

Tring School

Secondary Ready Curriculum Booklet

Tring School Secondary Ready Curriculum - English

The learning objectives for all Year 7 students for the first half term in English are to develop engagement and an interest in the English language by studying the History of English Language and how writing has developed over the centuries.

Content	Skills
<p>The History of English Language - Investigating how language has developed over time and the ways it can be manipulated to create specific meanings and emotions.</p> <p>Literary Detectives - Studying, comparing and analysing divisive techniques and language to solve a mystery.</p> <p>Travel and Adventure - Studying culture around the world through literature and international literary figures.</p>	<p>Reading - comprehension, fluency and understanding. Looking at the ‘bigger picture’.</p>
	<p>Writing - exploring how punctuation and word choices can alter the tone and purpose of writing.</p>
	<p>Analysis - exploring how literary techniques can be used to manipulate the reader.</p>
	<p>Comparison - focusing on similarities and differences, what changes and why? Which techniques are more effective and have a greater impact?</p>

Examples of how students will also be challenged in English are:

- Additional stretch and challenge tasks within every lesson - all students are encouraged to attempt these.
- Students will be studying new vocabulary and literary techniques they will not have studied in Primary School.
- Blending previous learning and writing styles learned in Primary School with improved creative writing styles; focusing on fluency, creativity and narrative voice/purpose.
- Learning to write for purpose and engage a reader or audience in a range of fiction and non-fiction texts.
- Greater focus on poetry, poetic devices and plays (both written and in performance).
- Increased focus on media studies and techniques.
- Encouraged to read regularly at home and in school to extend vocabulary and improve understanding and comprehension. Competition element is gained through Accelerated Reader.

In English, students have a choice of almost 100 activities to complete for Home Learning and are expected to complete one activity each week. These are all accessible through the [Independent Study website](#) (only accessible through a Tring School Google account) which is linked to the Super Curriculum and also links to a variety of other subjects through English. Tasks are arranged with Challenge Levels so that students can select an appropriate Challenge Level for their ability and confidence and focus on developing a range of reading, writing, evaluative, analytical and comparison skills as well as encouraging

students to make decisions, become proactive learners and develop a sense of responsibility, independence and resilience in their learning journey.

Example Home Learning Activities	Purpose
<p>TASK 1 (Linked to Geography): Research how language has developed across the world. Are there countries that speak similar languages? Where do different languages originate from? (<i>Challenge Level 2</i>)</p>	<p><i>Engaging students in wider reading about the world around them and the impact that language has/had on their life and the lives of others.</i></p>
<p>Task 4 (Linked to Art): Draw a self portrait in the middle of a piece of paper. Around the outside, add details about your language fingerprint. How do you use language for different purposes, audiences, forms? (<i>Challenge Level 3</i>)</p>	<p><i>Encourage self-reflection and self-appreciation through the use of language and analysis of how language is used for different purposes and to create specific effects.</i></p>

You can support your child in this first half term by:

- Encouraging them to read for 20 minutes every day and by encouraging them to complete the 'quiz' for that book on Accelerated Reader
- Supporting their completion of homework / Independent Study
- Engaging them in conversation about their English work and, in particular, reflection on their assessment feedback

Tring School Secondary Ready Curriculum - Maths

The learning goals for all Year 7 students for the first term in Maths are:

Content	Skills
Operations with positive integers, and decimals	Place value, decimals, and rounding
	Multiplying & dividing by powers of ten
	The commutative law - addition & subtraction, and with algebra
	Number sentences and bar modelling, including the transposition of algebra
	Addition skills, including decimals/money
	Subtraction skills, including decimals/money
	Addition and subtraction in different bases
	Commutative law - looking at multiplication and division, and with algebra
	Number sentences and bar modelling for multiplication and division
	Multiplying integers
	Dividing integers
	The associative law
	Squares and cubes, and introduction to index notation and indices
	Square roots and cube roots, plus the link to area and volume
	The order of operations
Factors, multiples, and primes	

Examples of how students will also be challenged in Maths are:

- Our mastery scheme of learning promotes the use of correct mathematical language, and focuses not just on being able to do procedures, but explaining why we are doing them. We ask students to contribute to class discussions, and share their workings and ideas with others.
- Students will be asked to look at different techniques from what they have seen at primary school; this is to allow the opportunity to look at the most efficient techniques for different calculations, and expand our mathematical tool kit.

- Disciplines are blended: for example, we look at the use of algebra alongside numbers to allow students to create generalisations and proofs, which bridges the gap between primary maths and GCSE.
- The use of open ended mathematical problems from websites such as nrich. This develops students' problem solving skills and their effective learning habits.
- The opportunity to reflect on our own learning habits, and our metacognitive skills. We provide opportunities for students to complete real GCSE questions to develop their skills in problem solving and breaking more difficult questions down into manageable chunks.

