

# SUCCESS IN YEAR 7

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**#TEAM PARKFIELD**



**YEAR 7**

# Success in Year 7

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Year seven Knowledge Organisers

Assessment at Parkfield School

Home learning

Arbor Parent App

Working together on E-Safety



# Why are they important?

## Year 7 Curriculum Map - Knowledge Organiser

Term 1: Brilliant Britain	Term 2: Local Places	Term 3: Raging Rivers	Term 4: Seaside Settlements
<p><b>Knowledge:</b> What is Geography? Continents and Oceans Physical and Human features of Great Britain, the British Isles and the United Kingdom Who are the British?</p> <p><b>Processes and concepts:</b> Understanding the different disciplines within Geography Migration Stereotypes</p> <p><b>Skills:</b> Scale. Compass</p> <p><b>Super-Curricular:</b> Using an atlas of the UK: record your journeys that you make with family or friends. Document roads, towns/cities, counties, etc. Can you work out how far you have travelled? Record your journeys on an outline map of the UK. <i>Cities in the news:</i> follow national news closely for a week. Locate cities that appear in the news, annotating a map with a summary of the news story.</p>	<p><b>Knowledge:</b> The geography of Ringwood. How Ringwood has changed over time.</p> <p><b>Processes and concepts:</b> Historical links between places</p> <p><b>Skills:</b> 4 and 6 figure grid references Map Symbols Drawing and annotating field sketches</p>	<p><b>Knowledge:</b> Characteristics of the River Great Ouse basin Landforms of a river <b>Processes and concepts:</b> Erosion Transportation Deposition Formation of features <b>Skills:</b> Identifying features on OS</p>	<p><b>Knowledge:</b> The water cycle Physical causes of flooding Human causes of flooding Effects and responses to flooding</p> <p><b>Processes and concepts:</b> Flow of water through the water cycle</p> <p><b>Skills:</b> Describing and understanding</p> <p><b>Super-Curricular:</b> Investigate different methods of displaying data. Can you use methods used in other curriculum areas, eg Science, Maths? <i>Plan your own investigation</i> to record the variations in temperature around your outside space at home. What factors could influence temperature? What problems might you have in undertaking your investigation?</p>
<p><b>How can I revise in this subject?</b> Throughout the year you will be introduced to different revision techniques for Geography for home learning. This has lots of revision preparation like to test yourself on. Your teachers will also allocate specific time for you to revise. Here are just a few ideas for revising specific parts of your learning:</p> <ul style="list-style-type: none"> <li>For key terms and definitions, make a set of flashcards to help you remember. You could also get other people to test you.</li> <li>For revising processes: there are often several stages to a process. e.g. for erosion. Draw annotated diagrams to show the process. e.g. step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key terms.</li> <li>For revising the formation of features: take a feature such as a waterfall. Split the development of it into stages. Draw a diagram to show the different aspects and categories involved in your case study.</li> <li>For revising case studies: draw a mind-map to show the different aspects and categories involved in your case study.</li> <li>For revising an issue-based topic: use a pro-con argument for and against the issue.</li> <li>For revising map skills: Doodle Learn has lots of activities to help you to test yourself in every area of map skills.</li> </ul>			

## Knowledge Organiser Knowledge Skills & Understanding

## What am I learning and when?



# 5 year subject journeys

Overview of where the subject is going

Track where they are

Self-test



Subject specific quote: "Go wisely and slowly. Those who rush stumble and fall." William Shakespeare.  
 Career pathways: Art & Design – graphic designer; eArt Auctioneer; Gallery Curator; Publishing & Media – Journalist, Editor, Writer; Law – Barrister, Magistrate, Court Usher; Education – English teacher, Private Tutor, University Lecturer.



# How to be scholarly

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- challenge yourself – be a scholar!
- deepen and broaden your knowledge
- develop independence and study skills
- go above and beyond



# Parkfield School Values

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# Enable ~ Inspire ~ Nurture

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Enable:

Everyone to give of their best in class

Your teacher to be able to teach their lesson

Everyone to enjoy and achieve





# Enable ~ Inspire ~ Nurture

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Inspire:

Be curious about your learning

Look beyond what is taught in the classroom and be interested in the subject

Inspire others through discussion and collaboration in class



# Enable ~ Inspire ~ Nurture

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Nurture:

The spirit of Parkfield, it is truly unique and a great place to be

Your own resilience to complete tasks – know when you've done a good job

Your talents, don't hide them away, we are all good at something so we need to celebrate and share this



# GCSEs and setting targets

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All GCSEs which your child will take will be graded **9 to 1**

For each student, a **target grade for each potential GCSE subject is generated**, as a result of their CATs test data, KS2 data, and teacher professional judgement.

