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Information for parents of pupils in  
Year 7  
Academic Year 2019 -2020

### **Introduction from the Headteacher, Mr A Moore**

May I offer our warm welcome to yourself and your child to Rainham Mark Grammar School. We aim to ensure your child feels happy and secure, and that their time with us will be both academically successful and socially rewarding. This booklet brings together practical information as well as details about the curriculum content for pupils in Year 7. If at any time you have concerns with your child's well-being then we would welcome a call or e-mail from you. I wish your child every success in their future school career.

### **Pupils' Welfare**

Your child's form tutor is responsible for overseeing their form's personal and academic welfare and is normally the first point of contact for parents. More complicated or weighty issues are often dealt with by Mrs Mayes, (Head of Year 7), jointly with the form tutor. If your child is absent from school you should ring the school on the absence number: 01634 308609. If you are going to be away from home while your child is attending school please let us know in advance where your child will be staying and whom we should contact in emergency. Similarly if your contact details change, please ensure that you inform us so that we can update our records.

In order to perform well all pupils require a balanced diet. We aim to provide this in our school canteen. Alternatively pupils may bring in a packed lunch. Guidelines on what to include are contained on our website. In the interests of all our students we would ask you not to include nuts in packed lunches.

### **Homework and Assessment**

The homework timetable for Year 7 will be issued during the first full week of term and can then be found on the school website.

When work is marked staff will indicate what is correct and identify areas that can be improved, by adding appropriate comments for improvement. We will mark work using subject specific internal criteria. We would aim to inform pupils of the progress they are making (at least once a term). This may be done orally or in writing.

### **The curriculum**

The following pages detail the curriculum covered by students in Year 7.

### **A welcome from your Head of Year**

Let me welcome you and your child into our school community and say how much we are looking forward to working with you in the forthcoming years.

The transition from Primary to Secondary School is an important time in a child's life and at RMGS we want this process to be as smooth as possible. It is keenly felt that when a child feels happy and secure at school they will enjoy both academic success and social well-being. If you have any concerns in either aspect of your child's education, we would welcome a call from you so that together we can swiftly resolve any problems as they arise.

Mrs Mayes, Head of Year 7

## **Expectations at Rainham Mark Grammar School**

In the pupil planner you will find a partnership agreement which lists the expectations of the parent, student and school in your child's education.

At RMGS we believe that good character is essential for a flourishing life and that to become a good learner students need to develop excellent learning habits. Our students should always show determination by working to the best of their ability in both class work and homework and by completing any missing work. They should take pride in their work. It is important that our students cooperate with others in order to deepen their understanding.

We expect our students to be intellectually curious, to work independently at home and to ask questions. Sometimes our students will not get the result they wanted and things won't go as planned, but we believe that mistakes are opportunities to reflect, improve and move forward.

With regard to class and homework you should expect that we will do our best to provide lessons and homework which will enable pupils to achieve high standards of learning and in return we expect our students to be inquisitive, serious-minded and reflective.

As a parent, we expect you to develop your student's learning and the following lists some tips which will help you to do this.

1. Provide a suitable work area. Your child should have somewhere quiet and free from clutter at home where they can carry out their home learning.
2. Regularly ask your child about what they have learnt that day and if they satisfied all of the learning objectives outlined to them by their teachers. If there have been any difficulties, discuss with your son or daughter how you can work together to complete the learning. This may be by using books at home or research on the internet.
3. Take an active interest in your child's home learning and ensure that they have a good homework routine and that you sign their planner regularly. Homework is best done on the night set and your child should be helped to structure their routine. Don't struggle for too long if home tasks are particularly challenging. If they have done the allotted time and are still struggling, write a note in the book or planner confirming the correct time was spent on the task.
4. If they are struggling with a certain subject during home learning refer to the 'how to help your child' section for the relevant subject in this booklet. Be prepared to invest a lot of time when your child first starts to work through the various home learning activities and determine the best way that your child makes progress from them.
5. If your child is absent it is vital that they catch up the missed learning. It is your child's responsibility to contact the appropriate teachers when they return from absence and find out what they have missed. In long periods of absence, contact the form tutor.

We do appreciate your support in this matter and know that encouragement from home really does help to maximise a student's performance.