Below are some examples of Home Learning activities that students may be asked to complete:

Home Learning Activities	Purpose
Hegarty Maths	Hegarty provides students the opportunity to practice and master content covered. Students will be asked to complete tasks to 100%, and to attempt them again where this doesn't happen the first time. Our scheme of learning places an emphasis on students being able to produce correct solutions all the time, rather than intermittently as this way we know the skills are secure.
Research, or begin initial learning	Students may be asked to research or complete prior learning for a subsequent series of lessons. This is to allow students the opportunity to review their primary school learning, and to ensure that the foundation skills from primary are totally secure before moving on.
The Maths Super Curriculum	The students who achieve the best GCSE grades are those that take responsibility for their own learning throughout all key stages. Being able to review and reflect on your own learning, and to use your independent learning time outside of school promotes and develops the skills of independence and resilience. The super curriculum provides ideas that will enable students to take ownership of their learning, and go above and beyond.

You can support your child in this first half term by:

- Completing practice Key Stage 2 Numeracy papers to ensure that they have secure primary school number skills. These can be found on the following website, with videos on key topics: <https://sites.google.com/tringschool.org/numeracy>
- Sharing your own Maths skills with them. Parents often worry their methods may be outdated - we enjoy any method that produces a correct answer!
- Fostering a positive attitude towards Maths; share your own love of Maths - even where you may find this challenging. Students often decide very early that they can/can't 'do' Maths, and we need to work hard to ensure this doesn't happen.

- Ensuring that they regularly check Go4Schools for set home learning, and that these tasks are complete.
- Suggesting that they look at the super-curriculum activities and complete as many as they can. Students should let their teachers know where they have done this, and we will reward.

We all have a focus on literacy, reading is vitally important for all subjects. Students may like to read the following books:

- The Everything Kids' Maths Puzzle Book - Brain Teasers, Games, Activities by Meg Clemens
- Maths Games for Clever Kids by Gareth Moore
- Longitude by Dava Sobel

Tring School Secondary Ready Curriculum - Science

The learning goals for all Year 7 students for the first half term in Science all focus on developing the following Scientific enquiry and practical skills:

Content	Skills
Practical Skills	<ul style="list-style-type: none">● Recognising hazard labels● Recognising, labelling, using lab equipment and drawing them using Scientific conventions.● How to heat solids and liquids safely
Language for Learning	<ul style="list-style-type: none">● How to communicate effectively in groups to classify objects and chemicals.● To use determination in problem solving (with a focus on ratio and scaling)● To be able to use LRC resources and the internet to research a Scientific question or problem● To be able to use curiosity when looking for relationships in Scientific data
Scientific enquiry	<ul style="list-style-type: none">● To identify independent, dependent and control variables● To draw effective conclusions from data● To carry out risk assessments● To write clear and valid methods for investigations● To tabulate and graph continuous and categoric data● To carry out practicals in a safe manner

You can support your child in this first half term by:

- Encouraging them to work through the remote learning tasks on the days where they would normally have a Science lesson in the week beginning 7th September. The document with the activities can be found on this link [here](#). There are 3 activities, spelling practice of Scientific words we will use regularly during the Autumn term, practicing units and converting between units. For each activity there are 3 levels of difficulty; mild, medium and spicy. Please encourage your child to select the level that will give them the appropriate level of challenge.
- Please also encourage your child to complete their homework during this half term. Here is a [link](#) to the digital homework book each student will have a copy of when they are settled into their classes and the digital way of working.
- Ensuring that they regularly check Go4Schools for set home learning, and that these tasks are complete.

Below is a summary of the home learning activities mentioned and their purpose in supporting the work we complete in class:

Home Learning Activities	Purpose
1. Spellings	There are many new words that students will learn in Science. The remote learning spelling tasks and the homework book spelling tasks will focus on words that are covered in our Scientific enquiry lessons as well as in our first content based topic (Reproduction) which we start just before the Christmas break. The spelling tasks are designed as interactive online games.
2. Units and Unit Conversions	Throughout KS3, through to KS5 it is important that students use units whenever they refer to a number in the data. This home learning activity covers mathematical units that primary students should be familiar with (mild-medium) as well as units that primary students may not have covered but we will cover during the KS3 Science course (such as 'Joule' in the 'spicy' challenge)
3. Hazards and equipment games and lab safety poster competition	These home learning tasks are set to enable students to consolidate the work they would have covered in class. These tasks are set after the students would have had lessons covering the content. The best posters will go on display in the Science Department and the top 3 posters will be awarded prizes.
4. Research or investigation write up	During their lessons before October half term, some classes would have carried out some research using books from the LRC as well as the internet. In the student's digital exercise books will be a plan on how to write this up formally. The students will need to follow this plan for their homework to write an answer to their research question with several paragraphs including an introduction and a conclusion. Sandwiched between these paragraphs, each point a student makes must be explained, with evidence and linked to the question using a writing skill called P.E.E.L. If your child has not had the research

	lessons yet (they will do after half term), they would have designed, carried out, graphed and analysed an investigation. For these students it is a case of simply ensuring all these tasks have been completed for their homework.
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We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read:

