Year 7 Threshold Concepts and Support Guidance

Spring Term

For the areas of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as threshold concepts and it is our intention that every student secures these threshold concepts to make outstanding progress through the curriculum.

We believe that the feedback and assessment that pupils receive is specifically related to the individual subject and so each department has a feedback and assessment policy, and teachers use a range of strategies to assess students' progress using the threshold concepts.

Below are the subject threshold concepts for the areas of learning covered during the Spring Term. You can support your child's progress by regularly discussing the threshold concepts with them to recap what they have learnt.

In addition, you can support your child's areas for development that we have signposted using resources and links below.

Here is a link to the Knowledge Organisers for Year 7 Spring Term: (LINK)

Blended Learning:

Please visit each of your child's classes on Microsoft Teams for lesson resources and extended learning opportunities.

	Year 7 Threshold Concepts – Spring term	How to support students' learning
English (Literature and Language inc. Reading)	**Unit guiding question:** How is the purpose, format and language of The Tempest presented by Shakespeare? **TC1** - Understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations **TC2** - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments **TC3** - Show understanding of the relationships between texts, and the contexts in which they were written **TC8** - Speaking and listening - In different contexts and for a variety of audiences and purposes **TC9** – Spelling - SPAG **TC10** – Reading	**Reading:** For reading strategy support, please visit The National Literacy Trust: Improve your child's learning at home	Words for Life You can access the full text of 'The Tempest' here: myON® Audiobook: ◉ THE TEMPEST by William Shakespeare - FULL AudioBook 🎧📖 Greatest❖AudioBooks V2 - YouTube The following websites are links that students and parents can use to support understanding of the text: The Tempest	Shakespeare Learning Zone (rsc.org.uk) The Tempest - KS3 English - BBC Bitesize **Writing:** The following websites are links that students and parents can use to support completion of written work around the text: Unit - Oak National Academy (thenational.academy) **Speaking and Listening:** Talk about the story at home and what students have learnt today. Watch the film version of 'The Tempest': [Shakespeare: The Animated Tales] The Tempest - YouTube

| Maths | **Solving problems with addition and subtraction**
TC30 - Understand how to add and subtract positive integers using written methods
TC31 - Add and subtract decimals using written methods

Solving problems with multiplication and division
TC34 - Understand how to multiply and divide integers using written methods
TC35 - Multiply and divide decimals using written methods

Fractions and percentages of amounts
TC39 - Understand that a fraction represents a division and performing the division results in a decimal
TC40 - Simplifying fractions through dividing both numerator and denominator by common factors
TC41 - Find a percentage of a given amount and problem solve with percentages

Operations and equations with directed number
TC45 - Understand how to add and subtract positive and negative integers using written methods
TC46 - Understand how to multiply and divide positive and negative integers using written methods
TC47 - Understand how to compare and order positive and negative integers

Addition and subtraction of fractions
TC50 - Know, understand, and use fluently a range of calculation strategies for addition of fractions
TC51 - Know, understand, and use fluently a range of calculation strategies for subtraction of fractions | • Each of the units to the left have knowledge organisers to support your child in understanding the unit. These can be found by clicking the link on the front page which will take you to the school website.

• If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue.

• Sparx Maths can be used to support home learning. The system will send a weekly homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught. |

Numeracy	**TC1 –** Have a sense of the size of a number and where it fits in the number system **TC2 –** Know number bonds by heart e.g. tables, doubles and halves **TC3 –** Use what they know by heart to work out answers mentally **TC4 –** Calculate accurately & efficiently using a variety of strategies, both written & mental **TC5 –** Recognise when AND when not to use a calculator; using it efficiently if needs be **TC6 –** Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them **TC7 –** Explain your methods and reasoning using correct mathematical terms **TC8 –** Judge whether your answers are reasonable, and have strategies for checking **TC9 –** Suggest suitable units for measuring **TC10 –** Make sensible estimates for measurements **TC11 –** Explain and interpret graphs, diagrams, charts and tables and use the numbers to predict **TC12 –** Use reason and application across all topics	• Each of the skills here have resources on your child's class Microsoft Teams that can support with their understanding. • If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue. • Sparx Maths can be used to support home learning. The system will send a weekly homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.