## **Other important information**

A reminder we expect students to bring the following equipment to school:

- A cartridge pen or biro (black or blue ink only)
- A green pen
- Geometry set
- 30cm ruler
- A Casio Scientific calculator
- Glue stick
- Scissors
- Small Modern Language Dictionary
- Descant recorder
- Backpack suitable for carrying A4 size books

## **Meetings and Reports**

**Visits to lessons:** These will take place between 4<sup>th</sup> November and 15<sup>th</sup> November 2019

**Parents evenings:** 23<sup>rd</sup> April 2020 and 29<sup>th</sup> April 2020

All appointments take place between 4pm and 6pm (appointments need to be made before this date)

**Form Tutor meeting:** 28<sup>th</sup> November 2019 3.45pm-6.15pm (appointments need to be made before this date)

**Target report:** 9<sup>th</sup> July 2020

**Monitoring report one:** 27<sup>th</sup> November 2019

**Monitoring report two:** 13<sup>th</sup> Feb 2020

**Examinations:** 1<sup>st</sup> June until 5<sup>th</sup> June 2020

## **Reminder**

If your child has a long term medical condition or develops one during their time at school, please collect a Health Care form from Mrs Else and return it promptly so that suitable provision can be made.

Also, when your child is on medication, there is a form to complete and return. This can be found on the RMGS website.

<b>Subject</b>	<b>Art</b>
Course Descriptor	<p>Pupils will explore and develop ideas and themes in art and look at the work of a variety of artists. Themes will include colour theory, observation, faces and masks. Artists looked at will include Henri Matisse and Hundertwasser.</p> <p>Emphasis will be placed on learning to use a sketchbook to research, draw and record. Pupils will use a variety of 2D and 3D materials including paint, collage, mixed media and soap carving. Pupils learn about the different qualities of materials, how and when to use them.</p> <p>They will develop plans for, and make 2D and 3D images and objects, relating to the work of artists they have studied.</p>
How to progress	<p>Pupils make progress when they concentrate fully in class, taking small steps to tidy, refine and improve their drawings. Thorough research, finding a variety of pictures, or information, in books and the internet is helpful. In sketchbooks, each page and drawing should have written comments about the task and how the pupil will develop and improve the work. Asking questions to help understanding and clarifying meanings and art terms is important. Homework is related to class work tasks and at least half an hour should be spent on it. Pupils should take note of suggestions for improving work and act on them.</p>
How to help your child	<p>Ask them about their homework- what is the task and how will they do it? Ask the student how they could improve on their homework, how it fits in with their class work and is it as good as their class work.</p> <p>Look at art websites or books for further information, or visit an art gallery e.g. Tate Modern. Help them with organisation so that they bring their sketchbook, pens and pencils to lessons.</p>
Equipment	<p>Pupils should bring a pen, pencils, eraser and sharpener to art lessons. Coloured pencils and a glue stick are also useful.</p>

<b>Subject</b>	<b>Computing</b>
Course Descriptor	<p>The Computing programme of study is adopted from the beginning of Year 7. The pupils are allocated a number of projects based on computational thinking. They consider how digital systems work, are introduced to programming using flowcharts and algorithms by the end of the year and are asked to reflect on what happens within software, rather than simply relying on it as a functional tool. The aim is to develop the skills required for a future placement within industry. Above all, there is a need to enjoy the subject through a wide range of thought-provoking activities</p> <p>The pupils will undertake an introduction to working with Computing at Rainham Mark Grammar School, including e-safety and then six units which focus on the key strands noted above. The pupils will develop their ability to use control, video-editing and programming software throughout the year. We use a VLE called Moodle to structure the students' learning. Students can access online materials, take part in online communication and complete assessments online. The pupils will also keep their work updated in an electronic portfolio. The Computing rooms are open after school and when required by the students. There is also the opportunity to join the Computing club.</p>
How to progress	<p>The main recommendation concerning Computing is to practise the programming tasks regularly. Having experience of coding, or even designing a solution, is often the best way of making progress as the practical nature of the subject will demand such skills. The pupils should follow the model provided by the teacher in demonstrations and example documents. Pupils should listen carefully to the instructions given and reflect on their work in every lesson. All work should be completed to a high standard and pupils should work hard on the presentation of their work. Pupils should begin to document their solutions to the problems posed during the year. This will require increasingly sophisticated written reports using a word-processing package including screen shots to illustrate their work. It is critical that evaluations are completed so that improvements can be identified.</p>
How to help your child	<p>The school does not expect every student to have access to equipment at home. Students may need to complete some of their homework during the lunchtime or after school if they do not have the equipment they require. The best support you can provide is to regularly ask them about the work they are doing. Ask them to explain the software they are using and to show you their work in Moodle.</p> <p>There are a number of programming activities that are freely available online or as 'apps' on tablets. It is suggested that they are researched and used. Alternatively, your child's Computing teacher will be able to suggest suitable websites or resources.</p>
Equipment	<p>Pupils should bring a pen, pencil and ruler to each Computing lesson. In addition all pupils should have a memory stick to save work ready for use at home.</p>

