

# Year 7 Threshold Concepts and Support Guidance

## Autumn 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 Autumn 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 Autumn Term: ([LINK](#))

### **Blended Learning:**

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



English (Literature and Language inc. Reading)	Year 7 Threshold Concepts – Autumn term	How to support students' learning
	<p><b>Unit guiding question:</b> How does the writer use a variety of narrators to explore prejudice, disability and friendship?</p> <p><b>TC5</b> - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes, and audiences</p> <p><b>TC6</b> - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p><b>TC7</b> - Use a range of sentence structures for clarity, purpose, and effect, with accurate punctuation and spelling</p> <p><b>TC8</b> - Speaking and listening - In different contexts and for a variety of audiences and purposes</p> <p><b>TC9</b> – Spelling – SPAG</p> <p><b>TC10</b> – Reading</p>	<p><b>How to support students' learning</b></p> <p><b>Reading:</b> For reading strategy support, please visit The National Literacy Trust: <a href="#">Improve your child's learning at home</a>   <a href="#">Words for Life</a></p> <p>You can access the full text of 'Wonder' here: <a href="#">myON®</a> <a href="#">Wonder Full Text</a></p> <p>Audiobook: <a href="#">Wonder Full Audiobook - YouTube</a></p> <ul style="list-style-type: none"> <li>The following websites are links that students and parents can use to support understanding of the text: <a href="#">RESOURCE PACK: Wonder - Puffin Schools</a></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>The following websites are links that students and parents can use to support completion of written work around the text: <a href="#">RESOURCE PACK: Wonder - Puffin Schools</a></li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>Talk about the story at home and what students have learnt today.</li> <li>Watch the film version of 'Wonder'</li> </ul>

**Sequences**

**TC4** - Appreciate that a sequence is a succession of terms formed according to a rule

**TC5** - Understand that any term in an arithmetic sequence can be expressed in terms algebra

**Understand and use algebraic notation**

**TC9** - Understand and recognise that a letter can be used to represent a specific unknown value or a variable

**TC10** - Understand that relationships can be generalised using algebraic statements

**TC11** - Understand how to use the distributive law to multiply an expression by a term

**Equality and equivalence**

**TC15** - Understand and use the conventions and vocabulary of algebra, including forming and interpreting algebraic expressions and equations

**TC16** - Simplify algebraic expressions by collecting like terms to maintain equivalence

**Place value, ordering integers and decimals**

**TC20** - Understand the value of digits in decimals, measures and integers

**TC21** - Understand place value in decimals, including recognising exponent and fractional representations of the column headings

**Fraction, decimals, and percentage equivalence**

**TC25** - Identify and calculate with terminating decimals and their corresponding fractions

**TC26** - Compare and order positive and negative integers, decimals and fractions

- Each of the units to the left have knowledge organisers to support your child in understanding the unit. These can either be found by clicking on 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.

<b>Numeracy</b>	<p><b>TC1</b> – Have a sense of the size of a number and where it fits in the number system</p> <p><b>TC2</b> – Know number bonds by heart e.g. tables, doubles and halves</p> <p><b>TC3</b> – Use what they know by heart to work out answers mentally</p> <p><b>TC4</b> – Calculate accurately &amp; efficiently using a variety of strategies, both written &amp; mental</p> <p><b>TC5</b> – Recognise when AND when not to use a calculator; using it efficiently if needs be</p> <p><b>TC6</b> – Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them</p> <p><b>TC7</b> – Explain your methods and reasoning using correct mathematical terms</p> <p><b>TC8</b> – Judge whether your answers are reasonable, and have strategies for checking</p> <p><b>TC9</b> – Suggest suitable units for measuring</p> <p><b>TC10</b> – Make sensible estimates for measurements</p> <p><b>TC11</b> – Explain and interpret graphs, diagrams, charts and tables and use the numbers to predict</p> <p><b>TC12</b> – Use reason and application across all topics</p>	<ul style="list-style-type: none"> <li>• Each of the skills here have resources on your child’s class Microsoft Teams that can support with their understanding.</li> <li>• If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue.</li> <li>• 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.</li> </ul>
<b>Science (inc. RSE)</b>	<p><b>Biology</b>  <b>TC1(B)</b> - Understand how all living things are made of cells</p> <p><b>Physics</b>  <b>TC2(P)</b> - Understand that energy can’t be created or destroyed, it can only be transferred from one store to another in a closed system</p> <p><b>Chemistry</b>  <b>TC3(C)</b> - Understand that all matter is made of particles</p>	<p><b>Biology:</b>  Cells - <a href="#">Living organisms - KS3 Biology - BBC Bitesize</a>  <a href="#">What are cells? Animal and plant cells - KS3 Biology - BBC Bitesize - BBC Bitesize</a>    <a href="#">Unit - Oak National Academy (thenational.academy)</a></p> <p><b>Physics:</b>  Energy - <a href="#">Energy stores - Energy - KS3 Physics - BBC Bitesize - BBC Bitesize</a>    <a href="#">Unit - Oak National Academy (thenational.academy)</a></p> <p><b>Chemistry:</b>  Foundations - <a href="#">Solids, liquids and gases - BBC Bitesize</a>    <a href="#">Changes of state - BBC Bitesize</a>    <a href="#">Elements, compounds and mixtures - BBC Bitesize</a>    Working Scientifically - <a href="#">Working scientifically - KS3 Biology - BBC Bitesize</a></p>