This is used to determine a flightpath at KS3 for each subject, which, if your child's work is at or above this flightpath, they will be on track to meet or exceed their GCSE targets by the time they reach the end of year 11





# Assessment at KS3: what will come home?

Two Progress Checks this year (week beginning 13 Dec & 15 July) Parents' Evening = 8 March

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The Progress Check will consist of:

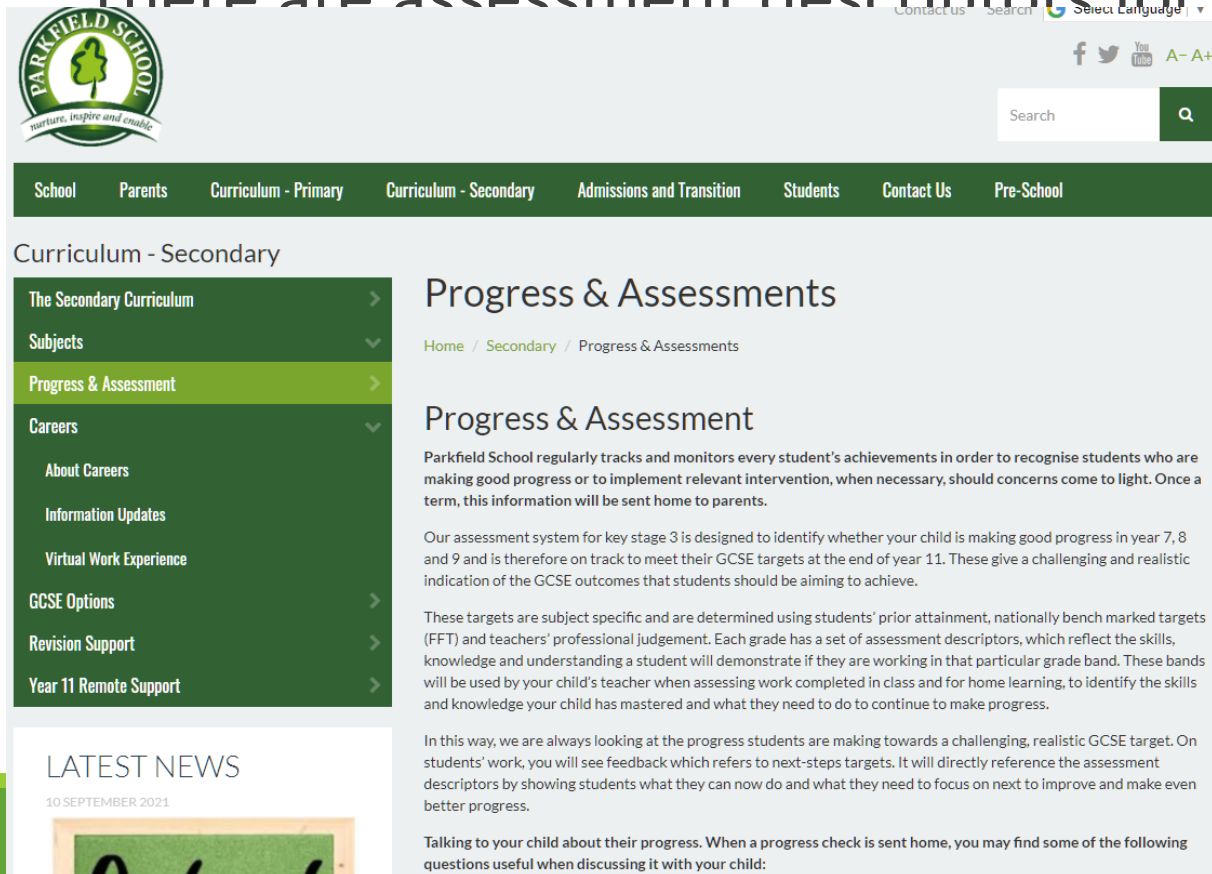
- Information about attitude (attitude in class and attitude to home learning) for each subject
- A statement about progress, telling you whether your child's work is
  - **Above target** (on track to achieve a higher grade than their target grade in that subject at GCSE)
  - **On target** (on track to achieve their target grade in that subject at GCSE)
  - **Below target** (working one flightpath under where they need to be to achieve their GCSE targets)
  - **Well Below target** (working more than one flightpath under where they need to be to achieve their GCSE targets)

When you receive the first Progress Check, you will also be sent your child's target flightpaths for each subject. These will remain the same for Key Stage Three.