Subject	Design Technology
Course Descriptor	<p>KS3 Design and Technology prepares students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.</p> <p>In year 7 students will complete a number of Units in each of the following areas Product Design and Development, Systems and Control and Textiles.</p> <p>They will learn how to communicate their ideas visually using 2D and 3D sketching and rendering techniques as well as using key terminology to explain and justify their design decisions. Through practical tasks, they will understand the working properties of manufactured boards, designing and manufacturing simple products in plywood using the lamination process. To conclude their Product Design units, they will design and cast their own Jewellery in pewter.</p> <p>In Systems and control the course starts with a focus on how human factors such as ergonomics and anthropometrics influence the design and manufacture of consumer products. Students will then investigate simple electronic circuits and the use of Acrylic and the laser cutter to produce a simple nightlight. To conclude the systems and control unit, students will investigate programmable microcontrollers to design and prototype systems to solve problems.</p> <p>In Textiles, students will learn about new and emerging technologies such as thermochromic pigments and other “smart materials”. How textiles technologies are used in wider product design such as biomedical innovation and the use of Carbon fibres in a variety of applications. They will then investigate the sources and production of common fibres and textiles products before learning simple production techniques using sewing machines.</p>
How to progress	<p>Students will need to recognise the different needs of a variety users and generate and develop creative solutions to problems. Students will make good progress if they build on knowledge and understanding gained throughout the course and work towards producing accurate quality outcomes from detailed plans for their products. Their work is expected to be neat and well presented at all times.</p>
How to help your child	<p>In Design &amp; Technology at KS3 it is important that pupils come prepared with a variety of coloured pencils and equipment such as pencil, pen, and a ruler. To become accomplished at any form of design drawing it is important to practice basic drawing techniques. Start a sketch book and draw everyday objects around the home two or three times a week. Watch design sketching tutorials on YouTube and practice. Computer Aided Design is a skill that would give students a huge advantage when designing. <i>Sketchup Make</i> is a free program that is easy to learn and is supported by many online tutorials. If possible students should download and practice with this software. Pupils should be encouraged to complete homework to a high standard and on time.</p> <p>They should also be encouraged to look at products critically and question why products look, work and feel the way they do.</p>

<b>Subject</b>	<b>Drama</b>
Course Descriptor	<p>Drama offers an opportunity for pupils to discover the nature of this art form and that they are creative individuals who can use that form. It also provides them with a safe context in which to explore issues and emotions. Drama offers pupils the ability to analyse and interact in ways which will benefit them in all areas of their lives at Rainham Mark Grammar School – and beyond!</p> <p>Through role-play, improvisation and scripted work, pupils will learn to understand and demonstrate the social and group skills necessary for meaningful drama to take place. They will have the opportunity to work in mixed groups as well as individually, developing the ability to negotiate and make decisions as part of a group and independently. Pupils will understand how the use of space, movement and voice communicate meaning in drama and use these skills to create credible characterisations. An emphasis will be placed on the pupils understanding that the process of drama has its own worth and that performance is not always part of the activity. Pupils will additionally have the chance to participate in a weekly extra-curricular drama workshop in the studio and also audition for school productions! These are ideal opportunities for pupils to further develop an interest in drama and develop their acting skills!</p>
How to progress	<p>The course is taught in units and at the end of each unit pupils will be assessed on both their preparation and performance work. Pupils will regularly reflect upon and respond constructively to their own work and that of others, with an awareness of their own strengths and weaknesses. Through this process of self evaluation (verbal and written) and regular target setting with their teacher, pupils will be able to monitor their own progress in drama. Key techniques and drama based vocabulary will be revisited throughout the year, allowing pupils to make full use of all they have learnt and apply this successfully in their practical work. Attendance at extra-curricular drama activities will help to further enhance pupils' skills and confidence in the subject.</p>
How to help your child	<p>You can help your child by encouraging them to participate fully in the practical work they will be doing in lessons and by asking them about what they have done in drama.</p>