- Kate the Chemist Series, *Kate Biberdorf*
- How we got to now - *Steven Johnson*
- Nick and Tesla Series - *Steve Hockensmith and Bob Pflugfelder*
- Maker Lab: 28 Super Cool Projects, *Jack Challoner*
- Strange but True, *DK*

Tring School Secondary Ready Curriculum - Art

The learning goals for all Year 7 students for the first half term in Art are as follows:

Content	Skills
Baseline Assessment - Shoes Taught Shoe Drawing	Assessing prior learning. Using tone and line to create a drawing demonstrating shape and form . Learning to use different materials. Working in both 2 and 3 dimensions, and developing techniques to ensure fluency between the two.
Colour Theory	Colour wheel. Mixing primary colours to create secondary colours. Understanding colour theory. Applying knowledge to practical work.
Tone	Tonal ladders, grading, blending, mark making.
Still Life	Measuring, Proportion and Symmetry. Positive and negative space .
Clay Work	Working in 3D, processes, designing, craft skills, H&S. Tactile qualities of texture and surface.

Examples of how students will also be challenged in this subject include:

- Students will learn how to use equipment properly, and will understand how using a range of pencils can help create form.
- Students are taught to use art vocabulary appropriately to discuss and describe their work, and the work of other artists and craftspeople.
- Collaboration - working together to create a piece of work, and building up art history knowledge through discussion and debate.
- Learning how to use an art studio; setting up equipment, using the materials and motif properly and confidently.
- Analysing and evaluating their work and the work of others. Students become critics and practitioners.

Below are some examples of Home Learning activities that students will complete with an explanation of why these are important for them to complete.

Home Learning Activities	Purpose
Tonal Ladder	Learning to control a pencil, honing fine motor skills.
Rainbow Ladder	Learning the order of the colours, how to blend and saturate with colour pencils.
Selection of resources	Students will be asked to collect resources to work from once in the art studio that are appropriate, relevant and challenging.
Practice observational drawing	Learning to look, and see. Practicing drawing inevitably improves all aspects of a students art, it encourages independence, builds confidence and relieves stress.

You can support your child in this first half term by:

- Visiting art galleries online or in person. Many of the national galleries have excellent online facilities that students could explore.
- Encouraging children to take photographs, and collect images from newspapers and magazines that supports their art practice and their classwork.
- Cultivate students' visual awareness.
- Watch art programmes on BBC iPlayer and Youtube. There are many excellent films about the artists we will be studying throughout Key Stage 3.
- Have a range of easily accessible paper, pencils and colour materials at home.

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read.

- Tate magazine and the Royal Academy of Arts magazines are both available in the Art Department.
- The Guardian has a very good Arts and Culture section. See it here:
<https://www.theguardian.com/artanddesign>

Tring School Secondary Ready Curriculum - Design & Technology

The learning goals for all Year 7 students for the first half term in Design & Technology are:

Content	Skills
Product Design - Hanging Bracket	Students will learn about structures and forces and apply these to making their hanging bracket. Students will develop their practical workshop skills using a series of jigs to manufacture their bracket.
Textiles - Drawstring Bag	Students will learn how to use a domestic sewing machine and hand sewing skills. They will learn about sublimation printing and create their own transfer pocket in order to make a decorated drawstring bag. The students will gain an understanding of the origin of fibers with a focus on natural.
Food - Scones & fruit crumble	Students will develop their knowledge of basic skills, equipment, and health and safety to work in a food environment. They will also explore a nutritional understanding to produce a variety of different dishes
Graphics - Invitation & Favours Box	Students will develop basic skills in sketching, colour application and illustration techniques and the basic skills on how to design and construct a net successfully to make a 3D shape.
Computer aided Design & Manufacture- Ruler	Students will learn how to design with accuracy using a design software on a computer and a laser machine to make their rules.
Computer Science - Python Programming	Students will learn how to problem solve using Python 3. Students will be taught the basic syntax and then have to use what they have learnt to solve a variety of programming problems.
Design & Technology Theory Content <ul style="list-style-type: none"> ● Scales of production ● Metals ● Paper & Boards 	Students will learn about the 3 chosen topics listed on the left. These topics will be taught through interactive sessions where they learn about materials and process in depth.

