

Year 7 Curriculum Information Evening

Mark Brunker: Headteacher

Abby Allen: Assistant Headteacher (Academic)

Neil Gatland: Personal Development Curriculum Lead

Tom Brooker: Assistant Headteacher (Pastoral)

Curriculum Philosophy



- ACADEMIC AMBITION
- INDEPENDENT LEARNING
- INCLUSIVITY

Curriculum



Subject	Hours per Fortnight
Science	7
English	6
Mathematics	6
Spanish	6
Physical Education	4
History	3
Geography	3

Subject	Hours per Fortnight
Computing	3
Design Engineering	3
Music	2
Drama	2
Art	2
EPR (Ethics, Philosophy and Religion)	2
Personal Development	1

Learning Pathways



BOURNE
GRAMMAR SCHOOL

I KNOW...			I CAN...		
K1	How to identify CROTCHETS, QUAVERS & SEMIQUAVERS		C1	Write 4 bar rhythms using CROTCHETS, QUAVERS & SEMIQUAVERS	
K2	Definitions for RHYTHM and identify key features in my listening work		C2	Combine different 4 bar rhythms together to create a structured piece of music	
K3	Definitions for TEMPO and identify key features in my listening work		C3	Clap different 4 bar rhythms within a group performance	
K4	How to identify Middle C to G in the TREBLE CLEF		C4	Play Ode to Joy melody using the 5 FINGER HAND POSITION	
K5	How to identify F to Middle C in the BASS CLEF		C5	Play Ode to Joy bass line using the 5 FINGER HAND POSITION	
K6	Definitions for MELODY and identify key features in my listening work		C6	Play Ode to Joy melody and bass line hands together using the 5 FINGER HAND POSITION	

Science Assessment Records



BOURNE
GRAMMAR SCHOOL

Year 7 Simple Chemical Reactions

I KNOW	Book page	I CAN	Book page
K1 I KNOW the terms 'chemical' and 'physical' change	25	C1 I CAN suggest observations (e.g. fizzing, solid dissolving) that might be seen during a chemical reaction	25
K2 I KNOW how to draw a fire triangle	36	C2 I CAN explain which side of the fire triangle has been removed for extinguishing a fire	36
K3 I KNOW the tests and expected results for hydrogen gas, carbon dioxide gas and oxygen gas	37	C3 I CAN choose independent, dependent and control variables in an investigation	27
K4 I KNOW the products of complete combustion of a hydrocarbon fuel	31	C4 I CAN identify the reactants and the products in a chemical equation	28
K5 I KNOW the products when an acid reacts with a metal or a metal carbonate	28	C5 I CAN write a word equation for the oxidation of metals	34
K6 I KNOW that the oxidation of a metal forms a metal oxide	34	C6 I CAN write a word equation for the complete combustion of hydrocarbon fuels	36
K7 I KNOW the term 'fuel' and can write word equations for combustion reactions of hydrocarbon fuels	36	C7 I CAN explain why total mass does not change during reactions and explain why mass <u>appears</u> to change during oxidation reactions of metals	34
K8 I KNOW that metal carbonates undergo thermal decomposition to form metal oxides and carbon dioxide	34	C8 I CAN predict products from a combustion reaction involving a metal or a hydrocarbon fuel	36
K9 I KNOW that carbon monoxide is produced during incomplete combustion and why this is dangerous	38		

Test %score: 54% Year 7 AVERAGE score: 58%

Set two targets below:

1. practice chemical reactions
2. Revise naming salts.

Year 7 Acids and Alkalis

I KNOW	Book page	I CAN	Book page
K1 I KNOW the names of common acids and alkalis	54	C1 I CAN construct the general equation for the reaction of an acid with: a metal oxide, a metal carbonate	65
K2 I KNOW the formulae of common acids and alkalis	54	C2 I CAN construct the general equation for the reaction of an acid with: a metal hydroxide (alkali), a metal	65
K3 I KNOW how to work out the names of salts from acids and bases	66	C3 I CAN describe the test and expected result for hydrogen gas	65
K4 I KNOW definitions for the terms 'acid', 'base' and 'alkali'	54	C4 I CAN describe the hazards associated with using acids and alkalis and how to minimise their risk	59
K5 I KNOW the definition of the term 'neutralisation'	65	C5 I CAN construct word equations for neutralisation reactions	65
K6 I KNOW the definition of the term 'indicator'	61	C6 I CAN explain why universal indicator shows a range of colours to indicate the relative strength of acids and alkalis	57
K7 I KNOW the pH and colour in universal indicator of strong / weak acids and alkalis, and of neutral substances	57	C7 I CAN explain the difference between the concentration and the strength of acids	58