Subject	English
Course Descriptor	<p>Pupils will follow an enriching and rigorous curriculum, predicated on developing a breadth of knowledge in grammar and literature.</p> <p>Year seven students will study the following modules of work: <b>‘Animal Farm’, ‘Love and War Poetry’, ‘Anne Frank’ and ‘A Midsummer Night’s Dream’</b>. The study of these units will be underpinned with a focus on grammatical terminology, building on what they have learnt at Key Stage Two. Each text will have 9 weeks dedicated to it in order to allow students to fully develop an understanding of the texts studied.</p> <p>Pupils will be given opportunities to develop their spoken language skills. They will structure extended spoken contributions, adapting their talk to their audience. They will listen for and recall the main points of others’ talk. They will develop their interaction in group discussion and explore different roles in drama activities.</p> <p>Pupils will develop an appreciation and love of reading, and read increasingly challenging material. They will be taught to write accurately, fluently, effectively and at length for pleasure and information through their recognition of purpose and audience, whilst applying their knowledge of vocabulary, grammar and structural aspects. They will also be taught to plan, draft, edit and proof-read, amending choices for greater effect.</p> <p>To support student development with English, we strongly recommend that students read an additional three books an academic year.</p>
How to progress	<p>Pupils will make progress in spoken language by approaching spoken tasks with confidence. They will plan their ideas carefully, practise and then deliver talks using a clear tone of voice which should be varied for effect and use interesting vocabulary. They will develop listening skills by paying close attention to what others say, asking questions and making contributions which show they have taken others’ views into account.</p> <p>Pupils will make progress in reading by showing an understanding of the range of texts they have read. They should select essential points from texts to support their ideas and explain what they have deduced and inferred from a writer’s choice of language, form and style. They should give personal responses to key features such as themes, characters and settings and select sentences, phrases and other relevant information to justify their views.</p> <p>Pupils will make progress in writing by creating varied and interesting pieces in a range of forms and for different audiences. They will choose words with imagination and precision. They will begin to use a range of sentence styles. They will organise their writing into paragraphs and spell most words with regular patterns accurately. They will also use a range of punctuation accurately, including commas, apostrophes and inverted commas. The teaching of grammar will be supplemented by the online resource ‘Doddle’ that will develop independent learning and consolidation of grammar rules.</p>
How to help your child	<p>Please encourage your child to read independently and widely. Ideally, they should read for pleasure every day. Students should aim to complete both weekly homework tasks in detail and should spend the full time allocation on their work. Independent writing is always to be encouraged and students should take every opportunity to write creatively and with passion.</p>

<b>Subject</b>	<b>French</b>
Course Descriptor	Pupils will start learning about France and French speaking countries, using the Mission Français I textbook. They will develop skills in four areas – Listening, Speaking, Reading and Writing, as well as developing their understanding about life and culture in French speaking countries. During their three weekly lessons pupils will learn how to greet others and give personal information about themselves and their families. They will learn how to describe their pets, their school, their home town, their daily routine, their clothes, their eating habits and what they do in their free time. From time to time, pupils may have the opportunity to work with the French Language Assistant.
How to progress	Pupils will be given the opportunity to practise all aspects of learning the language in lessons. They will begin by following work modelled by the teacher or in the textbook and will then progress to manipulating language and using it for themselves. Through class, group and paired practice, pupils will improve their accent, their accuracy and their ability to understand spoken and written forms of the language. Previously learnt grammar and vocabulary will be revisited throughout the year, allowing pupils to build up a good range of language skills. Regular learning homeworks will be set to enable pupils to understand the grammar and master the new vocabulary. This will be vital for their future success in the language. Regular assessment will allow pupils to monitor their progress and understand what they need to do to improve.
How to help your child	You do not need to speak French to help your child! Much early homework will involve learning vocabulary. You can help by testing your child on the vocabulary (s)he is learning and asking him/her to spell the words to you. If (s)he is doing reading or writing homework, then you could help by directing him / her to the glossary or a dictionary for meanings or spellings.
Equipment	Pupils should bring their textbook (Mission Français I), their class exercise book, their grammar book and a pen, pencil and ruler to each lesson. French – English dictionaries are available in language classrooms, but a dictionary at home would also help pupils to complete homework tasks. In addition, students can access <a href="http://wordreference.com">wordreference.com</a> , which is an excellent online dictionary.