	Biology	**Biology:**
Science (inc. RSE)	Reproduction **TC4(B) –** Understand that reproduction can happen sexually and asexually	[4. Knowledge Organisers](#) Reproduction – • [Human reproduction - Reproduction - KS3 Biology - BBC Bitesize - BBC Bitesize](#) • [Reproduction - KS3 Biology - BBC Bitesize](#) • [Hormones in Human Reproduction (5.3.1) | AQA GCSE Biology Revision Notes 2018 | Save My Exams](#) Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can b found on the school website, in their science books and also in the student resources science folder. Microsoft teams is used to upload the lessons frequently, as well as additional learning resources for pupils to access. If there is a particular lesson/topic area that needs additional practice they can use these resources to support them. Alternatively speaking to their class teacher will allow for additional help and resources too. Educake can also be used as an additional tool to help with revision and recall. Logins can be found on Microsoft teams in the general science channel, as well as on pupil's science books. There is the opportunity to complete pre-set quizzes set by teachers, but also to select their own desired revision areas for additional practice.

Physics Energy **TC2(P)** - Understand that energy can't be created or destroyed, it can only be transferred from one store to another in a closed system Forces **TC5(P)** - Understand that every action has an equal and opposing action	<u>**Physics:**</u> [4. Knowledge Organisers](#) Energy • [Energy stores - Energy - KS3 Physics - BBC Bitesize - BBC Bitesize](#) • [Unit - Oak National Academy (thenational.academy)](#) Forces • [Scalars & Vectors (5.1.1)	AQA GCSE Physics Revision Notes 2018	Save My Exams](#) • [Introduction to forces - Forces and movement - KS3 Physics - BBC Bitesize - BBC Bitesize](#) Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can b found on the school website, in their science books and also in the student resources science folder. Microsoft teams is used to upload the lessons frequently, as well as additional learning resources for pupils to access. If there is a particular lesson/topic area that needs additional practice they can use these resources to support them. Alternatively speaking to their class teacher will allow for additional help and resources too. Educake can also be used as an additional tool to help with revision and recall. Logins can be found on Microsoft teams in the general science channel, as well as on pupil's science books. There is the opportunity to complete pre-set quizzes set by teachers, but also to select their own desired revision areas for additional practice.

	Chemistry Periodic Table **TC6(C) –** Understand that all elements fit within the periodic table	**Chemistry:** 4. Knowledge Organisers Periodic Table - - Arranging the Elements (1.2.1) | AQA GCSE Chemistry Revision Notes 2018 | Save My Exams - The modern periodic table - The periodic table - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can b found on the school website, in their science books and also in the student resources science folder. Microsoft teams is used to upload the lessons frequently, as well as additional learning resources for pupils to access. If there is a particular lesson/topic area that needs additional practice, they can use these resources to support them. Alternatively speaking to their class teacher will allow for additional help and resources too. Educake can also be used as an additional tool to help with revision and recall. Logins can be found on Microsoft teams in the general science channel, as well as on pupil's science books. There is the opportunity to complete pre-set quizzes set by teachers, but also to select their own desired revision areas for additional practice.

	RSE	• There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website.
	Spring 1 – Health and Wellbeing	
	TC5 - That there are strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	
		• Resources on your child's class Microsoft Teams can support with their understanding.
	TC6 - That there are strategies for maintaining personal hygiene, including oral health, and prevention of infection	
	Spring 2 – Intimate and Sexual Relationship	YouTube – Puberty: Am I Normal?
	TC7 - That there are different types of relationships, including those within families, friendships, romantic or intimate relationships	
	TC8 - That sexual attraction and sexuality are diverse	YouTube – Taking Care of Your Body During Puberty
	TC9 - That there are ways manage the strong feelings that relationships can cause (including sexual attraction)	YouTube – Puberty: Feeling Depressed, Happy and Other Emotions

Art	**Colour Theory** **TC5** - Understand basic colour theory that many colours can be made from the primary colours. **TC6** - Understand basic colour theory that some colours are similar, and others complement each other. **TC7** - Understand how to create tonal values with colouring pencil. **TC8** - Understand how to mix different colours using the primary colours. **TC9** - Understand how to use different art materials effectively. **Abstract Art** **TC10** - Art can take many forms which includes Abstract art that only uses lines, shapes and colours. **TC11** – Understand that lines, shapes and colours can be used to create artwork that is not lifelike (no recognisable objects) and can also be used to show emotions.	**Colour Theory** The following website is useful to reinforce the knowledge of colour theory: https://www.bbc.co.uk/bitesize/guides/z9bbk2p/revision/10 [QR code: SCAN ME] The following website is useful to reinforce the knowledge of colouring pencil techniques https://www.youtube.com/watch?v=p73ii5pKz78 [QR code: SCAN ME] **Abstract Art** The following website is useful introduction to Abstract Art https://www.youtube.com/watch?v=iEV4PZKI9Es [QR code: SCAN ME] Talk about art at home and what students have learnt at school past and present. Talk about art that is in the news. Talk about careers in art.

| Computing | **Modelling Data – Spreadsheets**
TC1 - Digital Literacy - To find, evaluate and communicate using a range of digital mediums.
TC2 - Data Representation - To understand that binary logic is the central concept in representing, processing, and storing data.

