

Year 7
Meet the Tutor
Parents' Information Evening

Mr Taylor Head of Year

Mr Chetwyn

Assistant Headteacher


WELCOME TO
YEAR 7
Finding OUR Place.
Building OUR Foundations.
Celebrating our start, building strong foundations and looking ahead to the exciting journey ahead.
PARENTS' INFORMATION EVENING
OCTOBER 2026
YEAR 7
FINDING OUR PLACE
LEARN
GROW
BELONG
TENACITY
HARD WORKING
RESPONSIBILITY
INDEPENDENCE
VISIONARY
EXCELLENCE
BUILDING OUR FOUNDATIONS



Our Identity

Finding Our Place is about:

- Belonging
- Settling into secondary school and building relationships
- Becoming part of the school community
- Developing confidence in who we are.

Building Our Foundations is about:

- Establishing the habits, attitudes and ambitions that will underpin everything that comes next.
- Year 7 isn't just about getting through the transition; it's about laying the foundations for the next five years.

To **aspire**, **endeavour** and **thrive** together.

Our Identity

Finding <u>OUR</u> Place. Building <u>OUR</u> Foundations.

Not **MY** place.

Not **YOUR** place.

<u>OUR</u> place.



To **aspire**, **endeavour** and **thrive** together.

What a great start!

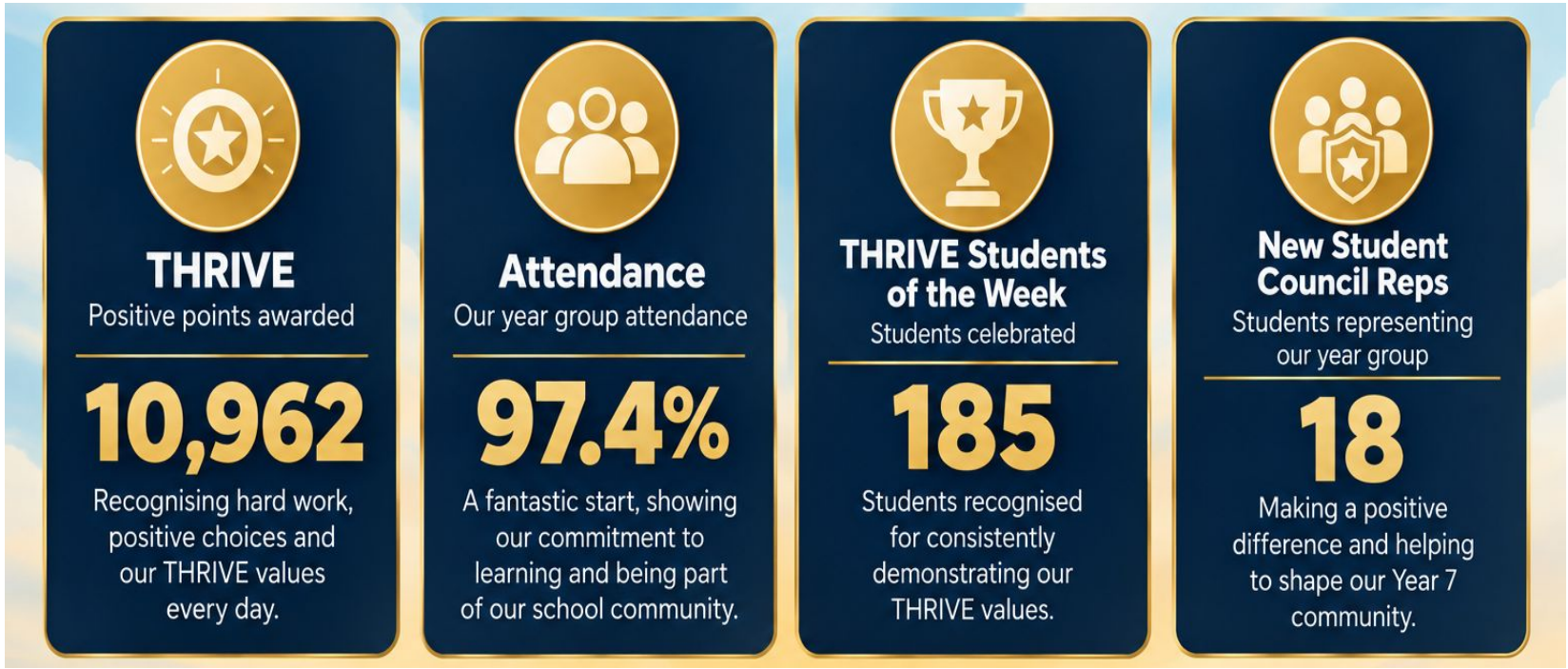
- Building new friendships and finding our place.
- Learning new routines and developing independence.
- Demonstrating our THRIVE values every day.
- Getting involved in clubs, activities and school life.
- Celebrating individual achievements and collective success.