Test %score: 80% Year 7 AVERAGE score: 65%

Set two targets below:

1. Revise the formulae
2. Practice how to name salts.

Year 7 ISA:		% scores:	
1. Induction	100%	4. Acids and Alkalis	69%
2. Simple chemical reactions	68%	5. Environment	67%
3. Food and Digestion	69%	6. Space and Gravity	67%
Subject knowledge: INVESTIGATIVE SKILLS			
1. Can construct TABLE OF RESULTS to record measurements from an experiment			
2. Can identify ANOMALIES and calculate MEAN AVERAGE from repeated measurements			
3. Can classify variables as CATEGORIC, DISCRETE and CONTINUOUS and can select an appropriate TYPE of graph			
4. Can accurately plot the results and draw an appropriate GRAPH			
5. Can identify the INDEPENDENT and DEPENDENT variable			
6. Can identify the RELATIONSHIP between variables and write a CONCLUSION			
7. Can identify CONTROL variables and determine when an experiment is a FAIR TEST			
8. Can determine when results are RELIABLE			
Teacher-set targets:			
ISA1	ISA2	ISA3	ISA4
Keep it up!	learn why we repeat experiments	Practice drawing bar charts	learn how why we repeat experiments
ISA5	ISA6	ISA7	ISA8
Practice drawing bar charts and graphs	choose a suitable line of best fit		



Test scores: summary

Year 7 tests		
Topic test	% score	Average Science %
Cells	81%	82.5
Forces	82%	82%
Acid+Alkali	80%	81%
Reproduction	71%	78%
Electrical circuits	59%	70%
Simple chemical reactions	54%	58%
Environments	100%	79%
Space	82%	77%
Food + Digestion	90%	78%

Reporting



- Settling in report at the end of this term.
- End of academic year – comprehensive report. Full comments from every teacher following end of year exams
- PRM day/evening – an opportunity to book appointments with subject teaching staff for verbal feedback on your child's progress.



Year 7 Term 5 Full Report – [REDACTED], 7A

Attendance: 100.0%. Late marks: 3 Behaviour points: 328 Positive, 1 Negative. All figures are since September 2024

Information for Parents/Carers: www.bourne-grammar.lincs.sch.uk -> Academic -> Tracking & Reporting

Key:

Exceeding expectations

Meeting expectations

Close to meeting expectations

Below expectations

Part A: Summary of all subjects

Subject	Assessment Type	Exam Result %	I know...	I can...	Engagement	Oracy	BBL (Homework)
			<i>Knowledge of core facts and ideas</i>	<i>Ability to apply facts and ideas</i>	<i>Focus and participation in lessons</i>	<i>Willingness to participate orally</i>	<i>Quality of work outside of lessons</i>
Art	Continuous Assessment	N/A	Meets	Meets	Exceeds	Meets	Meets
Computer Science	End-of-Year Exam	58%	Meets	Meets	Meets	Meets	Meets
Design Engineering	Continuous Assessment	N/A	Meets	Meets	Exceeds	Meets	Meets
Drama	Practical Performance	N/A	Meets	Meets	Meets	Meets	Meets
English	End-of-Year Exam	78%	Meets	Meets	Meets	Meets	Meets
EPR	Written Test	69%	Meets	Meets	Exceeds	Meets	Meets
Geography	End-of-Year Exam	75%	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
History	End-of-Year Exam	83%	Exceeds	Exceeds	Exceeds	Meets	Meets
Mathematics	End-of-Year Exam	45%	Meets		Exceeds	Meets	Meets
Music	Continuous Assessment	N/A	Close	Meets	Meets	Meets	Meets
PE (Tennis)	Practical Performance	N/A	Meets	Meets	Meets	Meets	N/A
PE (Athletics)	Practical Performance	N/A	Meets	Meets	Meets	Meets	N/A
Science	End-of-Year Exam	57%	Meets		Meets	Meets	Meets
Spanish	End-of-Year Exam	68%	Meets	Meets	Meets	Meets	Meets