# Getting more information [www.parkfieldschool.org](http://www.parkfieldschool.org)

There are assessment descriptors for each subject



The screenshot shows the Parkfield School website. At the top left is the school logo with the motto "nurture, inspire and enable". The navigation menu includes "School", "Parents", "Curriculum - Primary", "Curriculum - Secondary", "Admissions and Transition", "Students", "Contact Us", and "Pre-School". The "Curriculum - Secondary" section is expanded, showing "The Secondary Curriculum", "Subjects", "Progress & Assessment" (highlighted), "Careers", "GCSE Options", "Revision Support", and "Year 11 Remote Support". The "Progress & Assessments" page content includes a breadcrumb trail "Home / Secondary / Progress & Assessments", a sub-header "Progress & Assessment", and three paragraphs of text describing the school's assessment system and targets. A "LATEST NEWS" section is visible at the bottom left of the page.

**Progress & Assessments**

Home / Secondary / Progress & Assessments

## Progress & Assessment

Parkfield School regularly tracks and monitors every student's achievements in order to recognise students who are making good progress or to implement relevant intervention, when necessary, should concerns come to light. Once a term, this information will be sent home to parents.

Our assessment system for key stage 3 is designed to identify whether your child is making good progress in year 7, 8 and 9 and is therefore on track to meet their GCSE targets at the end of year 11. These give a challenging and realistic indication of the GCSE outcomes that students should be aiming to achieve.

These targets are subject specific and are determined using students' prior attainment, nationally benchmarked targets (FFT) and teachers' professional judgement. Each grade has a set of assessment descriptors, which reflect the skills, knowledge and understanding a student will demonstrate if they are working in that particular grade band. These bands will be used by your child's teacher when assessing work completed in class and for home learning, to identify the skills and knowledge your child has mastered and what they need to do to continue to make progress.

In this way, we are always looking at the progress students are making towards a challenging, realistic GCSE target. On students' work, you will see feedback which refers to next-steps targets. It will directly reference the assessment descriptors by showing students what they can now do and what they need to focus on next to improve and make even better progress.

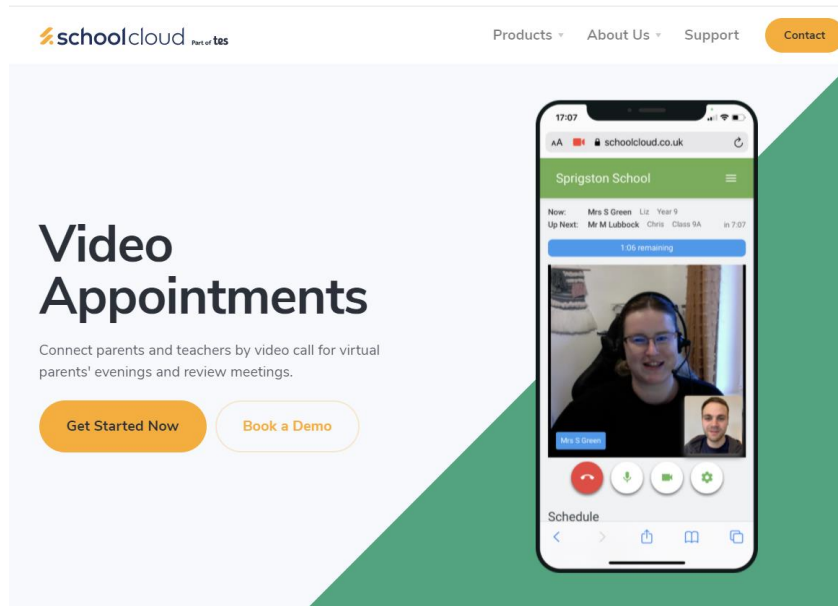
Talking to your child about their progress. When a progress check is sent home, you may find some of the following questions useful when discussing it with your child:

every subject  
over the



# Parents evening - Parents' Evening 8 March 2021

We will be using [parentseveningsystem.co.uk](https://parentseveningsystem.co.uk)



The screenshot displays the schoolcloud website interface. At the top, the logo 'schoolcloud part of tes' is on the left, and navigation links for 'Products', 'About Us', 'Support', and a 'Contact' button are on the right. The main content area features the heading 'Video Appointments' in large, bold text. Below this, a sub-heading reads 'Connect parents and teachers by video call for virtual parents' evenings and review meetings.' Two buttons are present: 'Get Started Now' (orange) and 'Book a Demo' (white with orange border). To the right, a smartphone mockup shows a mobile app interface for 'Sprigston School'. The app screen displays a video call in progress with a teacher (Mrs S Green) and a parent (Mr M Lubbock). The interface includes a 'Schedule' button and various call controls like mute, video, and chat.