To **aspire**, **endeavour** and **thrive** together.

A Brilliant Start



To **aspire**, **endeavour** and **thrive** together.

The Numbers We Don't See

New Friendships
Connections made and friendships formed.

New Subjects
New experiences and interests discovered.

Acts of Kindness
Helping others feel welcome and included.

Growing Confidence
Finding the courage to try something new.

Independence
Learning to navigate secondary school, manage equipment and follow new routines.

Personal Victories
Overcoming challenges, big and small, that mean everything to a child.



To **aspire**, **endeavour** and **thrive** together.

What does THRIVE look like in Year 7?

THRIVE Value	What does it mean?
T — Tenacity	We don't give up easily and have a **can-do attitude**.
H — Hard Work	We **try our best and aim high**.
R — Responsibility	We are **kind and caring** towards each other and value our community.
I — Independence	We are **self-reliant and organised**.
V — Visionary	We are **curious and thoughtful**. We can think outside of the box.
E — Excellence	We are **committed to the highest standards** and take pride in everything we do.

To **aspire**, **endeavour** and **thrive** together.

Recognising THRIVE



To **aspire**, **endeavour** and **thrive** together.

Year 7 Support Network



To **aspire**, **endeavour** and **thrive** together.

More than just lessons!



To **aspire**, **endeavour** and **thrive** together.

Clubs and Extracurricular Activities Term 1

Monday 21.9.26 to Thursday 23.10.26

Monday

Drama Club, All Years, Drama Room 3.10pm - 4.10pm (Mrs Oliver)

Pride Club All Years, LGBTQIA+ Students& Friends, FE2, 3.10pm - 4pm (Mrs Hobson)

Wind Band Any wind instrument players, Theatre, 3.10pm - 4.10pm (Mr Bousie)

Football, Girls & Boys Year 7, PE, 3.10pm - 4.00pm (Mr Elliott / Mrs Williams / Mr Clegg)

WJEC Support Session Years 10 & 11, PE, 3.10pm - 4.00pm (Mrs Peacock)

Tuesday

Dance Club, All Years, Dance Studio 3.10pm - 4.00pm (Ms Nevin)

Dungeons & Dragons All Years, Library, 3.10pm - 4.10pm (Mrs Hobson)

Sports' Leadership All Years, Community Hub, 3.10pm - 4.00pm (Mr Millan)

Football, Boys' Years 8&9, PE, 3.10pm - 4.00pm (Mr Elliott / Mr Johnson)

Football, Girls' Years 8&9, PE, 3.10pm - 4.00pm (Mrs Williams)

Art and Textiles Support Years 10&11, FA2, 3.10pm - 4.00pm (Mrs Turner) & Wednesday

Darts Club All Years, Community Hub, 4pm - 5pm & 5pm - 6pm (Mr Millan)

Wednesday

DofE Bronze,Silver,Gold Years 9-13, Theatre/FC4, 3.15pm - 4.10pm (With DofE Leaders)

Choir All Years, FMU3, 3.10pm - 4.10pm (Mrs Thornton)

Mental Health Champions All Years, Library, **Week A** 3.10pm - 4.10pm (Mrs Kelly)

Football, Girls' Years 10&11, PE, 3.10pm - 4.00pm (Mrs Williams)

Football, Boys' Years 10&11, PE, 3.10pm - 4.00pm (Mr Elliott)

Art and Textiles Support Years 10&11, FA2, 3.10pm - 4.00pm (Mrs Turner)

Badminton All Years, PE, 3.10pm - 4.00pm (Mr Clegg)

Student Council & Leadership Student leaders & interested students, Theatre, **Week A** 3.10pm - 4pm (Mr Chetwyn)

Thursday

Rock Band Club - Glossopdale Rocks All Years, Music Room, 3.10pm - 4.00pm (Mr Bousie)

Friday

Ruby Boys' Year 7 PE, 3.10pm - 4.00pm (Mr Taylor - Glossop Rugby Club Coach)



GLOSSOPDALE HIGH SCHOOL

Part of True Learning Partnership

Year 7 Residential

PGL Newby Wiske Hall, North Yorkshire

An exciting opportunity for our Year 7 students to take part in a residential visit full of adventure, challenge and new experiences.

PGL Newby Wiske Hall

Finding OUR Place. Building OUR Foundations.

Dates
Friday 19th – Sunday 21st March 2027

Location
PGL Newby Wiske Hall, North Yorkshire

Year Group
Year 7 students

Activities
A wide range of outdoor adventure activities













Three key outcomes

Build confidence and independence
Try new challenges and discover what you can do.

Develop friendships and teamwork
Work together, support each other and make lasting memories.

Strengthen our Year 7 community
Feel a sense of belonging and take pride in being part of our Year 7 family.

Keeping in Touch



To **aspire**, **endeavour** and **thrive** together.

A Partnership



To **aspire**, **endeavour** and **thrive** together.