Programming essentials – Part 1
TC2 - Data Representation - To understand that binary logic is the central concept in representing, processing, and storing data.
TC3 - Computational Thinking - To understand how to efficiently and effectively solve a problem using abstraction, decomposition, pattern recognition and algorithmic thinking.
TC4 - Constructs - Understanding how to use Sequencing, Selection, and Iteration to create algorithms.
TC5 - Computer Systems - To recognise and understand the key hardware and software involved in simple and complex computer systems. | **Modelling Data – Spreadsheets**
Use BBC bitesize
https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1
Discuss lessons with students to reinforce knowledge
Encourage use of Excel/Google Sheets/Apple Numbers for uses in the home
Google Sheets – www.docs.google.com/spreadsheets
Excel – available through student's Office 365 (school account) www.office.com
Apple Numbers – iPhone
Programming essentials – Part 1
BBC Bitesize Computational thinking -
https://www.bbc.co.uk/bitesize/guides/zp92mp3/revision/1
BBC Bitesize Introduction to Programming –
https://www.bbc.co.uk/bitesize/guides/zts8d2p/revision/1
BBC Bitesize Programming basics –
https://www.bbc.co.uk/bitesize/guides/zwmbgk7/revision/1
Selection –
https://www.bbc.co.uk/bitesize/guides/z2p9kqt/revision/1
https://youtu.be/Hp8JPPCF2rM
Iteration -
https://www.bbc.co.uk/bitesize/guides/z3khpv4/revision/1
https://youtu.be/Tf5_qqBIgW4
Scratch can be used to create mini projects which will help to reinforce knowledge learnt in lessons –
https://scratch.mit.edu/ |

Design & Technology	**Food Technology:** **TC1(F) -** Buying, storing, preparing and cooking food safely and hygienically are vital for health **TC2(F) -** A variety of food, drinks and physical activity are needed for health, as depicted by current healthy eating guidelines and the Eatwell Guide	**Food Technology:** **TC1(F) -** Look at different food labels and talk about what can be seen – discuss the concept of front of pack colour coding and what it shows. Use everyday experiences as learning opportunities by peeling and chopping vegetables, using everyday food equipment and 'store cupboard' ingredients to make a meal or snack and help with washing up or putting the shopping away according to safe food storage guidelines. **TC2(F)** - Research how eating a healthy, balanced diet is an important part of maintaining good health and can help you feel your best. Watch the video which explains about the foods we should eat more of - and some to cut down on - as well as recommendations for exercise, drinking water and eating breakfast. Watch this video to better understand where our food comes from. Have a look at this website for everything you need to get your family moving.

Design & Technology	**Systems and Control** **TC1(S)** - All systems have inputs, processes and outputs **TC2(S)** - To understand that electrical components can be described as input, output, process or passive **TC3(S)** - Understand that different electrical components can be combined to make a system	**Systems and Control:** Learn about electricity and basic circuits Learn about different types of soldering.
	Resistant Materials **TC1(R)** - Understand that H&S is there to protect themselves and others and establish safe working practices in a practical environment. **TC2(R) -** Understand that working properties of wood make it suitable to be used to manufacture a wide range of products. **TC3(R)** - Understand that the source of wood can be managed and is a sustainable material, and which can have a positive environmental impact	**Resistant Materials:** Learn more about evaluation and the iterative design process learn about sustainable and renewable energy. Click on this link or scan the QR code to find the Technology student page on materials. You can read through the information and try some of the worksheets and exercises there.