# Home learning at Parkfield School

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## Homework at Parkfield School

Home learning will support specific aspects of their curriculum and will include;

Practice	Preparation	Review
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Year	Subject	Time	Frequency
Yr 7	Maths, Science	Up to 30 minutes	1 per week
	English	60 minutes to include reading	Spread over the week
	Subjects with 4 or more lessons per fortnight	Up to 20 minutes	1 per week
	All other subjects	Up to 20 minutes	At least 2 per half-term



# Extra curricular clubs

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## Extra-curricular activities – lunchtime & after school

Day	Area	Activity	Age Group	Time	Teacher in Charge
Monday	Sports Hall	Multi-Sports	KS4	3:15 – 4:15	Mr Lloyd
Monday	Dance Studio	Dance Company	KS4	3:15 – 4:15	Mrs Morley
Tuesday	Outside	Running Club	KS4	1.25 – 1.55	Mr Lloyd
Tuesday	Sports Hall	Multi-Sports	KS4	3:15 – 4:15	Mr Beck
Tuesday	IT1	Homework Club	KS3/4	3.15 – 4.00	Mrs Saidi
Wednesday	Sports Hall	Multi-Sports	KS3	3:15 – 4:15	Mr Lloyd
Thursday	Sports Hall	Multi-Sports	KS3	3:15 – 4:15	Mr Beck
Thursday	IT1	Homework Club	KS3/4	3.15 – 4.00	Mrs Saidi



# Communication

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# Working in partnership

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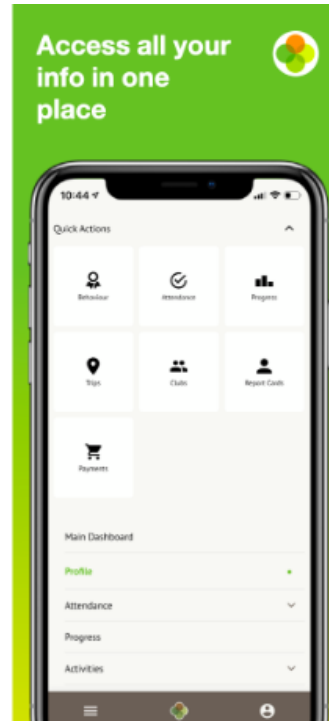
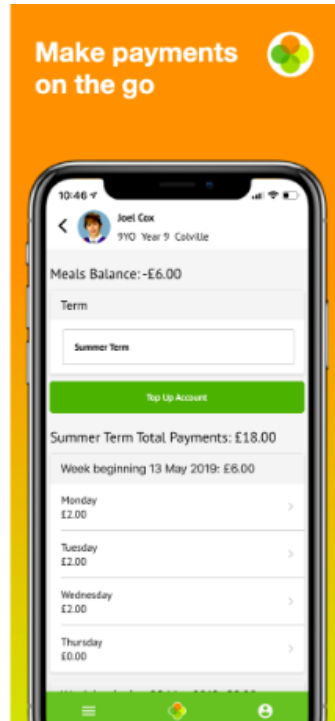
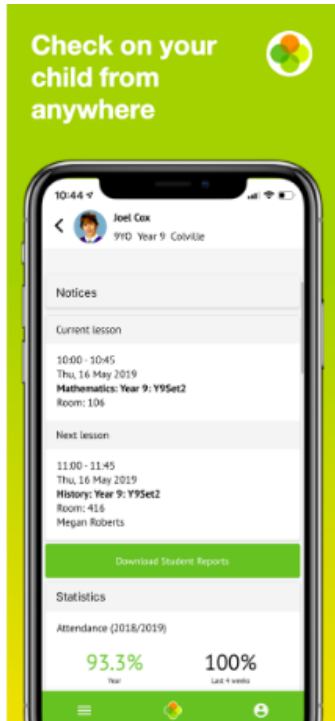
Home to School agreement

Rewards & Sanctions

Supporting the school



# Arbor Parent App



Timetable  
Personal details  
Medical details  
Rewards  
Calendar  
Push notifications  
Attendance  
Progress Checks



# Downloading the App

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Download from your app store and ensure you use the email address we have on the system for you and the DoB of your eldest child.