**RSE**

**Unit guiding question:** What is a Respectful Relationship?

**TC1-RSE** - Know that there are different types of committed, stable relationships.

**TC9-RSE** - Know practical steps they can take in a range of different contexts to improve or support respectful relationships.

**TC12-RSE** - Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

**TC40-RSE** - That there are indicators of positive, healthy relationships and unhealthy relationships, including online

**RSE:**

[Unit - Oak National Academy \(thenational.academy\)](https://www.thenational.academy)

The following website will reinforce elements of:

- Respectful relationships: Respect and friendship.

[AMAZE - Age appropriate info on puberty for tweens and their parents](#)

- [Childline - YouTube](#)
- <https://www.childline.org.uk>

**Drawing Skills**

**TC1** - Understand the elements of art and how these can be used to create a piece of artwork

**TC2** - Understand how measuring techniques can help with accuracy when drawing

**Pre-Historic Art**

**TC3** - Understand the elements of art and how these can be used effectively in art.

**TC4** - Understand that some artistic techniques have changed over time and others have stayed the same.

*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.*

The following websites are useful to reinforce the elements of Art:



Elements of Art - <https://www.bbc.co.uk/bitesize/topics/z9kmhyc>

Line	<a href="https://www.youtube.com/watch?v=WTnnHYDco9g">https://www.youtube.com/watch?v=WTnnHYDco9g</a>
Shape	<a href="https://www.youtube.com/watch?v=SsgT7j2-liE">https://www.youtube.com/watch?v=SsgT7j2-liE</a>
Colour	<a href="https://www.youtube.com/watch?v=SH1kZeFOO70">https://www.youtube.com/watch?v=SH1kZeFOO70</a>
Form	<a href="https://www.youtube.com/watch?v=9PyYSZCBGE0">https://www.youtube.com/watch?v=9PyYSZCBGE0</a>
Texture	<a href="https://www.youtube.com/watch?v=vTnOX5XXMlo">https://www.youtube.com/watch?v=vTnOX5XXMlo</a>

Talk about how the different parts of the subject being drawn are the same size or smaller or larger.

When talking about a subject to be drawn consider how many of a smaller part can fit into a larger section e.g., how many head lengths fit in the height of a person.

Look at the heights of different features on the subject being drawn.

Measuring Techniques:



[Measuring with Pencil for Observational Drawing - YouTube](#)

Shoe drawing time lapse:



[Shoe Drawing Time-lapse #Drawing #Shoe #Sketch - YouTube](#)

**Pre-Historic Art**

[Meet Our Ancestors — Google Arts & Culture](#)



<https://artsandculture.google.com/project/chauvet-cave>

**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

**Impact of technology:**

- Use BBC bitesize:  
<https://www.bbc.co.uk/bitesize/guides/z9p9kqt/revision/1>
- Talk about online safety at home and ways students can protect themselves: [https://www.thinkuknow.co.uk/11\\_18/](https://www.thinkuknow.co.uk/11_18/)
- Discuss lessons with students to reinforce knowledge.