Examples of how students will also be challenged in this subject include

- Students will learn how to use specialist tools and equipment properly within the workshops and design labs
- Students will learn subject specific vocabulary and terminology for each discipline area
- Students will demonstrate an understanding of the design process from research, design make and evaluate stages.
- Students will gain knowledge and understanding of a variety of materials and ingredients.
- Students will gain a working knowledge of Python using basic programming techniques, they will be testing and locating errors in their programming, and applying the knowledge learnt in many ways in order to solve new problems.

Below are some examples of Home Learning activities that students will complete with an explanation of why these are important for them to complete.

Home Learning Activities	Purpose
Complete the exercise on the Sweet Dispenser which has been shared with you in the year 6 transition booklet.	This will develop accuracy skills in marking out and cutting material. The project is also designed to help students develop basic construction and assembly skills to produce a fully functional sweet dispenser from home.

You can support your child in this first half term by

- Checking if they have ingredients and equipment ready for their lesson
- Explore working with different materials to help visualise 3D
- Allowing them to take a lead within the kitchen environment to become more confident and independent

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read (this can be from your super curriculum or new material)

- Visit **Technologystudent.com** is a fantastic website that covers all D&T content in depth. Excellent for further reading around the subject areas & topics.
- Choose an article of your choice from the **designmuseum.org**
- Go to the NHS website to read information about the **EatWell Guide** to further your understanding of the digestive system, read cool new recipes and learn about a healthy diet.
- Keep up to date with technology on **Engadget.com**

Tring School Secondary Ready Curriculum - Drama

The learning goals for all Year 7 students for the first half term in Drama are:

Content	Skills
The Basics of Drama	
- Performing skills	Students will develop their knowledge and understanding of how to perform in Drama and create a piece of theatre.
- Space - Audience	Students will familiarise themselves with some of the rules of performing, such as how to use the space and interact with an audience.
- Voice - Movement	Students will use voice and movement to create a character and develop skills in a range of areas. For example, students will develop their ability to use pause, rhythm, volume and tone, as well as body language, gesture and facial expressions.
- Improvisation	Students will learn the basic rules of improvisation and how to craft a piece of Drama that is created using initiative and problem solving and does not rely only on rehearsal.
- Proxemics - Levels	Students will understand how to use proxemics and levels on stage and how this communicates meaning to an audience.
Darkwood Manor	
- Devising theatre - Role Play	Students will understand how to plan, devise and perform a piece of theatre from start to finish. Students will learn the basics of how to structure a performance.
- Still Image	Students will learn the performance skill of still image and how this communicates character, narrative, mood and location to an audience.
- Imagination	Students will play, explore, investigate and

<ul style="list-style-type: none"> - Creativity 	<p>imagine in a creative environment where thinking outside the box is encouraged. This will be enabled as much as possible whilst complying with social distancing guidelines.</p>
<ul style="list-style-type: none"> - Soundscape - Atmosphere - Dramatic Tension 	<p>Students will learn about mood and atmosphere and how this can change. Students will understand the concept of dramatic tension and how this might be created on stage, such as through pause, sound and silence. Students will learn how to create a soundscape to communicate location and atmosphere.</p>
<ul style="list-style-type: none"> - Characterisation 	<p>Students will apply voice and movement skills to the creation of a character. They will develop characterisation skills and begin to evaluate their own and other students' characters.</p>

Examples of how students will also be challenged in this subject include:

- Students will learn how to use the studios and Drama equipment in lessons.
- Students will become familiar with new vocabulary and Drama terminology.
- Students will learn skills of performing in front of an audience in a safe and socially supportive environment.
- Students will evaluate their own work and understand how to identify strengths and improvements of performing.
- Students will develop their knowledge of how to construct a piece of theatre.

Below are some examples of Home Learning activities that students will complete with an explanation of why these are important for them to complete.

Home Learning Activities	Purpose
<p>Assessments will be practical. Homework may involve evaluating their own work or rehearsing for assessments.</p>	<p>Preparation for practical assessments and being able to evaluate their strengths and improvements.</p>
<p>Students should refer to the Super Curriculum on the school website, to further their engagement in Drama.</p>	<p>There are many fantastic suggestions here of ways students can enhance their experience of Drama.</p>
<p>Taking your child to the theatre is one of the most valuable ways you can support your child. As theatres are currently dark, seek opportunities to view online live theatre which has been offered by many venues</p>	<p>Viewing live or online theatre is highly recommended by the exam board because students go on to study live theatre as part of their GCSE and A Level syllabus.</p>

during lockdown, such as on Youtube and Digital Theatre.	
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You can support your child in this first half term by:

- Supporting them to complete tasks from the super curriculum.
- Ensuring your child comes properly equipped to Drama.
- Supporting your child to access age appropriate theatre and plays.
- Watch live theatre and Drama on television and discuss it with your child.
- Talk to your child about what they are studying in Drama and their targets.