# Any problems

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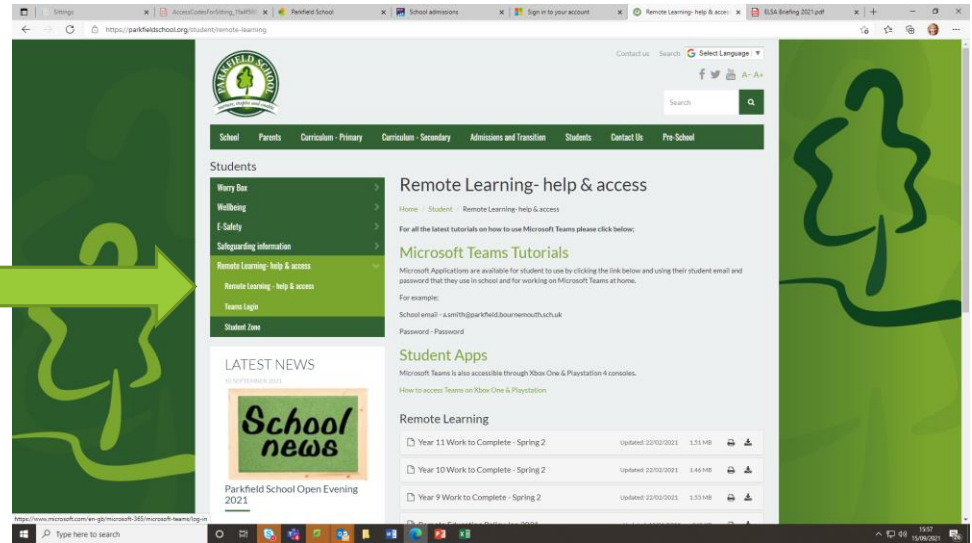
[arborsupport@parkfield.bournemouth.sch.uk](mailto:arborsupport@parkfield.bournemouth.sch.uk)





# Using Teams

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# Designated Safeguarding Leads



## Our Safeguarding Team

If you feel unsafe either at school or at [home](#) you can talk to one of our safeguarding team members pictured below:



Miss K Taylor  
Designated  
Safeguarding Lead



Mrs K Ainley  
Pastoral &  
Safeguarding Officer



Miss T Wilcox  
Assistant Vice  
Principal



Mr A Lloyd  
Lead Teacher of  
PE



Miss K Tucker  
SENDCo

**‘Safeguarding is everyone’s responsibility’**

*Source: Children Act 2004*



# School Website

<https://parkfieldschool.org/student/well-being/>

**Your emotional well-being is incredibly important**  
If you want to talk to anyone outside of school, these organisations are brilliant



Free confidential advice and support whatever your worry, whenever you need help:

**NSPCC HELPLINE**  
0800 800 5000  
help@nspcc.org.uk

**ChildLine** 0800 1111  
Including self-harm, abuse, your safety, social media issues

**For mental health and well-being:**

**mind** 086463  
for better mental health

**YOUNG MINDS**  
www.youngminds.org.uk

**For LGBT support:**

**breakout youth** www.breakoutyouth.org.uk  
02380 224 224

**For advice on relationships and sex:**

**brook** www.brook.org.uk

**To support with any challenge you face:**

**THE MIX** 0800 808 4994  
www.themix.org.uk

**For support and counselling with substance misuse:**

**TALK TO FRANK** 08211 frank@talktofrank.com

**catch 22** www.catch22.org.uk

**Local support for families in crisis:**

**Bournemouth foodbank** www.bournemouth.foodbank.org.uk

**Phone us** 01202 394505

**Email us** admin@bournemouth.foodbank.org.uk

**For confidential advice with health issues and body worries:**

**ChatHealth** 07507 332160

**HEALTH:TEENS**  
www.healthforteens.co.uk

**For support with emotional health and well-being, anger, substance misuse, finance, accommodation, relationship issues:**