Computer Science	I know...	I can...	Engagement	Oracy	BBL (Homework)
	<i>Knowledge of core facts and ideas</i>	<i>Ability to apply facts and ideas</i>	<i>Focus and participation in lessons</i>	<i>Willingness to participate orally</i>	<i>Quality of work outside of lessons</i>
	Meets	Meets	Meets	Meets	Meets
Assessment Type: End-of-Year Exam Exam Breakdown Abby's exam can be broken down into: Y7 - 'End of Year' Assessment: 1 - My Virtual Pet: 70% 2 - How the Internet Works: 60% 3 - Web Development: 70% 4 - Data Representation: 30% Total: 58% Distribution of Exam Results for Computer Science: $\frac{3}{4}$ of the cohort achieved higher than 74% $\frac{1}{4}$ of the cohort achieved higher than 89% Highest score in the cohort: 100%		Teacher comment – Mr P. Osborne Abby is a reserved member of the group who displays a quiet interest in the subject and participates in practical work with enthusiasm. She has developed a good general computer science knowledge and is always willing to share her ideas with the rest of the class during discussion. The recent end of year test results were very good. Overall, an impressive year, keep up the good work! Next Steps 1. You could do some additional research into The Internet, The Web, Web Browsers and Search Engines to improve your understanding 2. You could improve your understanding of binary numbers by playing the 'Binary Game' again - https://learningcontent.cisco.com/games/binary/index.html			

Setting



- Year 7s are taught in mixed ability classes
- Students placed in new classes in Year 8 for Mathematics and English and are set based upon Year 7 performance
- Setting is done to help students make the best progress possible and to help teachers pitch work at the appropriate level

Homework



- Homework is used to encourage and develop independent learning skills and support the retention of the subject content.
- All homework will be recorded on Satchel:one.
- Students will never be asked to complete a piece of homework for the next day.
- Y7 students should have approximately 60 mins of homework per day, although this may vary from day-to-day.

Homework



- Students will be given a breakdown of what is being taught in every subject throughout the year, plus extended reading resources so they can get ahead or recap unclear material.
- They will be given access to open-ended learning via online platforms: Dr Frost and Seneca Learning
- Parents/carers will be sent guidance on supporting homework and independent learning later this week. This is also available on our website.

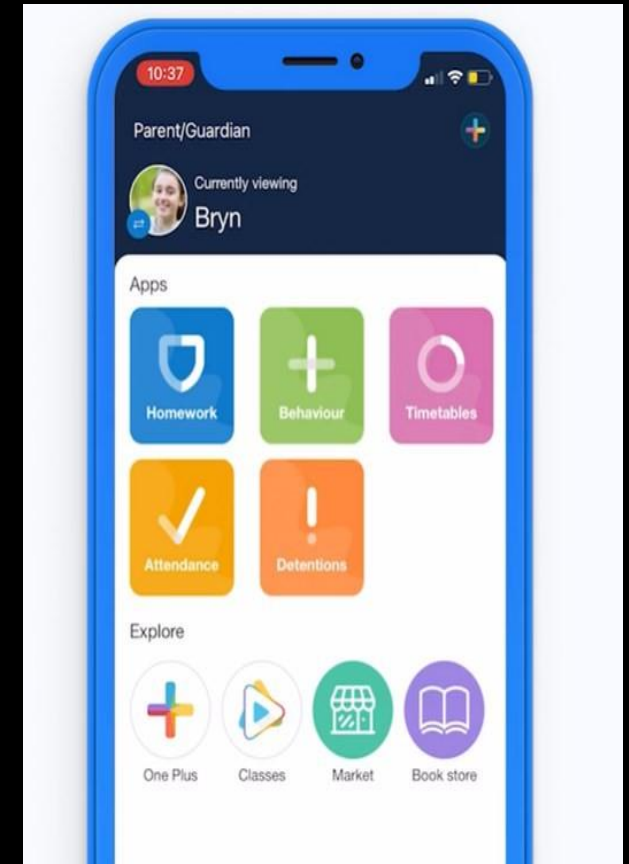
Students will be supported with organisation and how to prioritise homework through their Study Skills programme in Term 1 during Tutor time

