ST. ANTHONY'S SCHOOL
HAMPSTEAD
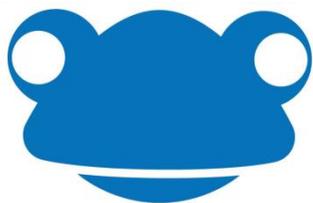
SCIENCE

Year 7 Science continues the Common Entrance syllabus started in Year 6.

Biology Topics	Chemistry Topics	Physics Topics
Relationships in an ecosystem;	Chemical reactions;	Electromagnets;
Human movement and reproduction;	Atoms;	Forces;
Respiration;	Elements;	Sound;
Variation	Compounds	Energy / energy resources

Click on the FROG

All coursework and homework will be posted on FROG
This resource acts as a backup for any lost sheets, or for pupils who have been absent during lessons.

CE syllabus (for boys sitting CE in June 2016/17) can be found **here**

CE syllabus (for boys sitting CE in June 2018) can be found **here**

MATHS

Year 7 Maths sees the start of preparing for Common Entrance. Although some topics were started in Year 6, there is now much more coverage of each. Pupils will be expected to show experience in use of protractors, calculators (given to boys in Year 7) and a pair of compasses. The end of year exams in June will be Level 2 Common Entrance exams.

Number Topics	Algebra Topics	Shape & Space Topics	Handling Data
Decimal multiplication & division; Percentages, increase/decrease; Estimation / Rounding off; Fractions	Simplifying, solving & substitution; Factorisation; Forming equations; Inequalities	Quadrilaterals; Angles and polygons; Bearings; Volume of prisms; Circumference & area; Constructions / bisections; Graphs – linear & curved; Pythagoras' Theorem; Speed	Probability; Transformations (reflect, rotate, translate and enlarge); Using mean, mode, median and range to comment on data; Frequency tables & graphs

CE syllabus (for boys sitting CE in June 2016) can be found **here**

ADT

Examples of previous projects in **Year 7** include:

- Designing and creating costumes for Drama department productions;

- Studying colour theory and respond to the music inspired work of Kandinsky;

- Learning about landscape painting and applying Perspective techniques in water colour and mixed Media;

- Applying forces and motion knowledge from Science lessons in order to create a machine which uses all 6 types of mechanism, to pop a balloon;

- Designing new garden cities for the UK in order to solve the housing crises for the Wolfson Economics Prize.

Useful resources:

http://www.studentartguide.com/resources/best-art-teacher-blogs

http://www.sciencemuseum.org.uk/online_science.aspx

COMPUTER SCIENCE

Computer Science is a practical subject, where invention and resourcefulness are encouraged. Pupils are expected to apply the academic principles they have learned to the understanding of real-world systems, and to the creation of purposeful artefacts. This combination of principles, practice, and invention makes it an extraordinarily useful and an intensely creative subject, suffused with excitement, both visceral ("it works!") and intellectual ("that is so beautiful").

Computer Science is a discipline that seeks to understand and explore the world around us, both natural and artificial, in computational terms.

St Anthony's boys will understand and play an active role in the digital world that surrounds them, not be passive consumers of an opaque and mysterious technology.

- In **Year 7** pupils will be using one or more programming languages to solve a variety of computational problems. We will use two or more programming languages, at least one of which is textual, to solve a variety of computational problems.
- Raspberry PI, Python programming language (Snake Wrangling for Kids) Print/Variables/Lists/Turtle
- Creating a Website (tinkernut.com)
  - HTML
  - CSS
- Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits. Difference between ROM and RAM

Useful resources:

http://stanthonysprep.org.uk/Curriculum/Computing/

ENGLISH

Throughout the year, a great deal of the teaching is centred on literature. The boys read a wide range of novels, which provide the basis for written work. The boys write in a wide range of formats, for example play scripts, radio scripts, internal monologues, diary entries and so on.