**Young Minds Charity** www.ymc.org.uk  
0800 515 819

**For eating disorders:**

**beat** 0808 801 0711  
fyp@b-eat.co.uk

**To support young carers:**

**youngcarers@cnf.org.uk** 01425 482773

**For support from stress, low mood or depression:**

**STUDENTS AGAINST DEPRESSION** .ORG

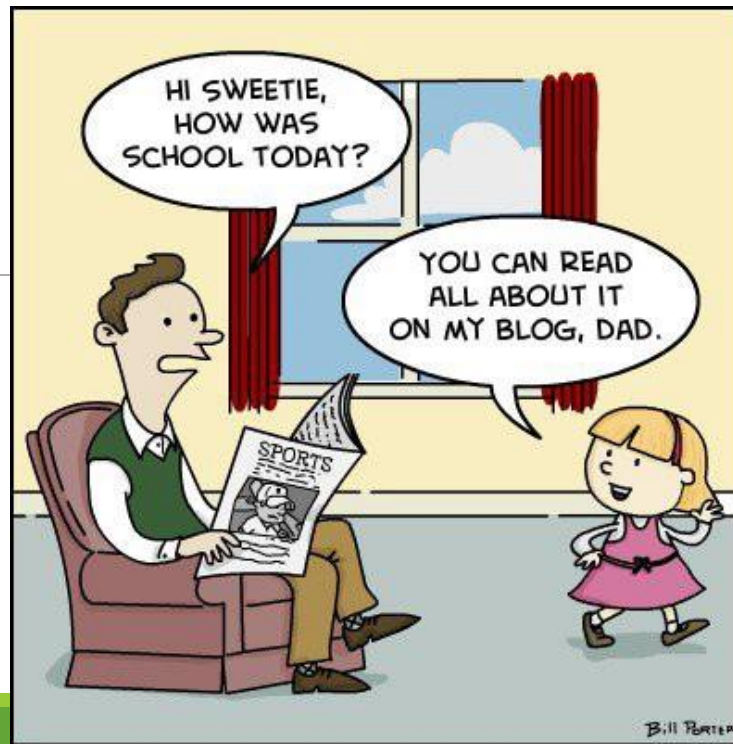
**PAPYRUS**  
prevention of young suicide  
HOPElineUK 0800 068 41 41

**Remember! In an emergency, always dial 999 or 112**

Did you know the 112 number works anywhere in the UK and across Europe and automatically sends your exact location to your nearest operator?



# Parents' Guide to Internet Safety



The World Changes. Children  
Don't.

# Romeo & Juliet



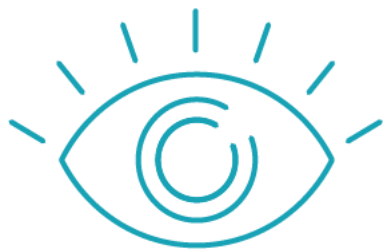
# Understanding apps, sites and games



**Sharing**



**Chatting**

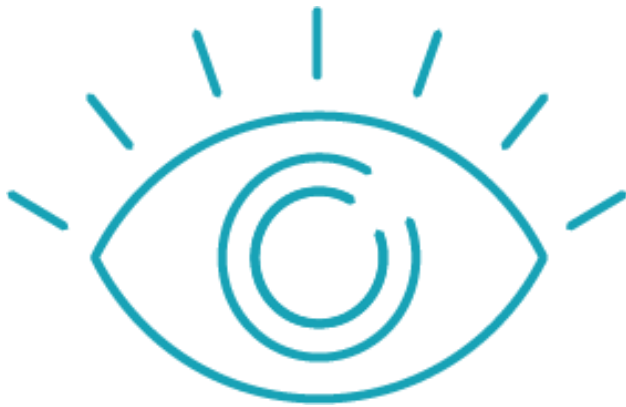


**Viewing**



**Friending**

# Understanding apps, sites and games



## Viewing

- Anyone can post and share content
- There may be inappropriate, sexual or violent content online
- Most apps and games include privacy and security settings
- Parental controls and filters can also help manage what they see

**So ask yourself : What content can they see? Is it age appropriate? What filtering/privacy settings can be utilised?**

# Understanding apps, sites and games



## Sharing

- Sharing pictures and videos can be fun and creative and it helps young people to express themselves.
- It's easy to share online
- Young people should never feel pressurised, uncomfortable or blackmailed
- Look out for others by not sharing inappropriate content

**So ask: What are they sharing and who are they sharing it with?**



# Understanding apps, sites and games



## Chatting



## Friending

- Chatting and meeting new people can be fun and appealing
- Most people just want to chat or be friends, but some seek to harm
- Advise them not to share too much personal information
- Talk to a trusted adult if anything worries them