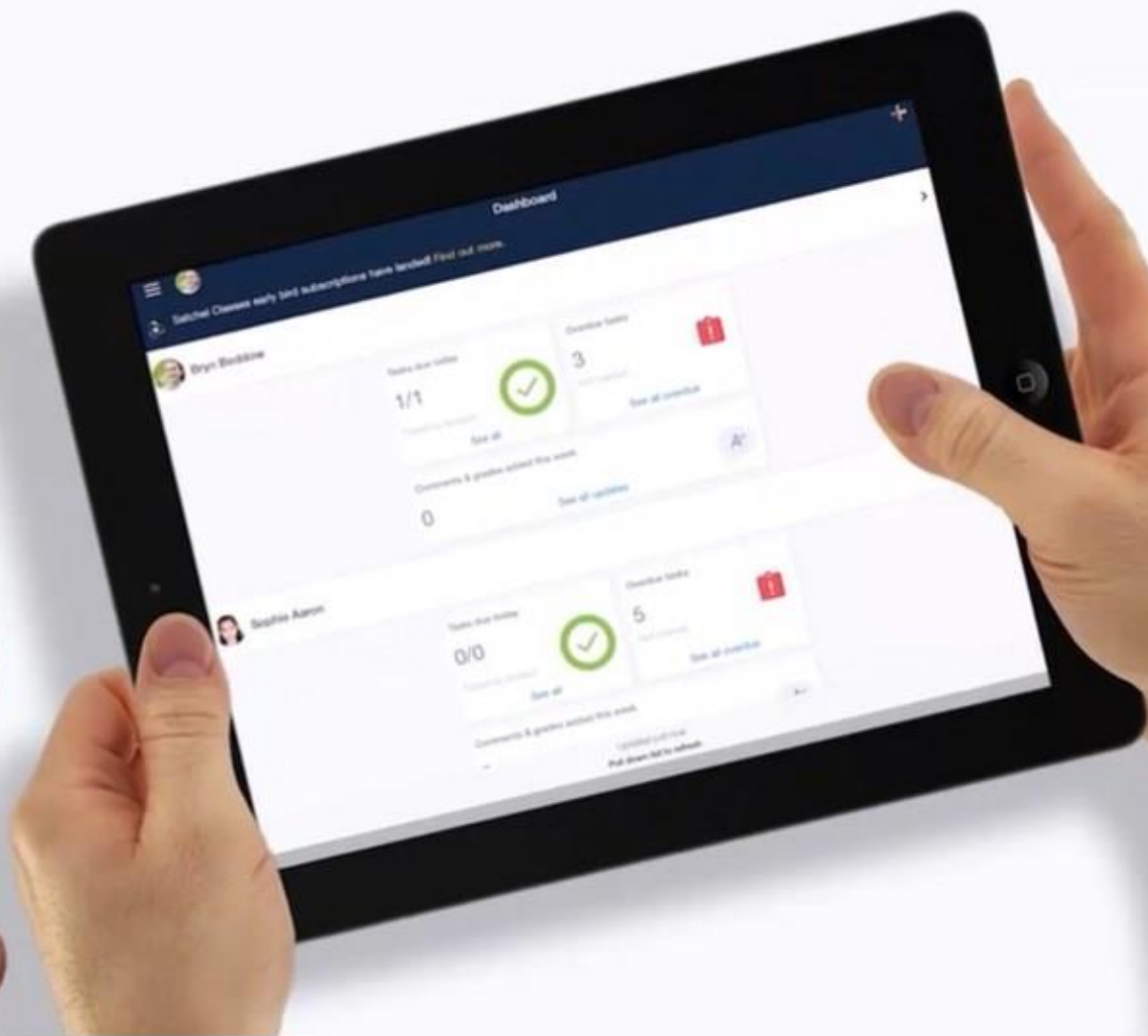
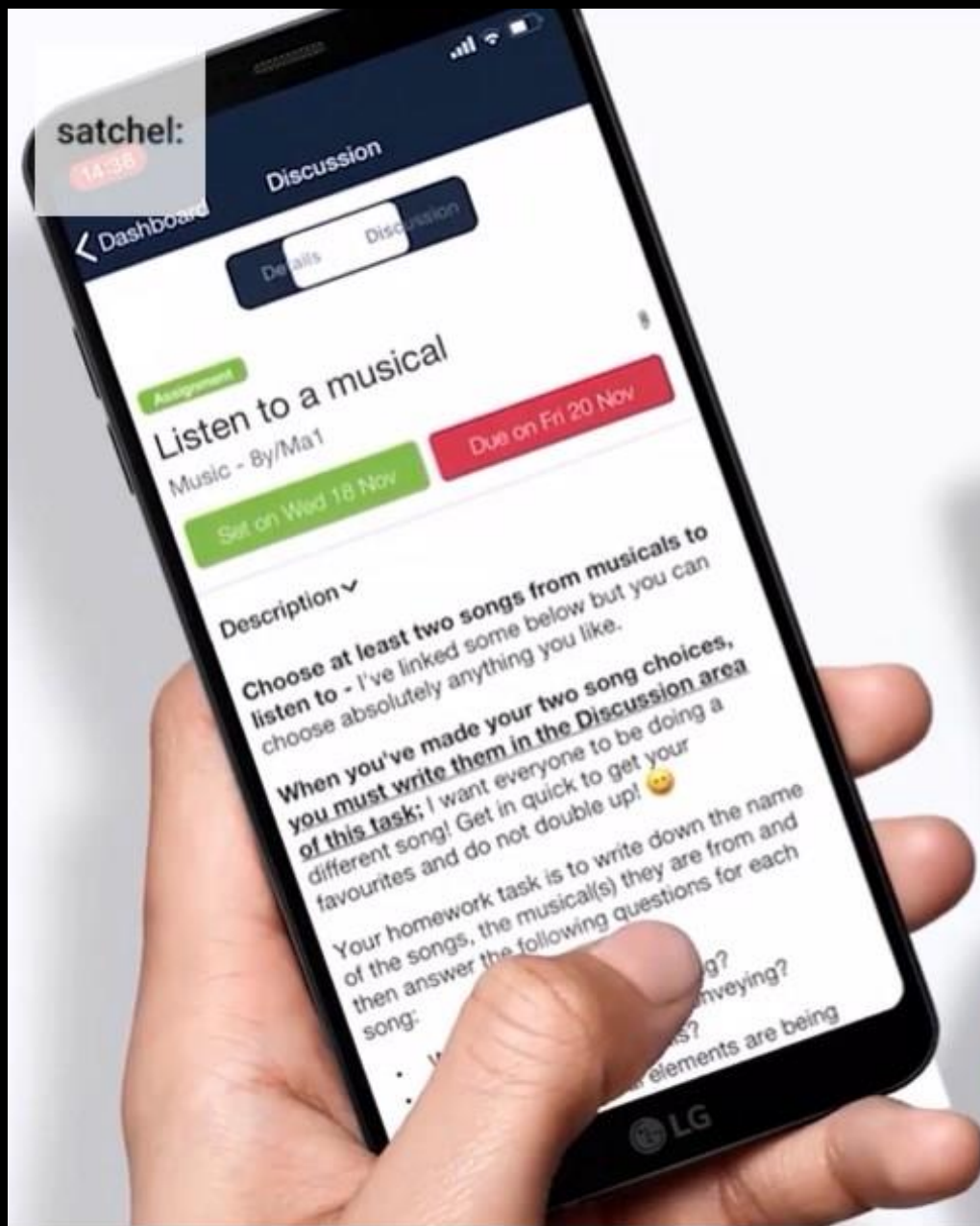
Level of independence	Year	Aim	Support	Key word
	7	Managing workload- prioritising and organisation	Tutor time support HW timetable	Prioritise
	8	Managing increasing workload- including 'How to Talk About Their Learning' (fitting with oracy focus)	Tutor time support HW timetable Teach someone else resource	Talk About Learning
	9	How to retain- begin to introduce 'how to revise'	Tutor time support Mindmaps /Flashcards/Dual coding/Memory Aids resources	Retain
	10	Revision- practice questions and skills	Tutor time support Summarising resources Practice resources	Summarise
	11	Revision- practice questions and skills/ interleaving	Tutor time support Practice resources Interleaving resources Revision timetable planning	Practice & Revision workload
	KS5	Independent learning	Tutor time support Elevate Study Skills, EPQ opportunity Wider reading	Independent