Skills to be tested at the appropriate level include the following:
• basic understanding and vocabulary;
• summarising;
• capacity to distinguish between fact and opinion;
• use of text to illustrate answers;
• evaluation of formats;
• language used to persuade/instruct/present a case/warn/inform;
• drawing inferences;
• capacity to make comparisons and evaluate contrasts;
• delivery of opinions/judgements/arguments based on given material;
• capacity to write in both formal and informal English, showing a grasp of simple and complex syntax;
• awareness of the difference between slang and more formal English and the appropriateness of each in use;
• awareness of how grammar, syntax and punctuation affect meaning;
• knowledge of the basic terminology used in grammatical discussions, such as clause, phrase, the main parts of speech.

Useful resources:

http://stanthonysprep.org.uk/docs/Poetry_for_Yr_7.pdf

FRENCH

The Grammar covered in Year 6 provides a solid base for the boys to begin *Letter Writing* work and more complex Comprehension work in **Year 7**. The Oral component of French also becomes far more important as, at the end of the year, the boys will do a simplified version of the Common Entrance Oral exam.

Vocabulary
Tricolore Units 1-8.
Letter Writing phrases given out on sheets

Grammar
Regular Verbs;
Irregular Verbs: *Partir, Sortir, Pouvoir, Vouloir, Voir, Venir, Lire, Dire, Faire, Aller, Etre, Mettre;*
The Regular Perfect Tense;
Irregular Past Participles in the Perfect Tense;
The Perfect Tense with 'Etre';
Simple Future with 'Aller';
Further Reflexive Verbs;
'Avoir mal a'/ 'Avoir ' Expressions.

Useful resources:

http://www.quia.com/shared/French

http://bbc.co.uk/languages/french

http://bbc.co.uk/schools/gcsebitesize/french

http://verb2verbe.com/francais/default.aspx

www.frenchlearningfun.net/Listening.html

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GEOGRAPHY

The programme of study for **Year 7** Geography is designed to bring the real world into the classroom as much as possible by investigating a range of topics and issues drawn from the following: *tectonic processes, economic activities, rivers and mapping skills.*

We will also head to North Wales on a residential field trip to study rivers more closely and to collect data for the Common Entrance project.

The boys are encouraged to investigate current issues relating to the topics by regularly reading the broadsheet newspapers and following the news on television and radio. Parents can actively encourage their children to follow current events.

The boys are encouraged to bring relevant materials into school to form part of a display on a topic of study or to stimulate further class discussion. Video clips, images, animations and recent newspaper articles are frequently used to give the subject as much relevance to their lives as possible.

Useful resources:

www.fairtrade.org.uk

www.bbc.co.uk/schools/riversandcoasts/rivers/whatis_river/index.shtml

www.bbc.co.uk/Scotland/education/int/geog/envhas/flash/volvanoes/index.shtml

HISTORY

In **Year 7**, we begin the Common Entrance Course. We study the period known as the *Making of the United Kingdom: 1485-1750*. We begin by looking at the Wars of the Roses. We should finish somewhere around 1603. Much of the focus is on political history. However, we also study the social structures of Tudor England, looking at different classes and the lives that they led.

We undertake an in-depth study of *Ket's Rebellion* and its causes, including enclosure of common land, population increase, rising rents and prices and other factors. Nobody can form any intelligent judgements about the period without an understanding of the religious issues. We look at the background to *The Reformation* and the religious changes in England from Henry VIII's break with Rome to the formation of the Church of England under Elizabeth. We also look at the opposition to this church from both Catholics and Puritans. The pupils also study the plight of Catholicism in England after 1603.

Each pupil is given a copy of the text-book *So You Really Want to Learn History Book Two, Britain 1485-1750.* In addition, each pupil is given a bound booklet, containing teacher's notes for the whole year.

