

Year 7 Threshold Concepts and Support Guidance

Summer 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 Summer 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 Summer 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 – Summer term	How to support students' learning
	<p>Unit guiding question: How is Dicken’s moral message about the social and historical context presented in the novel?</p> <p>TC1 - Understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations.</p> <p>TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.</p> <p>TC3 - Show understanding of the relationships between texts, and the contexts in which they were written.</p> <p>TC9 – Spelling – SPAG.</p> <p>TC10 – Reading.</p>	<p>How to support students' learning</p> <p>Reading: For reading strategy support, please visit The National Literacy Trust: Improve your child's learning at home Words for Life</p> <p>You can access the full text of ‘Oliver Twist’ here: myON®</p> <p>Audiobook:</p> <p>Oliver Twist Abridged Oliver Twist by Charles Dickens</p> <p>The following websites are links that students and parents can use to support understanding of the text:</p> <p>Context and Plot Summary Dickensian London</p> <p>Writing: The following websites are links that students and parents can use to support completion of written work around the text:</p> <p>Oliver Twist - Oak Academy</p> <p>Speaking and Listening: Talk about the story at home and what students have learnt today. Watch the film version of ‘Oliver Twist’.</p> <p>Oliver Twist 1948 - YouTube</p>

Construction, measuring and using geometric notation.

TC55 - Know the names of special triangles, quadrilaterals, and polygons up to 10 sides.

TC56 - Use the properties of a circle to construct triangles

Developing geometric reasoning

TC60 - Understand and use angle properties

TC61 - Understand that a pair of parallel lines traversed by a straight line produces sets of equal and supplementary angles

TC62 - Know and understand proofs for finding the interior and exterior angle of any regular polygon

Developing number sense

TC65 - Identify and explain whether a number is or is not a multiple of a given integer

TC66 - Understand and use the structures that underpin addition and subtraction strategies

TC67 - Understand and use the structures that underpin multiplication and division strategies

Sets and probability

TC70 - Understand that the likelihood of events happening can be ordered on a scale from impossible to certain and from 0 to 1.

TC71 - Understand that the probabilities of all possible outcomes sum to one

TC72 - Know how to organise information from sets into Venn diagrams and use these to calculate probabilities.

Prime numbers and proof

TC76 - Identify and explain whether a number is or is not a multiple of a given integer

TC77 - Understand and identify factors of positive integers

TC78 - Understand and identify prime numbers

TC79 - Find common factors and common multiples of a set of numbers

- 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.

Biology

Ecology

TC7(B) – Understand that living things interact with the world around them.

Biology:

4. Knowledge Organisers

Ecology

- <https://www.bbc.co.uk/bitesize/topics/zxhhvcw>
- <https://www.bbc.co.uk/bitesize/topics/zxfd3k7>
- <https://www.savemyexams.co.uk/igcse/biology/edexcel/19/revision-notes/4-ecology--the-environment/the-organism-in-the-environment/4-1-population-community-habitat--ecosystem/>

- Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can be found on the school website, in their science books and 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

Forces

TC5(P) - Understand that every action has an equal and opposing action

Space

TC8(P) – Understand that the sun is the centre of our solar system

Physics:

4. Knowledge Organisers

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](#)

Space

- <https://www.savemyexams.co.uk/igcse/physics/cie/23/revision-notes/6-space-physics/6-1-earth--the-solar-system/6-1-1-the-earth-moon--sun/>
- <https://www.bbc.co.uk/bitesize/topics/z8c9q6f>

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Chemistry

Metals

TC9(C) – Understand that most metals have similar properties.

Chemistry:

4. Knowledge Organisers

Metals

- <https://www.savemyexams.co.uk/igcse/chemistry/cie/23/revision-notes/9-metals/9-1-properties-uses--alloys-of-metals/9-1-1-properties-of-metals/>
- <https://www.bbc.co.uk/bitesize/topics/zv9nhcw/articles/z8qrr2p>

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RSE

Summer 1 – Keeping Safe/Online and Media

TC16 - Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

TC17 - 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.

The Internet is an exciting and integral part of the modern world, and can be an exceptional tool for learning. However, using the Internet is also fraught with risk, and keeping children safe when they're online and/or using social media platforms is of paramount importance.