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read:

- An adventure story or exciting novel. This should be a thrilling read!
- Read as many plays as you can. This will help you to understand the structure of a play. You can find many different genres and age appropriate plays in the library.
- Keep up to date with theatre websites and read the entertainment and theatre news. Follow us on twitter @TringSchDrama for updates on rehearsals, lessons, shows, trips and all things Drama.

Tring School Secondary Ready Curriculum - French

The learning goals for all Year 7 students for the first half term in French are

Content	Skills
<ul style="list-style-type: none"> - Greetings - The alphabet - Numbers 0-100 - Name - Age - Birthday - Nationalities - Where you live - Verb avoir - Family members - Facts about France and French culture 	<ul style="list-style-type: none"> ● Sound strategies (vowels in particular) ● Recognising sound patterns both in speech and in listening activities ● Ask and answer questions ● Expressing opinions and reasons ● Using the full paradigm of the verb “avoir” and “être” ● Understanding adjectival agreements. ● Using transferable language to discuss family members ● Reading and listening comprehension ● Speaking fluency ● Writing strategies

Examples of how students will also be challenged in this subject include

- Assessing when to use the verb avoir or être.
- Being able to use third person singular and plural to describe family and friends.
- Justifying your opinions
- How to form questions
- Applying sound strategies and patterns to new vocabulary
- Understanding adjectival agreements

For Home Learning, students will complete the following activities and below is an explanation of these why these are important for them to complete.

Below are some examples of Home Learning activities that students will complete with an explanation of why these are important for them to complete.

Home Learning Activities	Purpose
Vocabulary learning	This is to help students remember and retain vocab knowledge to support them in their learning.
Listening / Reading / Writing / Translation	This is a summary assessment of

exercises	learning and will be marked by the student at the start of the next lesson, or completed on a Google Form so that the teacher can see if the student can apply the learning from our lesson. It helps us to see if the teaching moment has been successful for your child.
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You can support your child in this first half term by

- Helping them learn the vocabulary set for their vocab tests.
- Encouraging your child to use vocab learned in lessons around the house, e.g. what is Sunday in French or how do you say “happy birthday” in French?
- Watching programmes or films with French subtitles.
- Set up a family Duolingo competition
- Change X-box / PS4 gaming language to French.
- Encourage them to complete a Super Curriculum task.

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read (this can be from your super curriculum or new material)

- Mary Glasgow magazines (available in the LRC)
- Books such as Harry Potter in French are available in the LRC

Tring School Secondary Ready Curriculum - Geography

The learning goals for all Year 7 students for the first half term in Geography are to develop a sense of place while working key fieldwork and enquiry skills. This will be achieved by investigating our 'Big Question' What is my place like?

<u>Big Question</u>	<u>Content</u>	<u>Skills</u>
What is my place like?	What is geography?	
	Place vs space	
	My places	Map skills (Atlas skills): <ul style="list-style-type: none"> - Locating continents - Locating countries - Lines of longitude and latitude - Oceans
	How is Tring school a unique place? <i>This will be based on fieldwork</i>	Map skills (OS maps): <ul style="list-style-type: none"> - Compass bearings - Grid References (4 and 6) - Map symbols - Scale Fieldwork skills: <ul style="list-style-type: none"> - Data collection - Data presentation - Data analysis Write up skills
	How do places differ?	Analysing and evaluating information to determine how places differ in: <ul style="list-style-type: none"> - Physical Geography; climate, biomes, mountains - Human Geography; population, economy, culture Presentation skills
	Where else in the World would I like to visit? <i>This will be a research enquiry</i>	Research enquiry Research write up

Examples of how students will also be challenged in this subject include:

- Evaluating which scale is most significant to them
- Assessing drivers of change in places
- Justifying data presentation options
- Evaluating the improvements to a named area
- Researching a unique holiday destination

Below are some examples of Home Learning activities that students will complete with an explanation of why these are important for them to complete.

<u>Home Learning Activities</u>	<u>Purpose</u>
Complete the pages in the Let's Learn Geography booklet	This is prior learning we want all students to arrive at the lesson knowing this information so that we can use this knowledge in our lesson
Complete data collection for their independent project	This is a supplementary task to allow students to build their confidence in carrying out data collection.
Complete super curriculum tasks	These are extension tasks to expand the learning in a fun and creative manner.
Revisise for topic tests	These are summary assessments of learning and will be marked by the student at the start of the next lesson, or completed on a Google Form so that the teacher can see if the student can apply the learning from our lesson.
Complete the pages on continents, countries and capital cities before the next lesson	This is prior learning we want all students to arrive at the lesson knowing this information so that we can use this knowledge in our lesson
Complete the exercises for grid references	This is a summary assessment of learning and will be marked by the student at the start of the next lesson, or completed on a Google Form so that the teacher can see if the student can apply the learning from our lesson. It helps us to see if the teaching moment has been successful for your child.