	Graphics **TC1(G)** - To understand that ideas can be graphically communicated to other people. **TC2(G)** - To understand that appropriate 3D drawing techniques can enhance design ideas **TC3(G)** - To understand that Computers can streamline the design process.	**Graphics** Watch these video tutorials on the Telford Langley School D and T YouTube channel and practice your hand drawing and rendering skills at home.
Geography	**Geographical Skills and Weather and Climate** **TC1** - Understands how to use and interpret a range of data, sources of geographical information and terminology, including maps, graphs, and photographs **TC2** - Understands scale and how processes and patterns can differ at different scales **TC3** - Understands there are interactions between different components and concepts. **TC4** - Understands processes (physical and human) are key to explain what the Earth is like and why it is changing. **TC5** - Recognises and understands that the Earth is constantly changing	• Use Mapzone to practice map-skills tasks: https://www.ordnancesurvey.co.uk/mapzone/ • Check out BBC Bitesize – Geographical Skills: https://www.bbc.co.uk/bitesize/topics/zm38q6f Use the following BBC Bitesize Links for: • Weather and Climate: https://www.bbc.co.uk/bitesize/topics/zx38q6f/articles/zqnb3j6 • Encourage your child to take an interest in current affairs/watch/read the news. • Education quizzes website – Geography: KS3 Geography - 50 Enjoyable Quizzes for Years 7, 8 and 9 (educationquizzes.com)

| History | TC6 - Historians will continue to investigate events throughout history as new information is uncovered as much of history is still a mystery to us.

TC7 - The Medieval period was a time of inequality between genders and social classes.

TC8 - The Medieval period was a brutal time period involving a high number of wars, mysterious murders and mass deaths from diseases such as the Black Death.

TC9 - The development of the Church of England and other Protestant religions throughout Europe led to a decline in the power of the Roman Catholic Church.

TC10 - The religious uncertainty in England during the Tudor period led to political, social, and religious instability. | • BBC Bitesize offers a range of knowledge development and knowledge checking activities.
Medieval Mysteries –
www.bbc.co.uk/bitesize/topics/zbn7jsg
www.bbc.co.uk/bitesize/topics/zrfm7yc
www.bbc.co.uk/bitesize/topics/zcyx2v4

Tudors – www.bbc.co.uk/bitesize/topics/zwcsp4j

• Use Microsoft Teams to access power points and information from lessons to use to revisit information that you aren't sure about to help you develop your knowledge and skills.

• Participate in the History around you. Shropshire is a history rich area with links directly to the Tudor Period (Madeley Court Hotel was a Tudor Manor house used by Henry VIII) and the Medieval Period (Bridgnorth is rich in Medieval History). |

MFL (French)	**TC2** - French phonemes are mostly different to English and knowing these unlocks the ability to pronounce words accurately. **TC5** - Questions can be formed in different ways in French. **TC6** - There are three groups of infinitive in French – er, -ir and -re. Regular verbs are conjugated in the present tense according to a set of grammatical rules.	To be an independent language learner and to practise and revise the work done on the topic of **My Life at School** you should: • Use the knowledge organisers to revise and practise the essential vocabulary. • Use class material on Class Teams to revise work covered in lessons. • Use www.memrise.com, www.linguascope.com (Username: LangleyMFL, Password: Frenchmfl2) and www.languagesonline.org.uk to practise vocabulary and pronunciation. This QR code will help you to revise **asking questions using *est-ce que***: This QR code will help you with **-er verb conjugation**: https://www.bbc.co.uk/bitesize/topics/z7t8kmn/articles/zkt747h To practise French **phonemes**, this QR code will take you directly to a Greenshaw Learning Trust revision lesson: https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=66&lesson=228

Performing Arts (Drama)	**Unit guiding question:** What is characterisation? How can we create and explore characters through explorative strategies? **Performing** Characterisation Skills **TC5** - Creation and development of a character/characters Performance Skills **TC2** - Using simple performance skills (body language, facial expressions, voice, awareness of audience) to assist with character development **Creating** Collaboration and Communication **TC10** - Working effectively as part of a group, sharing ideas Devising Skills **TC14** - Creation of a short piece of drama from a given stimulus **Responding** Interpretation of texts/Stimuli **TC18** - Responding to a stimulus Evaluation Skills **TC17** - Evaluating and improving own work and when evaluating the work of others suggesting areas for improvement	• Encourage your child to attend extra-curricular activities. There are Clubs on every night in the Performing Arts Department and opportunities to perform at events and concerts. • Watch theatre productions. - Local Theatres - Theatre Severn , The Place Telford • We are also a subscriber of the National Theatre Collection. Login: https://www.dramaonlinelibrary.com/custom-browse?docid=nationalTheatreCollections12 Username: CKFGUG **Password: YBGHUA** • KS3/KS4 BBC Bitesize - A website designed to help learn about topics covered at KS3 and KS4, support learning and find out about careers in music KS3 Drama - BBC Teach, Drama - BBC Bitesize, Drama - BBC Bitesize