**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](http://www.docs.google.com/spreadsheets)
- Excel – available through student’s Office 365 (school account)  
[www.office.com](http://www.office.com)
- Apple Numbers – iPhone

**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:**

- Know that we need food and drink to grow, be active maintain health and stay alive.
- Understand that a variety of food and drinks are needed for health, as depicted by the Eatwell Guide.
- Understand that all food comes from plants or animals.
- Understand that front-of-pack traffic light labels help us make a healthier choice.
- Know and demonstrate basic food skills.
- Understand that there are a variety of ingredients that can be used for cooking.
- Understand that it is important to store, prepare and cook food safely and hygienically.
- Know that being active is important for health and understand that to be active and healthy, food is needed to provide energy for the body.



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.

- 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:
  - peeling and chopping vegetables.
  - using everyday food equipment and 'store cupboard' ingredients to make a meal or snack.
  - washing up or putting the shopping away according to safe food storage guidelines.



Have a look at this website for everything you need to get your family moving.





**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

**TC3(R)** - Understand that the source of wood can be managed and is a sustainable material, and which can have a positive environmental impact

**Systems and Control:**


 learn about different types of soldering.


 learn about sustainable and renewable energy.

**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.

**Resistant Materials:**

 Learn more about evaluation and the iterative design process

 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.



<b>Geography</b>	<p><b>What is Geography and Geographical Skills</b></p> <p><b>TC1</b> - Understands how to use and interpret a range of data, sources of geographical information and terminology, including maps, graphs, and photographs</p> <p><b>TC2</b> - Understands scale and how processes and patterns can differ at different scales</p>	<ul style="list-style-type: none"> <li>• Use Mapzone to practice map-skills tasks: <a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a></li> <li>• Check out BBC Bitesize – Geographical Skills: <a href="https://www.bbc.co.uk/bitesize/topics/zm38q6f">https://www.bbc.co.uk/bitesize/topics/zm38q6f</a></li> <li>• Encourage your child to take an interest in current affairs/watch/read the news.</li> <li>• Education quizzes website – Geography: <a href="https://www.educationquizzes.com/ks3-geography-50-enjoyable-quizzes-for-years-7-8-and-9/">KS3 Geography - 50 Enjoyable Quizzes for Years 7, 8 and 9 (educationquizzes.com)</a></li> </ul>
<b>History</b>	<p><b>TC1</b> - Studying History will help you develop a range of skills which will help throughout school and in your future life.</p> <p><b>TC2</b> - The significance of individuals and events will change over time.</p> <p><b>TC3</b> - The events of 1066 were the foundation for the current British Monarchy.</p> <p><b>TC4</b> - It is important to use historical perspective when analysing the significance of different groups and events.</p> <p><b>TC5</b> - The Church and Monarchy are both powerful. They often work together but can sometimes work against each other.</p>	<ul style="list-style-type: none"> <li>• Use BBC Bitesize to develop students understanding of key historical events.             <ol style="list-style-type: none"> <li>1) 1066 - <a href="https://www.bbc.co.uk/bitesize/topics/zshtyrd">https://www.bbc.co.uk/bitesize/topics/zshtyrd</a></li> </ol>             Also BBC Teach videos about the Norman Conquest History  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a> <ol style="list-style-type: none"> <li>2) Life under William I - <a href="https://www.bbc.co.uk/bitesize/topics/zvhjdp3">https://www.bbc.co.uk/bitesize/topics/zvhjdp3</a></li> <li>3) Medieval Life - <a href="https://www.bbc.co.uk/bitesize/topics/zbn7jsg">https://www.bbc.co.uk/bitesize/topics/zbn7jsg</a></li> </ol> </li> <li>• The History Detectives game on BBC bitesize is a great way to practice Historical skills to investigate a range of Historical events. <a href="https://www.bbc.co.uk/bitesize/topics/z6wg3j6/articles/z2h3ydm">https://www.bbc.co.uk/bitesize/topics/z6wg3j6/articles/z2h3ydm</a></li> </ul>

**Module Topic: Self, Family and Friends**

The following are the key grammar threshold concepts which underpin this module:

**TC1** - English has many influences from French, so it is possible to work out meaning by identifying cognates and semi-cognates

**TC2** - French phonemes are mostly different to English and knowing these unlocks the ability to pronounce words accurately

**TC3** - Unlike English, French nouns have a gender – they are either masculine or feminine. This knowledge is essential when using adjectives. When using an adjective in a sentence you must consider adjectival position (most adjectives are placed after the noun) and adjectival agreement (the gender of the noun being described)

**TC4** - In French, the definitive article is more commonly used. When expressing likes and dislikes, the definite article is used (*j'aime /e foot*)

To be an independent language learner and to practise and revise the work done on the topic of **Self, Family and Friends** 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](http://www.memrise.com), [www.linguascope.com](http://www.linguascope.com) (Username: LangleyMFL, Password: Frenchmfl2) and [www.languagesonline.org.uk](http://www.languagesonline.org.uk) to practise vocabulary and pronunciation.