You can support your child in this first half term by:

- Encouraging them to complete the Let's Learn Geography to prepare them for some of the Year 7 lessons.
- Asking them to describe and explain the places that are important to them
- Aiding them with map skills using the help of these websites to guide you:
 - <https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1>
 - <https://www.ordnancesurvey.co.uk/mapzone/games>
- Enquire about their Tring school fieldwork
- Support them with their enquiry project by asking them have they included:
 - Physical Geography
 - Climate of the country
 - Biomes
 - Mountains
 - Rivers
 - Other geographical landforms (beaches, glaciers, volcanoes ect)
 - Human Geography
 - Population

- Economy
- Culture
- Tourist attractions
- Reflect on their assessment feedback and discuss how they can make improvements

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read at least one of the books listed on our Supercurriculum or in our Geography library. Links below:

- [Reading List](#)
- [Super Curriculum](#)

Tring School Secondary Ready Curriculum - History

The learning goals for all Year 7 students for the first half term in History are to build on the key History skills they have learnt in Primary school such as the concept of bias. They will also focus on the early Medieval Period.

Content	Skills
'What is History?' Key History skills	Students will learn about why we study History and the importance of this in their current lives. They will also build on their History skills from primary school looking at chronology, bias and primary and secondary sources.
Medieval History: Edward the Confessor	Students will use their research skills to find the problem that Edward the Confessor, King of England, left after he died and why this had far reaching consequences for England.
The 4 contenders for the throne of England: - Harold Godwinson - Harald Hardrada - Edgar - William, Duke of Normandy	Students will use a range of History sources to study the strengths and weaknesses of the 4 contenders for the throne of England in January 1066.
The Battle of Hastings	Students will study a range of historical interpretations, including the Bayeux Tapestry, to decide why William won the Battle of Hastings.
How did William keep control of England? - Feudal system - Castles - Terror - Domesday Book	Students will use a range of Historical evidence to explore how William I kept control of England. They will use their judgement skills to decide on the most effective method.

Examples of how students will also be challenged in this subject include

- Students will learn how to use a range of historical sources, including primary and secondary, to explore the Medieval period.
- Students will learn subject specific vocabulary and terminology relevant to the Medieval period and their entire History course.
- Students will improve their research skills being asked to use books and the internet to develop a deeper understanding of the Medieval period.

- Students will learn how to assess and evaluate a range of historical sources and interpretations and come to a substantiated judgement on their utility.
- Students will have the opportunity to complete real GCSE questions helping to develop their Historical skills by breaking these down into manageable chunks.

Below are some examples of Home Learning activities that students will complete with an explanation of why these are important for them to complete.

Home Learning Activities	Purpose
Complete a glossary of key Historical terminology.	These terms are essential for the students' understanding of the History course. The terminology will also be used throughout Key Stage Three History and into their GCSE.
Complete research on Edward the Confessor, including the problem he left England.	Students will improve their skills of research, including using the internet, to find out the specific problem that Edward the Confessor left England. They also need to put this in a broader context to decide on the consequences of this problem for the Medieval period.
Write a speech as one of the Contenders to the throne in January 1066.	This is a summary of learning and will form the basis for a class election where the class will decide who was the best claimant for the throne of England in 1066.
Complete a bias newspaper article on the Battle of Hastings. This article will be either from the point of view of a Norman or Anglo-Saxon.	This article will bring their knowledge of the Battle of Hastings, studied in class, together and will show the teacher their overall understanding of the topic. They will also use their knowledge of the term bias to ensure their article clearly shows one clear point of view.

You can support your child in this first half term by

- Encouraging them to complete all home learning tasks to prepare them for their upcoming lessons. Ask them to explain the task and proofread it to you to ensure they have completed it in detail.
- Encourage them to complete extra activities on our super curriculum. There are a variety of activities from literacy tasks to podcasts that students can complete.
- Aid them with their understanding of the topics being studied by encouraging them to visit:
 - <https://www.bbc.co.uk/bitesize/subjects/zk26n39>
 - <https://www.educationquizzes.com/ks3/history/>
 - <http://ks3historygames.co.uk/>
 - <https://www.bbc.co.uk/cbbc/shows/horrible-histories>

- Quiz the student on primary and secondary sources can they identify some examples in the home
- Reflect on their assessment feedback and discuss how they can make improvements

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read at least one of the books on our Key Stage Three reading list or an article listed in our Super Curriculum.