<b>Subject</b>	<b>Geography</b>
Course Descriptor	<p>Students in Y7 will:</p> <ul style="list-style-type: none"> <li>• Learn the basic skills of using maps and atlases to locate places and understand the characteristics of different places.</li> <li>• Learn the factual knowledge shown on the statutory National Curriculum World (continents and oceans) and UK maps (major cities, rivers and mountain ranges).</li> <li>• Develop a range of geographical skills including using and interpreting Ordnance Survey maps, photographs, satellite images and graphs.</li> <li>• Learn how ecosystems operate and study examples from around the world.</li> <li>• Develop the skills of presenting geographical data e.g. on a climate graph.</li> <li>• Learn about natural processes, landforms and management at the coast.</li> <li>• Learn about the physical and human geography of India to include urbanisation.</li> </ul> <p>All students are also invited on a fieldwork day to develop their data collection and recording skills. This will be followed by an extended piece of project work based on their results.</p>
How to progress	<p>Students will make progress by developing their knowledge of places over time. All written work will need to include both descriptive and explanatory elements to demonstrate understanding of the key geographical ideas and processes being taught in Geography. Maps, diagrams and sketches must be neat and accurately labelled. Students should also begin to identify the relationships between the many different aspects of Geography i.e. the process that created the landform and the effect this has on the population living nearby. Students will also learn geographical skills such as data collection, data presentation, analysis, evaluation and use various forms of Geographical Information Systems (GIS) to further their map skills and understanding of place and space.</p>
How to help your child	<p>Students should be encouraged to complete homework to a high standard and hand this in on time. Written work needs to be detailed, maps and diagrams need to be neat and well labelled and all sheets must be stuck into their exercise books in a logical order. All diagrams, graphs and charts must have a title. It is useful for pupils to have a set of colouring pencils as well as glue and scissors in their pencil cases. It is also very helpful if pupils are encouraged to get in to the habit of watching quality documentaries, such as the BBC 'Coast' series, BBC 'Life' series and 'Countryfile'. Students should also keep up to date with the latest news through reading a paper, website or app and take an interest in the weather by watching the forecast every now and again.</p>

<b>Subject</b>	<b>German</b>
Course Descriptor	Pupils will start learning about Germany and German-speaking countries. They will develop skills in four areas – Listening, Speaking, Reading and Writing, as well as developing a good understanding about life and culture in German-speaking countries. Pupils will learn how to greet others and give personal information about themselves. This will develop into pupils being able to discuss their family and friends in detail. Pupils will learn how to describe their school and their daily routine, and they will learn how to describe their free time activities. Pupils will also learn how to describe their home and town. From time to time pupils may have the opportunity to work with the German Language Assistant.
How to progress	Pupils will be given the opportunity to use their newly acquired language skills in every language class. Pupils will be able to follow work modelled in the textbook (Echo 1) or by the teacher, and then pupils will be able to manipulate the language and use it themselves, extending their own answers. Extensive practice will allow pupils to improve their accent, their accuracy and their ability to understand both written and spoken language. Each new unit revisits previously learnt grammar and vocabulary and this allows pupils to gradually build up an extensive range of language skills. Understanding grammar and mastering new vocabulary is crucial for future success in the language. Regular assessment will allow pupils to monitor their progress and understand what they need to do to improve their skills.
How to help your child	Encourage your child to spend a few minutes every day revising the vocabulary and grammar that he/she has studied, and test him/her, making sure that he/she can spell the words, and explain the relevant grammar points. If you visit a German speaking country, encourage your child to use German at all times.
Equipment	To each class pupils should bring their textbook (Echo 1), their class exercise book, their grammar and vocabulary exercise book, and a pen, pencil and ruler. A glue stick and colouring pencils should also be brought. A “German – English” dictionary at home will help pupils complete homework tasks. In addition, students can access <a href="http://wordreference.com">wordreference.com</a> , which is an excellent online dictionary.

<b>Subject</b>	<b>History</b>
Course Descriptor	<p>Pupils will then spend Terms 1 and 2 studying the Norman Conquest in depth, looking at the reasons why William of Normandy invaded England in 1066, why he won the Battle of Hastings and how he consolidated his hold over his new kingdom. Pupils will also consider the ways in which England changed as a consequence of the Norman Conquest. This topic will also involve a visit to both Battle and Pevensey: the site of the Norman arrival and eventual successful invasion. We will use this visit to discover how William the conqueror achieved his victory and how castle building became an important part of Norman control. We shall follow this with a unit on King John, where pupils will look in detail at John's reign and consider whether or not he deserves his evil reputation. Pupils will also consider the significance of his reign, and its impact on the development of the English parliamentary system during the Middle Ages. Work on this topic will continue through Term 3 and 4.</p> <p>In terms 5 and 6, pupils will study further aspects of life in the Middle Ages, looking specifically at religion and the world of work. Topics will include the impact of the Black Death and the Peasants' Revolt.</p>
How to progress	<p>To progress in History, pupils will need to:</p> <ul style="list-style-type: none"> <li>• describe events which have taken place in the past</li> <li>• explain why these events occurred and comment upon their significance</li> <li>• describe different interpretations of an historical event</li> <li>• make use of first- and second-hand sources when writing historical accounts</li> </ul> <p>Comment upon the reliability and usefulness of these sources.</p>
How to help your child	<p>Pupils should be encouraged to complete homework to a high standard, making sure that answers are fully explained with reference to the available sources, and to ensure it is handed in on time. Worksheets should be stuck into exercise books. Pupils should have a selection of red or green pens (Biros rather than felt-tips) to help them record their feedback from their teacher. Having a set of colouring pencils as well as glue in their pencil cases would also be helpful. It is also very helpful if pupils are encouraged to visit either the school or local libraries to borrow historically-related books, watch quality history documentaries on television and the internet, especially those related to the content of the course, and visit historical sites.</p>

