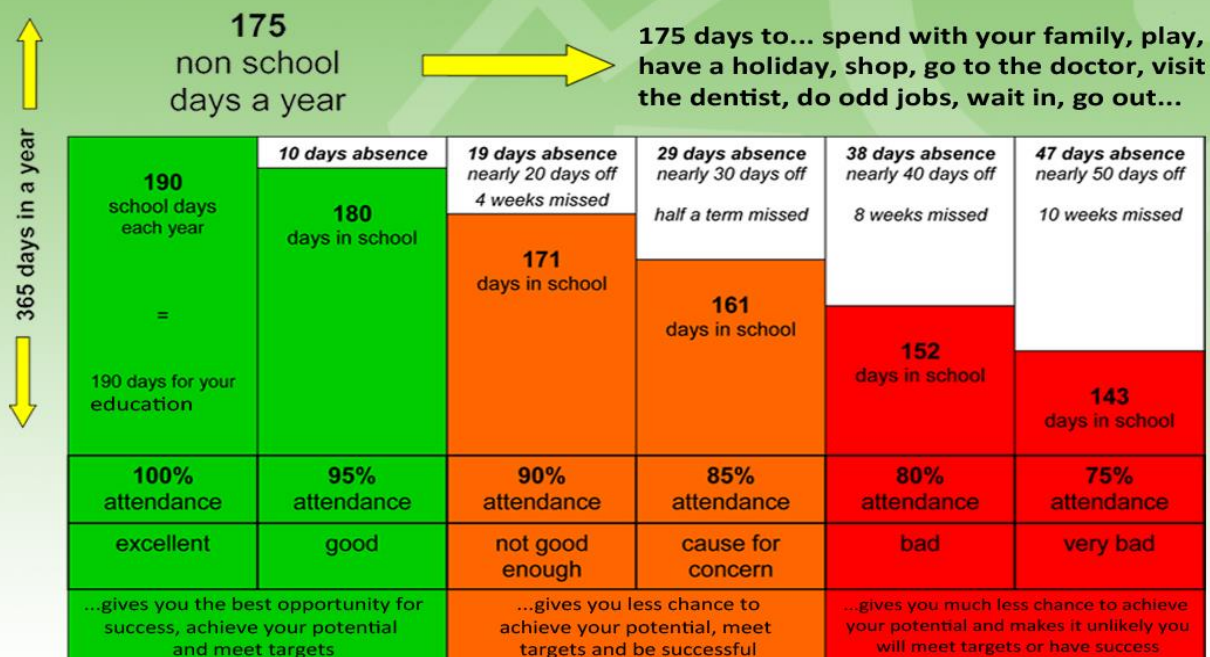
- Get behind with work
- Lose the thread of the topics being taught
- Become demotivated on return to school
- Lose friendships
- Miss out on important careers and guidance inputs
- Miss out on extracurricular opportunities
- Are less likely to feel part of the school

Parents are legally responsible for ensuring their child attends school.

School Attendance matters at Great Sankey High School

days absent from school add up to lost learning

Great in name, greatest together



What about holidays in term time?



In September 1st 2013, changes to the law relating to school attendance came into force. This means that holidays in term time will not be authorised. Full attendance is extremely important for the next five years of your child's education. All subjects follow a lesson by lesson programme that does not allow for repetition and so a lesson missed has been effectively "lost" for ever.

Medical & Dental appointments



We ask parents/carers to make these outside school hours unless it is an emergency or urgent situation. Where they are unavoidable, we ask for a dated, signed note in advance. The learner must sign out at the relevant House Office before leaving the premises, and sign in again on return.

Punctuality



Registration takes place in form rooms at 8.25am. After this time a student will be marked late in the class register and on School Reports. Arrival after 9.00am legally is recorded as an unauthorised absence unless there are legitimate reasons provided by parent/carers.