- [Super Curriculum](#)
- [Reading List](#)

Tring School Secondary Ready Curriculum - Music

The learning goals for all Year 7 students for the first half term in Music are

- To introduce students musical terminology and features including harmony, texture and structure
- To build confidence in listening and performing
- To develop keyboard skills

Content	Skills
Keyboard skills	Learning the notes of the treble clef and how this fits with the notes on the piano. Learning to play a melody on the piano and developing performing skills.
Understanding harmony	Learning about major and minor chords and how to play them.
Building structure	Students will learn how pieces of music are structured in different ways. They will then learn how to apply this to creating their own piece of music.
Appraising	Learning musical terminology and being able to apply this to music while listening.

Examples of how students will also be challenged in this subject include:

- Learning how to read and interpret some sheet music
- Building their confidence to create accurate and fluent performances
- Learning how to use programmes such as Soundtrap in order to compose their own music
- Learning subject specific vocabulary and terminology which will be relevant for GCSE and right through their music career

Below are some examples of Home Learning activities that students will complete with an explanation of why these are important for them to complete.

Home Learning Activities	Purpose
Students will be given a listening diary and asked to complete this on a regular basis.	This will allow students to expand their music knowledge, as well as practicing applying the musical terminology learnt in lessons to a wider range of pieces.

Some assessments will be practical. Homework may involve evaluating their own work or rehearsing for assessments.	Preparation for practical assessments and being able to evaluate their strengths and improvements.
Students should refer to the Super Curriculum on the school website, to further their engagement in Music.	There are many fantastic suggestions here of ways students can enhance their experience of Music.

You can support your child in this first half term by:

- Supporting them to complete tasks from the super curriculum.
- Ensuring your child comes equipped to music
- Supporting your child to access live music where possible through live performances or concerts
- Explore virtual musical experiences such as streamed concerts on TV or on Youtube and discuss these with your child
- Talk to your child about what they are studying in Music and their targets.

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read:

- Musical features - <https://drive.google.com/file/d/1ulSn9DALRTKjzZoQuljT7YMF42LK2X8p/view?usp=sharing>
- Look out for links on the Tring School Music Twitter Page

Tring School Secondary Ready Curriculum - Outdoor Classroom

The learning goals for all Year 7 students for the first half term in Outdoor Classroom are

Content	Skills
The Countryside Code	Leave No Trace How to Care for The Countryside
Fire safety	Stop, Drop & Roll Fire Lighting Skills
Tree species	Identify different species of trees

Below are some examples of Home Learning activities that students will complete with an explanation of why these are important for them to complete.

Home Learning Activities	Purpose
Research the countryside code	This is to give students an appreciation of why our countryside is important and what happens if we don't look after it.
Leaf collection	Collect a range of different of species so students can identify species around their homes as well as at school.

You can support your child in this first half term by:

- Ensure your child has a warm waterproof coat, hat and a change of shoes (wellies or trainers)
- Going for a walk in the countryside around Tring e.g. Tring Park, the reservoirs, Ashridge. Get your child to take a camera and photograph things that interest them.
- 2 minute walk - go for a walk and take a picture of what your child sees every 2 minutes.
- Make a bird feeder and see what birds come into the garden.

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read (this can be from your super curriculum or new material)

- [BBOWT Species A-Z](#)
- [Read all about the adventurer Ray Mears](#)
- [Read all about the wildlife expert and adventurer Steve Backshall](#)

Tring School Secondary Ready Curriculum - PE

The learning goals for all Year 7 students for the first half term in Physical Education are

Content	Skills
General PE	The theory and practical aspects of PE lessons. <ul style="list-style-type: none">● Warming up● Cooling down● Safety in PE lessons● How to use equipment● General skills such as running, jumping, throwing and catching.
Cricket / Rounders	The concepts, technical aspects and skills involved in each game. To include: <ul style="list-style-type: none">● Fielding● Batting● Bowling● Game play
Fitness	Various types of fitness training. The theory and practical aspects of: <ul style="list-style-type: none">● Endurance training● Circuits training● Interval training● Muscular training● Measuring heart rate● Basic understanding of how the heart works.

Examples of how students will also be challenged in this subject include

- Determination. Students will be encouraged to try their best in all activities.
- Communication. Students will be encouraged to use the correct terminology and language for each activity.
- Students will be encouraged to try new activities
- Students will be able to show their skills in leadership roles such as coaching and umpiring
- Students will be able to show their knowledge in different activities by developing drills and practices.

Below are some examples of Home Learning activities that students will complete with an explanation of why these are important for them to complete.