<b>Subject</b>	<b>Mathematics</b>
Course Descriptor	<p>We are covering a five year GCSE Programme of Study in mathematics, starting in Year 7 and ending in Year 11. Pupils in Years 7 and 8 will follow the Foundation GCSE syllabus, moving to the Higher syllabus from Year 9 onwards. Pupils will extend their understanding of the four rules of number as applied to integers, fractions, decimals and percentages. They will use algebra to solve linear equations, simplify expressions, and use simple formulae. Pupils will draw, measure and calculate angles. By using coordinates in all four quadrants pupils will draw straight lines as well as apply transformations to 2-D shapes. Pupils will extend their understanding of data handling by considering probability, presentation of data and averages. Emphasis will be placed on problem solving, mental arithmetic skills, non-calculator and calculator methods as well as the use of other ICT resources. Pupils will additionally have the opportunity to take part in the Junior Mathematic Challenge in the Spring. Lunchtime clinics are held every day in the maths block where extra help can be given to understand work. A mathematical puzzle club is run each week in room HZ.</p>
How to progress	<p>Progress is made by clearly presenting solutions, showing all stages of working. Where examples are given in class these should be copied down accurately and used when answering questions. Diagrams should be in pencil and drawing equipment should be used when appropriate. Formal methods will be shown for solving problems and these should be followed. New concepts are mastered by completing as many questions as possible and asking for help when unsure. Algebra begins to become important in Year 7 and understanding how algebra can be used to generalise answers is seen as a high level skill. All students have access to the course text book on line as well as the MyMaths website and other resources.</p>
How to help your child	<p>Pupils should be encouraged to complete homework to a high standard and on time. Look at exercise books and offer advice on what and how to improve. Pupils should be provided with the correct equipment and encouraged to organise their time for revision for tests and exams. Help reinforce the learning that has taken place in school, including skills in mental arithmetic. Show enthusiasm for Mathematics, take an interest in what is being studied and stress its importance for future careers. Encourage the asking for help and the attending of lunchtime clinics, if necessary. Pupils should be encouraged to think for themselves and to have a sensible work-life balance.</p>
Equipment	<p>Pupils should bring to each Mathematics lesson, in addition to a pen and pencil, a ruler, protractor and pair of compasses. Pupils must also have a scientific calculator. All pupils will be issued with logins for the various online resources, and a homework book, which can be kept at home. Pupils will also have an exercise book, which needs to be brought to every lesson.</p>
WEBSITES	<p><a href="http://www.kerboodle.com">http://www.kerboodle.com</a> (Online Text Book)  <a href="http://www.mymaths.co.uk/">http://www.mymaths.co.uk/</a> (My Maths Resource)  <a href="https://www.mangahigh.com/en-gb/">https://www.mangahigh.com/en-gb/</a> (Online resources for Maths)</p>

<b>Subject</b>	<b>Music</b>
Course Descriptor	<p>Pupils will draw upon and extend their understanding of Music through the three key activities of performing, appraising and composing.</p> <ul style="list-style-type: none"> <li>• Bridging unit – the transition from primary to secondary Music, covering the Elements of Music <ul style="list-style-type: none"> <li>⇒ Medieval Music</li> <li>⇒ The Recorder –how to play the recorder; how to read and write Music</li> <li>⇒ The Orchestra</li> <li>⇒ Latin American Music</li> <li>⇒ Performing Arts project – a cross-curricular project</li> </ul> </li> </ul> <p>The Music Department runs a very large variety of extra-curricular clubs. Some are for students who are already experienced at playing an instrument, while others are aimed at those enjoying Music for the first time. Music clubs are an excellent way to foster musical development, confidence and team skills. Ensembles offered are: Vocal Chords, Big Band, Composition &amp; Theory surgeries, String Group, Brass Group, Trombone Choir, Junior Brass Group, Junior Wind Band, Guitar Club, Ukulele Club, Music Tech Club, and Jam Club. There are many opportunities for performance throughout the year, including the Christmas Concerts, the Spring Soirees, and our biennial musical productions. The whole of Year 7 perform as a massed choir in the Christmas Concert.</p>
How to progress	<p>Pupils make most progress by continually using, reviewing and practicing skills learnt in class.</p> <p>Practical skills require focus and attention to detail, and some skills can be developed at home, for example listening to examples of the music learnt in class. Students are able to book practice rooms at lunchtime for either individual or group rehearsal.</p> <p>Students will be offered the opportunity to experience live music, and any chance to widen their musical experience should be embraced.</p> <p>Homework is set to consolidate skills learnt in class.</p>
Equipment	<p>Pupils should bring to each lesson their Music book, planner and writing equipment. They will need a descant recorder of their own, with their name on the case and the instrument.</p> <p>Pupils who already play an instrument are encouraged to bring it in to class to use in composition and performance work.</p>
How to help your child	<p>Many students enjoy performing when they have a receptive audience. Ask your child to sing or play what they have been working on.</p> <p>Many students find reading and writing music challenging, but with regular use this becomes a lot easier. There are resources on Moodle to help develop these skills. Encourage your child to listen to a wide range of music and to talk about what they can hear.</p> <p>When class tests and exams are taken, help your child by reviewing and revising the work together.</p> <p>Encourage your child to attend an extra-curricular activity.</p> <p>Encourage your child to get involved with school musicals, concerts, and productions.</p>