**So ask: Who are they friends with and what are they sharing with them?**

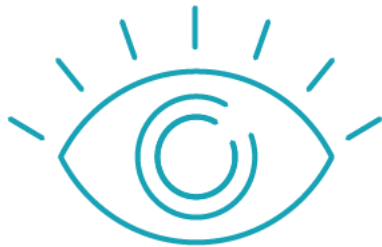
# Understanding apps, sites and games



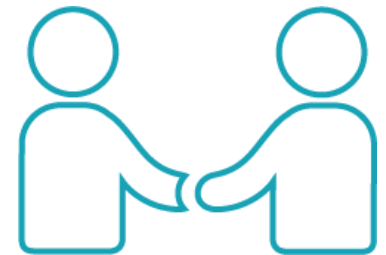
**Sharing**  
What can you share?



**Chatting**  
Who can you talk to? How? Where?



**Viewing**  
What kinds of content do you see?



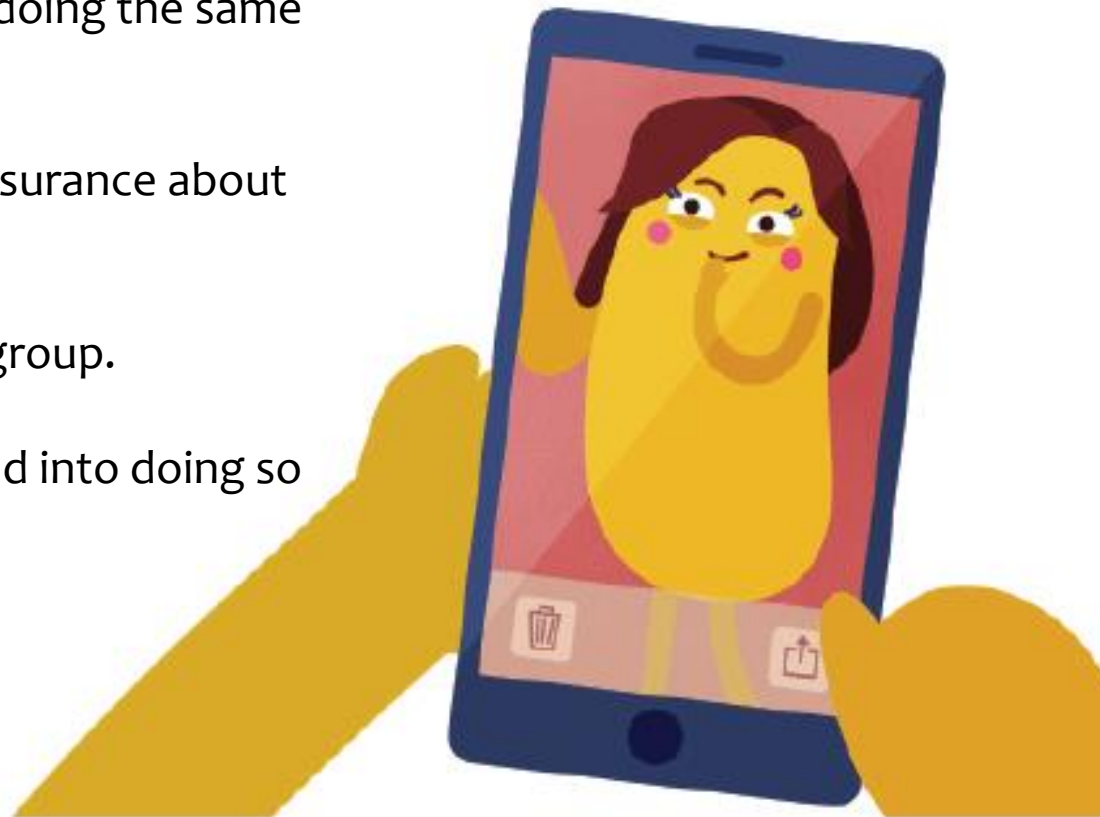
**Friending**  
Who can you be friends with?

# Sharing images



Young people may share naked or semi-naked images of themselves for a variety of reasons:

- As part of a committed and trusting relationship
- To fit in with friends that may be doing the same thing.
- Because they are looking for reassurance about body image.
- For fun or humour within a peer group.
- Because they have been pressured into doing so by another person.



# Talking to your child about sharing images



Talking to your child about relationships, sex and nude images is the best thing that you can do to help keep them safe.