Home Learning Activities	Purpose
<p>Have a look at these websites. BBC bitesize sports class clips https://www.bbc.co.uk/bitesize/topics/z8hkj6f/resources/1</p> <p>BBC Sport https://www.bbc.co.uk/sport</p> <p>BBC get inspired https://www.bbc.co.uk/sport/get-inspired</p>	<p>Broaden your knowledge of PE. Have an understanding of why physical activity is so important. Be active.</p>
<p>Researching the skills, techniques and rules of different games and activities.</p>	<p>To gain an understanding of each activity which helps in the performance of skills and game play within lessons.</p>

You can support your child in this first half term by

- Ensuring PE kit is washed and ready for PE days
- Encouraging them to try new activities
- Initiating conversations with them about what they have done and learnt in PE lessons.
- Encouraging them to get involved in extracurricular clubs at school.
- Encourage them to get involved in sports clubs outside of school / or do some form of physical activity outside of school (doing this as a family is a great way to encourage them).

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read (this can be from your super curriculum or new material)

- Research how you can improve your fitness. This can be done through any of the fitness methods we have done in lessons (Endurance/ Interval / Circuits / Muscular).
- Research the rules of Cricket or Rounders or your favourite sport. Make a poster and familiarise yourself with the key terminology.

Tring School Secondary Ready Curriculum - PRS

The learning goals for all Year 7 students for the first half term in Philosophy and Religious Studies (PRS) are:

Content	Skills
<p>Comparative religion: an overview of religion</p> <p>Where are the main religions practiced? How did religion develop? What is religion all about? What beliefs do they have in common? What practices do they have in common? Does religion matter?</p>	<p>Explain key concepts Learn and use a range of religious and theological terms Express an opinion supported by a range of reasons and/or examples Explain the opinions and beliefs of others and begin to analyse/evaluate</p>

Examples of how students will also be challenged in this subject include

- Additional stretch and challenge activities in every lesson - all students are encouraged to attempt these
- Learning and correctly using subject specific vocabulary relevant to whole course
- Teacher questioning
- Considering different worldviews and reflecting on their own
- Debating key arguments
- Justifying opinions

Below is an example of Home Learning activities that students will complete in the first half term with an explanation of why these are important for them to complete.

Home Learning Activities	Purpose
<p>Learn key words or concepts for low stakes quiz/retrieval activities next lesson</p>	<p>This is prior learning - we want all students to arrive at the lesson knowing this information so that we can use this knowledge in subsequent lessons. It helps us to check and develop understanding.</p>

You can support your child in this first half term by

- Encouraging them to complete all home learning tasks to prepare them for their upcoming lessons.
- Fostering a positive and inquisitive attitude towards religion and religious believers.
- Discuss philosophical, ethical and religious issues at home. Follow us on Twitter for relevant stories and events to help @TringSchPRS .

- Aid them with their understanding of the topics being studied by encouraging them to complete tasks on our [Super Curriculum](#) and to research particular topics of interest on [BBC Bitesize](#)

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read at least one book on our [Reading List](#)

Tring School Secondary Ready Curriculum - Spanish

The learning goals for all Year 7 students for the first half term in Spanish are

Content	Skills
<ul style="list-style-type: none"> - Classroom instructions - Greetings - The alphabet - Numbers 0-100 - Name - Age - Birthday - Where you live - Verbs tener and ser - Family members - Facts about Spain and Latin American culture 	<ul style="list-style-type: none"> ● Sound strategies ● Recognising sound patterns both in speech and in listening activities ● Ask and answer questions ● Expressing opinions and reasons ● Using the full paradigm of the verb tener and ser ● Understanding adjectival agreements. ● Using transferable language to discuss family members ● Reading and listening comprehension ● Speaking fluency ● Writing strategies

Examples of how students will also be challenged in this subject include

- Assessing when to use the verb tener or ser.
- Being able to use third person singular and plural to describe family and friends.
- Justifying your opinions
- How to form questions
- Applying sound strategies and patterns to new vocabulary
- Understanding adjectival agreements

For Home Learning, students will complete the following activities and below is an explanation of these why these are important for them to complete.

Below are some examples of Home Learning activities that students will complete with an explanation of why these are important for them to complete.

Home Learning Activities	Purpose
Vocabulary learning	This is to help students remember and retain vocab knowledge to support them in their learning.
Listening / Reading / Writing / Translation exercises	This is a summary assessment of learning and will be marked by the student

	at the start of the next lesson, or completed on a Google Form so that the teacher can see if the student can apply the learning from our lesson. It helps us to see if the teaching moment has been successful for your child.
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You can support your child in this first half term by

- Helping them learn the vocabulary set for their vocab tests.
- Encouraging your child to use vocab learned in lessons around the house, e.g. what is Friday in Spanish or how do you say “See you tomorrow” in Spanish?
- Watching programmes or films with Spanish subtitles.
- Set up a family Duolingo competition
- Change X-box / PS4 gaming language to Spanish.
- Encourage them to complete a Super Curriculum task.

We all have a focus on literacy, reading is vitally important for all subjects. We would like all students to read (this can be from your super curriculum or new material)

- Mary Glasgow magazines (available in the LRC)
- Books such as Harry Potter in Spanish are available in the LRC