<b>Subject</b>	<b>Physical Education</b>
Course Descriptor	<p>Pupils will study a broad range of activities in line with the new National Curriculum for Physical Education. These include developing <b>tactics and strategies</b> and <b>skills and techniques</b>, through football, netball, handball, rugby, table tennis, badminton, volleyball and various striking and fielding games. Pupils will perform in <b>aesthetic activities</b> through gymnastics and dance linking skills, techniques and ideas and apply them accurately and appropriately. They will be encouraged to perform in front of an audience and comment on their own and others performance skills, techniques and ideas, and use this understanding to improve their performance. They will explore the basic safety principles in preparing for exercise and be encouraged to apply this to their own lifestyle. They will explore what effects exercise has on their bodies, and how it is valuable to their fitness and health.</p> <p>A number of after school <b>extra-curricular opportunities</b> exist for all pupils. These include a range of non-competitive activities to competitive team sports and all pupils are welcome to attend, regardless of experience.</p>
How to progress	<p>Pupils will select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, they should draw on what they know about strategy, tactics and composition. They will analyse and comment on skills and techniques and how these can be applied to their own and others work. They will modify and refine skills and techniques to improve their own performance. They will explain how the body reacts during different types of exercise, and how to conduct a sport specific warm up and cool down that suits their selected activity. They will explain why regular, safe exercise is good for their general fitness as well as their physical, mental and social health.</p>
How to help your child	<p>Ensure that all kit has your <b>child's name prominently labelled</b> and that their kit is replaced when necessary. Encourage your child to regularly attend our after school extra-curricular clubs and activities, when possible.</p>

<b>Subject</b>	<b>PSHE/Citizenship</b>
Course Descriptor	<p>In Year 7, the first term will be spent on settling in to Rainham Mark looking at rules and responsibilities, expectations and homework. This will lead on to a more general consideration of relationships with peers, being organised and effectively managing time.</p> <p>In the spring term there will be some career in put as well as exploring friendship, bullying and a selection of study skills. Prior to the Year 7 end of year exams, students are given a series of lessons on revision skills, exam preparation and avoiding stress.</p> <p>The year ends with a consideration of Health Education focusing on eating healthy, looking after teeth and the issues of smoking.</p>
How to progress	Pupils need to be able to discuss and explain sensitive and important issues with empathy and maturity to make solid progress.
How to help your child	As the course progresses pupils will be reflecting on a range of personal issues. Discussing these issues at home will broaden a pupils understanding and develop good skills of communication in difficult personal matters.

<b>Subject</b>	<b>Religious Education</b>
Course Descriptor	<p>In Religious Education pupils will begin the year by asking the question <b>Does God Exist?</b> Pupils will examine the traditional ideas about the nature of God, and arguments religious believers give to support their belief in God. They will evaluate these through discussion and written work. In addition pupils will examine the creation stories of many different world cultures. They will also explore the scientific account of the origins of the universe.</p> <p>This will lead to a unit on <b>Islam</b> exploring the origins, beliefs and traditions of this monotheistic tradition. Pupils will reflect on what they can learn from this faith and evaluate Islamic teachings in light of their own experience.</p> <p>Pupils will then study the <b>Life of Jesus</b> building on their knowledge at Key Stage 2. Key episodes of Jesus' life will be focused on including accounts of his birth, teachings and miracles. Questions such as 'Did Jesus exist?' and 'Did he perform miracles?' will be sensitively explored and evaluated.</p> <p>Finally, pupils will explore the emotive subject of <b>suffering</b>. By exploring images and concepts of suffering pupils will reflect on the issues and questions which arise. They will consider questions such as 'why?' and attempt to give responses to this problem.</p>
How to progress	<p>Pupils need to work accurately <i>describing</i> in detail the various beliefs and customs of the religions studied. Over the year these descriptions will need to develop into <i>explanations</i> as pupils ask <i>why</i> religions believe and behave in the way they do. In writing tasks pupils should be using the term 'because' to explain how beliefs and values make a difference to communities and individuals and consider counter arguments. They should also consider their personal responses to issues raised whether they would agree or not, backing their opinions with good reasons.</p>
How to help your child	<p>Homework tasks often involve open questions where students are asked to reflect on what they believe and why in light of the religion studied. Discussing these issues at home gives pupils vocabulary to express their views and opportunities to reflect.</p>