This QR code will help you to revise **gender** (masculine and feminine nouns):

<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>

**Unit guiding question:** What are explorative strategies and skills?

**Performing**

Performance Skills

**TC1** - Knowledge of basic performance skills (body language, facial expressions, voice, awareness of the audience) and knowing how to apply them

**Creating**

Collaboration and Communication

**TC10** - Working effectively as part of a group, sharing ideas

Devising Skills

**TC13** - Creating short performances to a brief

**Responding**

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](#)

**Unit guiding question:** How is music created? What is music?

### Performing

Playing (Instrumental) -

**TC3** - Can perform a simple part showing evidence of musicality

### Creating

Composing

**TC8** - Can offer a creative response to a given or chosen brief

### Responding

Listening and Appraising

**TC18** - Can discuss and critique own music and the music of others using the appropriate musical vocabulary

Critical Engagement

**TC25** - Can demonstrate creative responses to musical starting points

- 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 \(telfordandwrekinmusic.co.uk\)](http://telfordandwrekinmusic.co.uk)
- Music Theory - Free online lessons and exercises to help learn about the theory behind music: <https://www.musictheory.net/>

**Unit guiding question:** How do you become a competent performer in physical activity and sport?

Pupils will learn some of these Threshold Concepts. This will depend on the activity they are completing and their stage of learning in that activity.

**TC1** – Understand the importance of a warm up.

**TC3** – Recognise key rules in sport.

**TC6** – Understand tactics and strategy.

**TC7** – Be respectful to staff and students.

**TC9** – Can communicate clearly with others.

**TC11** – Can express emotions.

**TC12** – Perform a variety of skills.

**TC15** – Recognise that situations change.

**TC16** – Can perform a routine.

How to warm up – [PE Warm Up Routines | PLT4M](#)

**Key rules –**



Badminton



Football



Rugby



Netball



Gymnastics



Basketball

**Key skills –**

Badminton [12 Basic Badminton Techniques that you MUST Know - Introduction – YouTube](#)

Football [10 BEST 1v1 SKILLS in Soccer/Football – YouTube](#)

Rugby [The BEST video for teaching Rugby in your PE lessons !\[\]\(cb27e8648a5eb2fbfe0b5a33721d875a\_img.jpg\) – YouTube](#)

Netball [Netball Attacking Skills – YouTube](#)

Gymnastics – [Easy to Hard Gymnastics Skills | KTGymnasticsFan - YouTube](#)

Basketball - [Basic Skills in Basketball - YouTube](#)

<b>PSHE</b>	<p><b>Unit guiding question:</b> What is Transition?</p> <p><b>TC1-PSHE</b> – Understand that transitioning means moving to another stage of your life</p> <p><b>Unit guiding question:</b> <u>How Can I Keep Safe?</u></p> <p><b>TC2-PSHE</b> - Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p><b>TC3-PSHE</b> - Know what to do and where to get support to report material or manage issues online</p> <p><b>TC4-PSHE</b> - Know about offline risks</p>	<ul style="list-style-type: none"> <li>• <a href="#">KS2 PSHE, Relationships Education, and Health Education - BBC Teach</a></li> <li>• <a href="https://www.childline.org.uk">https://www.childline.org.uk</a></li> <li>• <a href="#">AMAZE - Age appropriate info on puberty for tweens and their parents</a></li> <li>• <a href="#">Childline - YouTube</a></li> </ul>
<b>Religious Studies</b>	<p><b>TC6</b> - To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community).</p> <p><b>TC1</b> - To understand that religious beliefs are interpreted differently, even with in the same religion or denomination.</p> <p><b>TC8</b> - To understand the symbolisms found within religion.</p> <p><b>TC3</b> - To understand that misconceptions exist surrounding religious beliefs and practices that need addressing.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Christianity - KS3 Religious Studies - BBC Bitesize</a></li> <li>• Regularly use Teams as all lessons are posted in the individual class channels</li> </ul>