Performing Arts (Music)	**Unit guiding question:** How can we tell the difference between instruments of the orchestra? How can we define the word sonority? **Performing** Playing (Instrumental) **TC4** - Playing simple melodies accurately and fluently **Responding** Listening and Appraising **TC17** - Identifying the musical elements and instruments in a piece of music using appropriate music vocabulary Critical Engagement **TC26** - Evaluating their own work and the work of others suggesting ideas for improvement. Refines own music after suitable reflection	• Try to expose your child to as wide a variety of music as you can. Attend music concerts of all types and introduce your child to choirs and orchestras. • Ask your child to listen to the music played while you are out in shops, restaurants and other public places. Do they notice any differences between the types of music played in different places? • All students in KS3 learn to sing and play a range of instruments in class, but many pupils wish to extend their musical experience through in-depth study of a particular instrument or the voice by taking Instrumental / Vocal Lessons. If your child is interested in learning an instrument/**singing please see Mrs Williams for a letter.** • Undertaking extra-curricular activities has far-ranging benefits including learning new skills, boosting academic performance, developing broader social skills and improving time management. There are Clubs on every night in the Performing Arts Department and opportunities to perform at events and concerts. • Bandlab for Education - An award winning online music platform where students can embark on a music-learning journey that unleashes their creativity and foster collaboration with peers: https://edu.bandlab.com/ • BBC 10 Pieces - BBC Ten Pieces consists of ten performances of classical music which aim to open up the world of classical music to 7-14 year-olds across the UK and inspire them to develop their own creative responses to the music: https://www.bbc.co.uk/teach/ten-pieces/all-resources/zdg3t39 • KS3 Music Bitesize - A website designed to help learn about topics covered at KS3, support learning and find out about careers in music: https://www.bbc.co.uk/bitesize/subjects/zmsvr82 • Little Kids Rock Jam Zone - Learn to play your favourite band skills instruments and songs: https://jamzone.littlekidsrock.org/ • Telford and Wrekin Music Service is our local music service hub. They offer a wide range of ensembles that you can join as well as offering instrumental hire and invaluable experience for young people with high musical aspirations: Telford & Wrekin Music (telfordandwrekinmusic.co.uk) • Music Theory - Free online lessons and exercises to help learn about the theory behind music: https://www.musictheory.net/

PE	**Spring**
	
	TC2 - Explain how the body responds to exercise.
	
	TC3 – Recognise key rules in a sport.
	
	TC5 - Understand tactics and strategies.
	
	TC8 – Be self-motivated to participate
	
	TC11 - Can express emotions
	
	TC12 - Consistently perform a variety of skills.
	
	TC15 - To recognise that situations change in physical activity and sport.
		• It is important you are able to explain what happens to our bodies during and after exercise. Here are some questions to think about:
		  o How do you feel during exercise?
		  o What is physically happening to your body during exercise?
		  o https://www.youtube.com/watch?v=G3L_KbsCDg0
		
		• Being resilient means being able to recover quickly from a challenge or problem and giving it another try. To be resilient you must:
		  o Don't give up if something doesn't work on the first try.
		  o Always give it another go.
		  o http://broadviewpsychology.com/2020/04/21/resilience-the-ways-to-enhance-this-critical-skill-in-sports/
		
		• Maintaining something means you are able to continue doing it for a period of time. Here are some examples of it within PE:
		  o Continuing to work at your highest ability for the whole lesson.
		  o Working at 100% effort for the entire game.

PSHE	**Spring – Health and Wellbeing** **TC6** - Know that alcohol, nicotine and other legal and illegal substances have short-term and long-term health risks associated with their use **TC7** - That there are personal and social risks and consequences of substance use and misuse including occasional use **TC8** - Know how to identify risk and manage personal safety in increasingly independent situations, including online **TC9** - That there are benefits of physical activity, diet and exercise for physical and mental health and wellbeing **TC10** - That bullying in all its forms has an impact	• There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website. • Resources on your child's class Microsoft Teams can support with their understanding. • The Eatwell Guide - NHS (www.nhs.uk) • Teenage drinking	Drinkaware

Religious Studies	**Unit - Christianity**	• There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website.
	TC6 - To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community).	• Resources on your child's class Microsoft Teams can support with their understanding.
	TC1 - To understand that religious beliefs are interpreted differently, even with in the same religion or denomination.	• Christianity - KS3 Religious Studies - BBC Bitesize
	TC8 - To understand the symbolisms found within religion.	
	TC3 - To understand that misconceptions exist surrounding religious beliefs and practices that need addressing.	