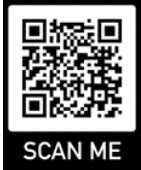

- There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website.
- Resources on your child's class Microsoft Teams can support with their understanding.



[Childline – Staying safe online](#)



[You tube - 5 Internet safety tips for children](#)

Art	<p><u>Bauhaus</u> TC12 - Understand that design ideas from many years ago influence the designs of today.</p> <p><u>Pop Art</u> TC13 - Understand that many artists over the years have used everyday objects as inspiration for their artwork.</p>	<p>Bauhaus</p>  <p>Talk about where we see designs that have come from previous Art movements like Bauhaus, Art Deco, Art Nouveau, Arts and Crafts.</p> <p>The Bauhaus movement turns 100.</p> <p>Pop Art</p>  <p>What is Pop art?</p> <p>Research Pop Art and artists like Andy Warhol, Roy Lichtenstein and Claes Oldenburg. Also look at other artists, for example Hong Yi, nicknamed 'Red', who we will learn about in year 9.</p> <p><i>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.</i></p>
Computing	<p><u>Using media – gaining support for a cause</u></p> <p>TC1 - Digital Literacy - To find, evaluate and communicate using a range of digital mediums.</p> <p>TC5 - Computer Systems - To recognise and understand the key hardware and software involved in simple and complex computer systems.</p>	<ul style="list-style-type: none"> • 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. • Computer law - Computers and the law - The law and ethics - KS3 Computer Science Revision - BBC Bitesize • https://youtu.be/4D8DcstpGEg

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.

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:



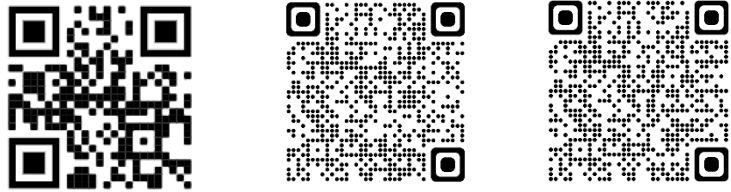
Learn more about evaluation and the iterative design process



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.

	<p>Graphics</p> <p>TC1(G) - To understand that ideas can be graphically communicated to other people.</p> <p>TC2(G) - To understand that appropriate 3D drawing techniques can enhance design ideas</p> <p>TC3(G) - To understand that Computers can streamline the design process.</p>	<p>Graphics</p> <p>Watch these video tutorials on the Telford Langley School D and T YouTube channel and practice your hand drawing and rendering skills at home.</p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>Rivers and Coasts</p> <p>TC1 - Understands how to use and interpret a range of data, sources of geographical information and terminology, including maps, graphs, and photographs</p> <p>TC2 - Understands scale and how processes and patterns can differ at different scales</p> <p>TC3 - Understands there are interactions between different components and concepts.</p> <p>TC4 - Understands processes (physical and human) are key to explain what the Earth is like and why it is changing.</p> <p>TC5 - Recognises and understands that the Earth is constantly changing</p>	<ul style="list-style-type: none"> • 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 <p>Use the following BBC Bitesize Links for:</p> <ul style="list-style-type: none"> • Planet Planners: https://www.bbc.co.uk/bitesize/topics/zs6j2v4/articles/zdmkwnb • Rivers: https://www.bbc.co.uk/bitesize/topics/zs92tfr • Coasts: https://www.bbc.co.uk/bitesize/topics/z6bd7ty • Encourage your child to take an interest in current affairs/watch/read the news. • Knowledge Organisers: Rivers and Coasts – on the school website • Education quizzes website – Geography: KS3 Geography - 50 Enjoyable Quizzes for Years 7, 8 and 9 (educationquizzes.com)

English Civil War

TC11 - Civil Wars are often fought between two leading powers e.g., Parliament and monarch, to determine the way a country is run.

TC12 - Historians' interpretations of events and individuals can differ for several reasons.

Medicine Through Time

TC13 - Developments in technology and science have enabled medical knowledge to improve significantly from the prehistoric period to today.

