

5<sup>th</sup> January 2024

Dear Parents/Carers

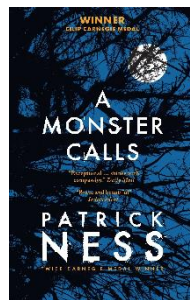
**RE: Year 7 Curriculum – T3**

Thank you for the continued support for your child’s education here at Oak Academy. Evidence supports the positive impact that parental/guardian engagement can have on student attainment, on average 4 months’ additional progress over the course of a year<sup>1</sup>. Here at Oak Academy, we would like to share your child’s learning journey with you through a termly update on their curriculum and the books they are reading. This will help support conversations at home around school and ensure preparation for, and attendance to, key assessment points.

This terms ‘spotlight’ on different subjects’ feature shares the career opportunities provided by studying History.

**Currently reading in tutor time:**

**A Monster Calls by Patrick Ness**



**Curriculum overview for Year 7**

Subject	T3 Bigger picture
3D Forms	Students will explore the cultural history of African masks, looking at materials, colours, and purpose. After deconstructing a wide range of geographical examples, students will work on designing and constructing their own mask.
Art	Students will begin to explore colour theory, with the focus of study being Henri Matisse, Andre Derain and the Fauvist movement in France. After deconstructing the colour wheel to understand how we create colour palettes, students will experiment with ways of applying colour, how to create harmony and how to create contrast.
Computing	Students will engage in three topics across the term. ‘Collaborating online respectfully’: investigate cyberbullying and other aspects of online safety, how to use email and other digital communications systems in a professional manner, develop skills in planning presentations. ‘Networks, from semaphores to the Internet’: distributed communication networks throughout history, modern digital networks and their technical underpinnings. ‘Using media to gain support for a cause’: developing research skills and understanding the credibility of online information sources.

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English	Literary Heritage: A Midsummer Night's Dream. We will be exploring how Shakespeare uses characterisation within his play to create his magical Athenian world. We explore the nuances of Shakespearean society and the conventions of a Shakespearean comedy. Writing Mastery and Reading for Pleasure (using either Lexia or Reading Plus) will continue.
Geography	Africa is a vast continent in which there are a number of varying climates and ecosystems. Population is rapidly growing, and the continent remains the least economically developed on Earth. However, it is also a continent of rapid change in which progress and improvements are possible. Key component skills include physical geography, climate, describing landscape, interpreting population pyramids, and showing the ability to analyse the impacts of a rapid growing population.
History	Enquiry question 1: Did the Normans bring a 'truckload of trouble'? A study of the Norman Conquest with a focus on change and continuity. Enquiry question 2: Why was the church so important in people's lives in Medieval England? A study of church power with a focus on historical sources and interpretations.
Maths	This term in maths we will be studying the following: Unit 5: Fractions and percentages Unit 6: Probability
Music	Exploring the Elements of Music through song and percussion instruments. Students explore pitch, duration, dynamics, and tempo and how these change the music they listen to and perform.
PE	Big Question - How can obtaining more knowledge improve our understanding and experiences in PE. Students will look at the knowledge and understanding required in PE, Sport and Physical Activity to gain Physical, Mental and Social Benefits.
Performing Arts	An introduction to Drama and Dance: through this introductory scheme of work in Drama we will explore the essential performance skills in detail that are needed to be successful in Drama. Through regular practical exploration, pupils will be able to build their confidence and start to create their own short performances that demonstrate both verbal and physical skills, including but not limited to tone, facial expressions, physicality, characterisation and gestures. In dance we are focusing on body actions and doing this through Mission Impossible.
RE	Students will be looking at what it means to have a world view. Students will consider world view from different perspectives and then think about their own world view.
Science	Students will be studying Newtonian forces which explain motion of objects in the world around us. They will be calculating force using mass and acceleration and re-arranging equations. Students will also be studying chemical reactions, looking at how chemicals such as acids and alkalis react, and the products formed.

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Spanish	Students will be learning to describe free time activities in the present tense using connectives. They will also give opinions with justifications about their hobbies and use weather expressions.
Textiles	After exploring the wonderful monster designs coming out of the design studios at Disney and Pixar, students will begin work on designing and producing a monster finger puppet.