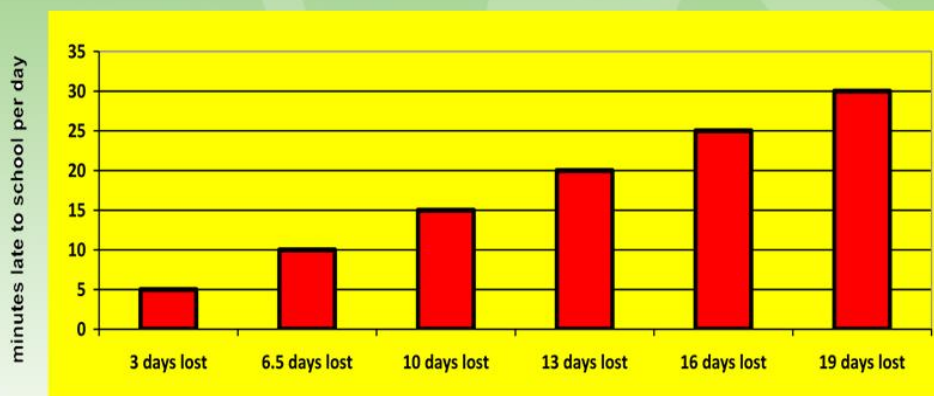
PUNCTUALITY

Every minute counts!



5 mins late every day - 3 days lost

15 mins late every day - 10 days lost



lost minutes = lost learning

What equipment does my child need?



In short, each day your child should bring the following:

- A good sized bag for carrying books and equipment
- Student planner
- A pencil case with stationery (pens, pencils, ruler, coloured pencils) & calculator
- Books and equipment needed for that day according to his / her timetable
- PE kit (if he / she has PE on that day)

The student planner



Each student will be issued with a Student Planner free of charge on his or her first day. The purpose of it is to help a student organise their learning and enable parents / carers to communicate with staff. There is a lot of useful information within the planner so please take a look. There is a double page section for each school week to help students record their homework for the week. There is also a space for parents / carers and staff to communicate by writing notes. Please sign the planner each week so you can keep an eye on your child's homework and general progress. If your child loses their student planner, a new one must be purchased from their House Office.

Homework



A KS3 student is expected to receive on average 1 hour of homework per evening with up to 5 hours of homework over a week. Where homework has been completed, your child could do the following:

- Silent reading – students should always have a reading book and should do at least 30 minutes reading
- Background research into work being completed at school
- Current affairs – a careful selection of TV programmes and newspaper articles can help students to develop their thinking skills
- Practice – playing a sport, musical instrument or sketching
- Access to study websites such as:-

Sam Learning

My Maths

Moodle

BBC Bitesize

Sites recommended by teacher

Behaviour for Learning

Expectations of our Students

Our staff, students and parents are a community working together. Our home school agreement draws together these three key elements of a successful school and parents are asked to support us fully in ensuring that their children make a positive and successful contribution to our school community. There are common expectations of all students both in school and in our local community (see Home school Agreement in your pack).

In Lessons

Students are expected to behave in a positive manner which enables teachers to teach and all students to learn to their full potential.

- They should treat one another and other adults with respect and consideration.
- They should aim for the highest standards, both personally and academically, arriving punctually, being fully prepared and working to the best of their ability at all times.

Around School

- Students should model good behaviour and respect for others at all times.
- They should talk to others politely without shouting or using inappropriate language.
- They should move around the corridors in a calm and orderly manner using the one –way system.
- They should show care and consideration for others; be kind, help those in need and set a positive example at all times.
- They should respect our school building; no chewing, smoking, graffiti or vandalism should be seen on school grounds at any time
- They should eat in the designated dining rooms and areas, queue for food in a calm and orderly fashion and put litter in bins

In our Community

Our students will be regarded by us as representing our school at all times and the highest standards of conduct will be expected as part of our school and local community.

Our students should behave appropriately on the way to and from school whether they are on public transport, school buses, walking or cycling.