TC14 - The significance of events will change over time but are still important to understand the journey taken to reach the modern era.

- BBC Bitesize offers a range of knowledge development and knowledge checking activities.

English Civil War - <https://www.bbc.co.uk/bitesize/topics/zk4cwmn>

Medicine Through time - <https://www.bbc.co.uk/bitesize/topics/zfj346f>
- <https://www.bbc.co.uk/bitesize/topics/zppr4xs>

- 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 Stuart Period (Shrewsbury Castle was an important royalist stronghold which was taken by the Parliamentarians as an important turning point in the English Civil War) and the Medical History (There are many surviving cottage hospitals around Shropshire which have provided care for hundreds of years).

Free Time Activities

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

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.

TC7 - In French, the subject and the verb cannot be split by an adverb of time.

TC8 - The verb “faire” is used with the majority of activities, unlike in English, where the verb “to go” is acceptable.

TC9 - The preposition “de” changes depending on the gender of the noun.

To be an independent language learner and to practise and revise the work done on the topic of **Free Time Activities** 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 practise the verb “**faire**”:



This QR code will help you to practise **time adverbs**:



Unit guiding question: What are the features of a script? How can we apply acting skills to a script to create a believable performance?

Performing

Characterisation Skills

TC6 - Understanding and portraying a character throughout a performance

Performance Skills

TC3 - Applying basic performance skills to a scripted piece of work

Production Skills

TC8 - Basic understanding of how a play gets staged

Creating

Collaboration and Communication

TC10 - Working effectively within a group and sharing ideas

Creative Intentions

TC11 - Knowledge of what the playwrights creative intentions were

Devising Skills

TC15 - Creation of a short piece of drama from a given text

Responding

Interpretation of texts/Stimuli

TC16 - Effectively responding to a script

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: What is form and structure in music?

Performing

Singing

TC1 - Singing simple rhythms and melodies accurately and fluently

Playing (Instrumental)

TC5 - Playing simple rhythms and melodies accurately and fluently

Creating

Composing

TC9 - Composing using simple structures such as Q&A, Binary, Ternary and Rondo

Improvising

TC10 - Improvising musical responses to a given structure/brief

Responding


Listening and Appraising

TC19 - Identifying different forms and structures within music from different times and places using appropriate musical vocabulary

Critical Engagement

TC27 - Evaluating own work and work of others making improvements where necessary

- 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/>

<p style="text-align: center;">PE</p>	<p>Summer</p> <p>TC3 – Recognise key rules in a sport.</p> <p>TC5 - Understand tactics and strategies.</p> <p>TC8 – Be self-motivated to participate</p> <p>TC10 – is hardworking, resilient and eagerly accepts challenge.</p> <p>TC11 - Can express emotions</p> <p>TC12 - Consistently perform a variety of skills.</p> <p>TC13 - To participate in physical activity for a sustained period of time.</p>	<ul style="list-style-type: none"> • There are knowledge organisers available to support your child’s learning throughout this term. • Below are some links to rules and regulations of summer sports we will be completing. <p>https://www.theukrules.co.uk/rules/sport/rounders/top-ten-regulations.html</p> <p>https://www.rulesofsport.com/sports/tennis.html</p> <p>https://www.rulesofsport.com/sports/athletics.html</p> <p>www.cricket-rules.com</p>
<p style="text-align: center;">PSHE</p>	<p><u>Summer – Living in the Wider World</u></p> <p>TC6 - That we are all unique and that recognising and demonstrating personal strengths builds self-confidence, self-esteem and good health and wellbeing</p> <p>TC7 - That there are benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>TC8 - Recognise that stereotypes and family or cultural expectations that may limit aspirations</p>	<ul style="list-style-type: none"> • 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. <div style="display: flex; align-items: center;">  <p>www.worldskills.org.uk</p> </div>

Unit - Christianity

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).

TC1 - To understand that religious beliefs are interpreted differently, even with in the same religion or denomination.

TC8 - To understand the symbolisms found within religion.

TC3 - To understand that misconceptions exist surrounding religious beliefs and practices that need addressing.

- 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.
- [Christianity - KS3 Religious Studies - BBC Bitesize](#)