### Home learning timetable – [T3-Home-Learning-Year-7.pdf \(oak-academy.co.uk\)](https://oak-academy.co.uk/T3-Home-Learning-Year-7.pdf)

Week 1					Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Spanish (7B, 7D, 7E)	English  Performing Arts (7D, 7E, 7F)	Maths (All)  PE (All)	Spanish (7A, 7C, 7F)  Geography (7A, 7D, 7E, 7F)	Science  Art (7B, 7E, 7F)  History (7A)  Geography (7B, 7C)	English (All)  Art (7D)  History (7F)	PE (7D, 7E, 7F)  Technology (7A, 7B, 7C)	Maths  PE (7A, 7B, 7C)	Performing Arts (7A, 7B, 7C)  History (7E)	Science  Tech (7D, 7E, 7F)

### Spotlight on ... careers feature

**HISTORY:** Choosing history can open a world of career opportunities. Just as history has made our world what it is, history can also be a key part of your future. History is useful for a whole host of different careers, and life too! In fact, history is very practical and teaches you vital skills that employers want, because it involves:

- **Learning about people** – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team building at work!)
- **Learning to locate and sift facts** – in today’s internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop.
- **Handling evidence to make informed decisions** – to identify truth and recognise myth, propaganda, and downright lies (useful in every aspect of life!)
- **Communicating your ideas and thoughts in a way that makes sense to others** – whether that be verbally or in essays, graphs or illustrated reports – and having the confidence to defend your findings. These skills are vital for arguments and presentations in a range of careers.
- **Learning about countries, societies, and cultures** – so many of today’s conflicts and alliances have their roots in the past; how can you understand, trade successfully with, or report on a country if you know nothing of its culture or history?

Here are a selection of articles and resources to help you with career ideas and development - [Films: Careers with history / Historical Association](#) ([www.history.org.uk](http://www.history.org.uk)). You will need your child’s student

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login details (username: 116091 password: student123) to help them to access a selection of videos exploring the following pathways:

- Business (consultancy)
- Community assistant producer for historic royal palaces
- School organiser for a children's charity
- Law (barrister)
- Brand marketing manager
- Book binder
- Racing manager
- Stock market analyst
- Head teacher
- Press and communications manager

If you or your child has any questions on any of the career paths highlighted, please encourage them to speak to one of their history teachers.

**Information for parents and carers on the importance of attendance.**

Oak Academy is committed to ensuring our students achieve the best possible outcomes and good school attendance is key to achieving this aim. We will work hard to provide a safe and welcoming environment for your child and will monitor attendance closely.

Good school attendance improves your child's chances of success in life. There is clear evidence of the link between good attendance at school and high levels of achievement. Children with no absence at key stage 4 are almost **2 times more likely to achieve 5 or more GCSEs** than children who missed 10-15 percent of lessons. **If your child has an attendance level of 90%, they will have missed one day a fortnight in school.** Over a school year this will **represent four weeks of absence.** If this level of absence were maintained for a five-year period, it would mean half a school year would have been missed.

We would really appreciate your help in ensuring that your child has good school attendance. If you have a concern, please contact the Family Liaison Officer ([cassie.emery-tyler@oak-academy.co.uk](mailto:cassie.emery-tyler@oak-academy.co.uk)) so that we can work together to identify any barriers that may be preventing your child from attending school and ensure support is put in place. We may contact the Inclusion Team at BCP Council for advice and support or other organisations that may be able to help. It is hoped that this will be successful in improving attendance.

Thank you again for your support, and we hope you enjoy discussing your child's curriculum and reading with them over the coming weeks.



Sara Sinaguglia  
**Assistant Vice-Principal, Teaching & Learning**

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## **Reading**

Oak Academy's vision for Literacy is underpinned by the belief that every student has the right to leave us being a confident reader, writer and speaker. To support our vision, we have a range of strategies and interventions in place.

### **Tutor Time Reading**

All students in Years 7-11 take part in our Tutor Time Reading programme three times per week. Through reading quality Literature, we are working hard to foster an appreciation of reading, a love of words and aim to increase our student's knowledge of issues in the world.

### **Books Clubs**

Students in Key Stage Three and Four have the opportunity to join our exciting new book club 'Books and Biscuits'. Our clubs are run by senior English teachers and aim to build an inquisitive nature in our more advanced readers.

### **Reading Hub**

Our school Reading Hub is run by our student librarians. All students have access to the space during lunchtime and are encouraged to take books out. This is a safe space where our students can enjoy being around a wide variety of books and participate in clubs.

### **Literacy Interventions**

For students not yet achieving their Age-Related Expectations, we offer a range of interventions. To ensure the intervention is of the correct level students are assessed using the NGRT assessment three times a year. Our approach to intervention follows the following sequence with students being placed at their most relevant stage:

1. Phonics intervention – this is completed by a trained Phonics teacher on a rolling timetable across the week. Students are placed in small ability groups and regularly assessed.
2. Lexia intervention - this is completed during tutor time. Students spent 25 minutes three times a week completing Lexia which is a computer-based system providing a personalised learning experience for all students. These sessions are run by English teachers.

All students receive one hour a week Reading for Pleasure. This will be completed using either Reading Plus, Lexia or students have the option to read a book during these lessons.

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