CE syllabus can be found **here**

Useful resources:

http://www.nationalarchives.gov.uk/about/

http://www.bbc.co.uk/history/

RELIGIOUS EDUCATION

In **Year 7**, students will begin to prepare for their Common Entrance papers, becoming familiar with the style of questions they will face at the end of Year 8. There are three key skills they will develop:

- Recall of key details from Biblical passages;

- Explanation of what these passages reveal to Christians about God and the nature of human life;

- Discussion of a religious position – explaining why someone might take up a position on a question of ethics and religion, and why others might disagree.

There will also be some lesson time set aside to study other world religions and topical ethical and religious questions.

CE syllabus can be found **here**

Useful resources:

http://stanthonysprep.org.uk/Curriculum/Religious-Education/

DRAMA

Drama at St Anthony's is primarily concerned with the development of pupils' imagination, self-confidence and self- esteem. Alongside this students will develop a number of key Drama Skills. Throughout **Year 7**, the work is predominantly focused on the development of **Speaking** and **Listening** skills.

Christmas Term – The Musketeers

The boys will begin year 7 studying the characters from Alexandre Dumas's novel, The Three Musketeers. As they become familiar with the genre, characters and historical context we will then begin creating our own original musketeers, who will form part of Captain Treville's Musketeer Guard. Using their imagination, role-play and a number of dramatic devices the boys will be fully immersed into the world of 17th century Paris. Working in regiments of fours and fives, the newly formed Musketeers will need to work as teams, drawing on each other's strengths to problem solve and ensure France, and it's King, survive! The work will allow them to develop character language, practice their improvisational skills as well as developing their understanding of body language, movement and voice.

Lent Term – Lord of The Flies

In the spring term the boys will study Nobel Prize-winning English author William Golding's Lord of the Flies. Set in 1954, the dystopian novel tells the story of a group of British boys stuck on an uninhabited island who try to govern themselves with disastrous results.
This term students will be working primarily with scripts, exploring voice, character, genre and motivations. Within each class the company of actors will be given an edited version of a scene to explore, learn and then block. As the lessons progress students will be select roles within their groups and begin creating their scenes. With the support of the Head of Drama, Niyazi Unugur, they will begin directing and producing a polished piece of Drama to showcase at the end of the Lent Term.

Summer Term – Devising Comedy

In the Summer Term we will be exploring and devising original comedy sketches. Initial workshops will practically explore the generic conventions of comedy and history of the Slapstick genre. Students will then be invited to share their favourite artists and comedic sketches with the group. Using these as a platform we will explore their structures and ultimately what makes them funny.

Students will then be split into smaller groups where they will have to devise, create, rehearse and finally perform their own original comedy sketches. With the support of their teacher, Niyazi Unugur, they will refine these pieces and perform them at the end of the academic year to an audience.

ARTS CAROUSEL
2015-16

	MICHAELMAS TERM	LENT TERM	SUMMER TERM
YEAR 8 DRAMA	**WW2 Evacuees** Tribute installation	*Shakespearean Plays*	*Writing and Making Film*
YEAR 8 ART / DT		*Six machine project*	*Small projects*
YEAR 8 MUSIC		*Audacity / part singing*	*Multi-tracking projects*

	MICHAELMAS TERM	LENT TERM	SUMMER TERM
YEAR 7 DRAMA	*The Musketeers*	**The Lord of the Flies** Project showcase performance	*Devising Comedy*
YEAR 7 ART / DT	*Clocks*		*Small projects*
YEAR 7 MUSIC	*Bentley tests / Keyboard Skills*		*Performance Celebration*

	MICHAELMAS TERM	LENT TERM	SUMMER TERM
YEAR 6 DRAMA	*Treasure Island*	*The Lord of the Rings*	**Greek Mythology** Project showcase performance
YEAR 6 ART / DT	*Saatchi competition*	*Fourth Plinth competition*	
YEAR 6 MUSIC	*Bentley tests / Composing on Sibelius*	*Audacity / Keyboard skills*	