- Avoid appearing judgemental, or saying 'don't do it'
- Even when nude images are shared with trusted friends and partners, there's a chance that more people could end up seeing them
- Discuss what a healthy relationship looks like, including the importance of trust and consent
- Remind them that no one should be pressured into sharing a nude image if they don't want to.
- Visit the [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents) for more information



# Areas to think about: Gaming




# *Areas to think about:* Sleep


## 'Young people are exhausted': This new toolkit is tackling sleep deprivation among teenagers

The Sleep Programme supports young adults to improve or maintain their sleep routine.

Mar 13th 2018, 6:06 AM  30,526 Views  17 Comments

 Share 284

 Tweet

 Email 33

“THEY’RE COMPLETELY EXHAUSTED and it has huge implications.”

A new toolkit has been launched this week aiming to address poor sleep habits among young people.

The Sleep Programme, funded by the National Youth Council of Ireland, provides teachers and youth workers with the tools to support young adults to improve or



# Areas to think about:

## Mental Health

### The Telegraph

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[Apple](#) [iPhone](#) [Technology News](#) [Technology Companies](#) [Technology Reviews](#) [Video Games](#)

[HOME](#) » [TECHNOLOGY](#)

### The young generation are 'addicted' to mobile phones

Young people are now so addicted to their mobile phones it feels like they have lost a limb when they are without them, a study finds.



#### Technology

[News](#) » [UK News](#) »  
[Lifestyle](#) » [Science](#) »  
[Science News](#) »

The research also suggested 15 per cent of children had more expensive handsets than their parents. Photo: Rex Features



# *Areas to think about:*

## Digital Footprint

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A **digital footprint** is your online identity and individuality and is what makes you unique. It builds the online reputation, or impression depending on the things you do online.

The **important** thing to understand about this **footprint** is that you take it with you everywhere you go on the internet. ... Interests and trends change, but the data you leave behind stays the same





## Don't be an ostrich!

- Talk to your child about their life online
- Take the opportunity to talk to them about how they stay safe
- Explain any worries you may have

## Report anything that worries them

- Make sure they know they can come to you
- Help them identify trusted adults
- Let them know you won't blame them
- Direct your child to age appropriate information



# Set your ground rules early

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We suggest:

A “power down” hour before bedtime for ALL the family

Devices charged centrally in a communal area

Having technology free time.

No hiding away (secretive) with their phone

It’s very hard to change the routines as they get older



# What is Thinkuknow?

[www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)



Thinkuknow is the education programme provided by CEOP.

Thinkuknow offers resources for different audiences:

4-7

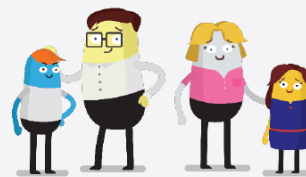
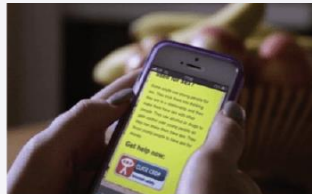
8-10

11-13

14+

Parents  
and  
Carers

Resources for those with special  
educational needs and disabilities (SEND)



Visit [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) for information and advice

# Other organisations who can support



# childline

ONLINE, ON THE PHONE, ANYTIME  
childline.org.uk | 0800 1111



Nude image of you online?  
We can help take it down.



# Information

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O<sub>2</sub> 😊 NSPCC  
Net Aware )))

# NSPCC

ChildLine  
0800 1111 📞



# Any questions?

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**Parkfield School**  
**Early Years Open Evening**  
Thursday 23<sup>rd</sup> September 2021  
4pm – 6pm



**Nurture ~ Inspire ~ Enable**  
**Small enough to care; big enough to make a difference**

**Parkfield School** is an exciting and vibrant all-through school where we nurture, inspire and enable all of our children, giving them the skills and knowledge to flourish. We are committed to the development of the whole child ensuring that our pupils become life-long learners and have aspiration to be the best they can be, whatever they choose to go on and do.

- ✓ A curriculum centered around the Early Excellence Framework.
- ✓ Learning through experiences is at the heart of all we do.
- ✓ Excellent pastoral care, offering a positive, safe learning environment, where all learners are treated as individuals.
- ✓ Extra-curricular activities.
- ✓ An all-through school maximizing progress from Reception – Year 11
- ✓ Ample on-site parking to avoid added pressure at drop off and pick up times.



23.09.2021

School closes for pupils at 1230

Parkfield open evening  
for EYFS and year 7

Come and join us!