Satchel:one



- Online Homework planner
- Parents have been issued logins
- Parents can check what homework has been set and monitor positive and negative behaviour points and attendance





“Children as young as 7 are more likely to own a mobile phone than a book, fuelling fears over a decline in reading”

- THE TELEGRAPH

Supporting your son/daughter academically at home



- Ensure they have a quiet space to complete their homework
- Check how they are doing with their homework
- Satchel:one can be used to track behaviour and to check what work students should be doing at home
- Encourage reading for pleasure and use the Library to research and revise independently
- Encourage them to look at resources provided by their teacher, such as vocabulary booklets, wider reading materials and assessment feedback
- Risk-taking is promoted and making mistakes is part of the learning process
- Talk to us via academic@bourne-grammar.lincs.sch.uk

Personal Development in the Curriculum

Neil Gatland
PD Curriculum Lead



This week



Autumn Term 1

Year level ▾

2026/2027 ▾



Sequence	Week 1 31 Aug - 6 Sep	Week 2 7 Sep - 13 Sep	Week 3 14 Sep - 20 Sep	Week 4 21 Sep - 27 Sep	Week 5 28 Sep - 4 Oct	Week 6 5 Oct - 11 Oct	Week 7 12 Oct - 18 Oct	Week 8 19 Oct - 25 Oct	Holidays 26 Oct - 1 Nov	Week 1 29 Nov - 5 Dec	Week 2 6 Dec - 12 Dec	Week 3 13 Dec - 19 Dec	Week 4 20 Dec - 26 Dec
Y7 Lessons Year 7	 Understanding Bullying	 Tackling Cyberbullying	 Safe & Healthy Relationships	 Escaping the Social Media...	 AI and Chatbots								
Y7 Form Time Year 7	 Connecting with Your Teachers	 From Strangers to Friends	 How To Have Healthy Relationships	 Finding Your Support...									
Y8 Lessons Year 8	 Managing Unhealthy Relationships	 Peer Pressure Survival Guide	 Together Against Bullying	 Online Relationships									
Y8 Form Time Year 8	 The Power of Self-Care	 Unlocking Creativity	 Dealing With Worry	 Design Your Mindfulness...									
Y9 Lessons Year 9	 Combatting Negative Self...	 Expressing Gratitude	 Ending Relationships	 Changing Emotions	 Volunteering in My Community	 The Happiness Trap	 Evaluating Eating Habits	 Understanding Eating...					

Partnering with Wellio enables us to achieve more in PD, faster and to a higher standard than before.

The Truth About Vaping

Preview

Making informed decisions about vaping

1/23

wellio

Preview

Lesson goals

To learn about the health risks of vaping and be able to make informed decisions about vaping.

Measures of success

- Know the health risks associated with vaping.
- Identify the common misconceptions about vaping not being dangerous.
- Be able to make informed decisions about vaping.



Preview

VAPING & E-CIGARETTES

14/23

Scientists are still learning the long-term dangers of vaping. However, we know the following facts.

Preview

1

It can cause up to 450 injuries to the lungs.

This includes filling them with fluid, chest pains, and vomiting, which have caused death.

2

Many dangerous substances are inhaled when vaping.

These include oils such as Vitamin E Acetate which damages lungs.

3

Some studies show vapes have higher levels of nicotine than cigarettes.

Nicotine is highly addictive and particularly harmful to developing teenage brains. It affects memory, concentration, and mood.

19/23



Resources

The resources are freshly designed, easy for students to access and, crucially, fully compliant with the government's new guidance on RSHE, which comes into force this month.

Personal Development in the Curriculum

Strand 1: Relationships and Sex Education

Strand 2: Health and Wellbeing

Strand 3: Living in the Wider World

Strand 4: Careers

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