<b>Subject</b>	<b>Science</b>
Course Descriptor	<p>In Year 7, the Science course has 11 modules following the 'AQA KS3' scheme. Each pupil is issued with a student book. Each module will last approximately 3 weeks. All Science lessons are usually taught by one teacher in their mixed ability form groups, to aid transition from KS2.</p> <p>At key stage 3 Science offers opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• build on their scientific knowledge and understanding from key stage 2 and make connections between different areas of science;</li> <li>• use scientific ideas and models to explain phenomena and events;</li> <li>• understand a range of familiar applications of science;</li> <li>• think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions;</li> <li>• carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work;</li> <li>• communicate what they did and its significance;</li> <li>• learn how scientists work and the importance of experimental evidence in supporting scientific ideas.</li> </ul> <p>Pupils complete 11 modules as follow:</p> <ol style="list-style-type: none"> <li>1 Working Scientifically</li> <li>2 Forces</li> <li>3 Electromagnets</li> <li>4 Energy</li> <li>5 Waves</li> <li>6 Matter</li> <li>7 Reactions</li> <li>8 Earth</li> <li>9 Organisms</li> <li>10 Ecosystems</li> <li>11 Genes</li> </ol> <p>Topic 1 will introduce pupils to the basic techniques and procedures of scientific work. They will continue to use these techniques throughout their time at RMGS so it is very important that they constantly refer back to the methodologies established here. Topics 2-11 will be returned to in year 8 when further content will be added to the “foundations” established in year 7.</p>
How to progress	<p>The course of work has been designed so that the pupils build upon their KS2 experiences and further develop their practical and analytical skills in preparation for KS3 and KS4 examinations later. In order to develop these skills, pupils need to observe experiments carefully and record results neatly and accurately so that they have the necessary data for analysis. The skills developed and extended in Year 7 will be vital in helping them to achieve the practical endorsement at GCSE.</p>
How to help your child	<p>Science occurs in everyday experiences. Help your child to be more aware of the scientific experiences around them, to challenge them to question why. Encourage your child to watch scientific programmes and news items, and to take an active interest in the Science around them.</p> <p>Help your child to reflect on their classwork on a weekly basis, to consolidate their own understanding of new concepts and ideas.</p> <p>In Science, we believe one of the best ways to support your child is by supporting your child with their homework.</p>

<b>Subject</b>	<b>Spanish</b>
Course Descriptor	Pupils will start learning about Spain and Latin America. They will develop skills in four areas – Listening, Speaking, Reading and Writing, as well as developing a good understanding about life and culture in Spanish speaking countries. Pupils will learn how to greet others and give personal information about themselves, including detailed descriptions. Pupils will learn how to describe their school and daily routine, their home and town, and what they do in their free time. From time to time pupils will have the opportunity to work with the Spanish Language Assistant.
How to progress	Pupils will be given the opportunity to use their newly acquired language skills in every language class. Pupils will be able to follow work modelled in the textbook (Mira 1) by the teacher, and then pupils will be able to manipulate the language and use it themselves, extending their own answers. Extensive practice will allow pupils to improve their accent, their accuracy and their ability to understand both written and spoken language. Each new unit revisits previously learnt grammar and vocabulary and this allows pupils to gradually build up an extensive range of language skills. Understanding grammar and mastering new vocabulary is crucial for future success in the language. Regular assessment will allow pupils to monitor their progress and understand what they need to do to improve their skills.
How to help your child	Encourage your child to spend a few minutes every day revising the vocabulary and grammar that he/she has studied, and test him/her, making sure that he/she can spell the words, and explain the relevant grammar points. If you visit a Spanish speaking country, encourage your child to use Spanish at all times.
Equipment	To each class pupils should bring their textbook (Mira 1), their class exercise book, their grammar and vocabulary exercise book, and a pen, pencil and ruler. A glue stick and colouring pencils should also be brought. A “Spanish – English” dictionary at home will help pupils complete homework tasks. In addition, students can access <a href="http://wordreference.com">wordreference.com</a> , which is an excellent online dictionary.