Year 7 Curriculum

Mr Chetwyn

Excellent Attendance & Punctuality

Every Day of Learning Matters

- Attendance percentages can be misleading. 90% might sound high, but it means a student has missed around 20 days of school, equivalent to approximately 100 hours of learning.
- Even a small drop in attendance can represent a significant amount of lost learning.
- Think days and hours, not just percentages. Every day in school matters.



To **aspire**, **endeavour** and **thrive** together.

Excellent Attendance & Punctuality

Excellent punctuality means arriving early enough to be prepared and ready when learning begins.

- Arriving on time gives students a calm and positive start
- Students are ready for retrieval, instructions and the first learning of the lesson
- Regular lateness quickly adds up to significant lost learning
- Strong morning routines at home make a real difference

In School. On Time. Every Day.

To **aspire**, **endeavour** and **thrive** together.

Excellent Attendance & Punctuality

The Impact of Poor Punctuality

- A few minutes late each day can quickly add up to significant lost learning.
- Repeated lateness has a cumulative impact on learning, progress and readiness.
- Strong routines at home help students arrive on time, prepared and ready to learn.

Minutes Late Each Day	Time Lost Over a Year
5 minutes	3.5 days
10 minutes	7 days
15 minutes	10.5 days
20 minutes	14 days
25 minutes	17.5 days
30 minutes	21 days

To **aspire**, **endeavour** and **thrive** together.

Excellent Attendance & Punctuality

How Parents and Carers Can Help

- Make attendance the default – **In School. On Time. Every Day.**
- Build strong morning and evening routines that support punctuality
- Avoid preventable absence and arrange appointments outside school, or after 1:30pm, where possible
- Talk positively about attendance and the importance of every lesson
- **Contact us as early as possible if your child is experiencing a barrier to attending school – We want to support you**



To **aspire**, **endeavour** and **thrive** together.

Morning Meetings

Once a week all Year 7 attend morning meeting, to study PSHE topics and study skills curriculum.

There are 2 strands to the study skills curriculum:

1. **Teaching of explicit methods and tools used for studying**
2. **Cognitive, metacognitive, and socio-emotional behaviour**

To **aspire**, **endeavour** and **thrive** together.

Assessments/ literacy screening

NGRT Assessments

All Glossopdale students are taking the NGRT test in English. This is a standardised assessment to measure reading skills against the national average. It can be used to identify where intervention may be needed.

Literacy Screening

All year 7 will complete a screening assessment to provide information on reading and spelling comprehension.

Supporting your child at home















To **aspire**, **endeavour** and **thrive** together.

Progress Report

Reports:

➔ Twice a year

➔ Subject teachers report on attainment, progress and provide a target to support your child to improve.

To **aspire**, **endeavour** and **thrive** together.

Y7 PIE Booklet

Year 7
Parent / Carer Information Evening
Tuesday 21st October 2025





Information for parents / carers and students in Year 7

5.15pm to 5.25pm – Arrival and Signing in

5.30pm to 5.55pm - Meet the Tutor

Please see the information sheets about where your tutor group presentation is taking place.

6.00pm - 6.45pm - Presentations in the Theatre including information delivered by the English, Maths and Science departments.

Full of useful information from contact information and school routines to study skill strategies and key dates.

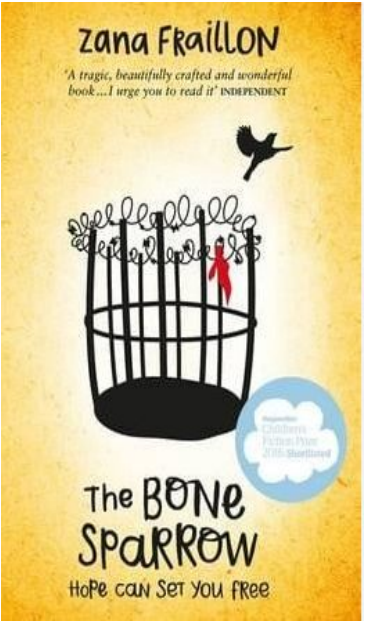
To **aspire**, **endeavour** and **thrive** together.

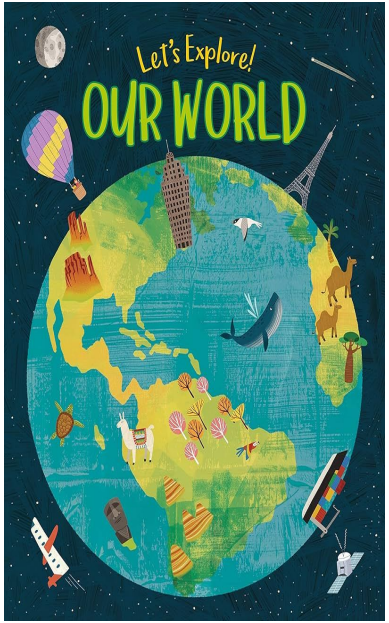


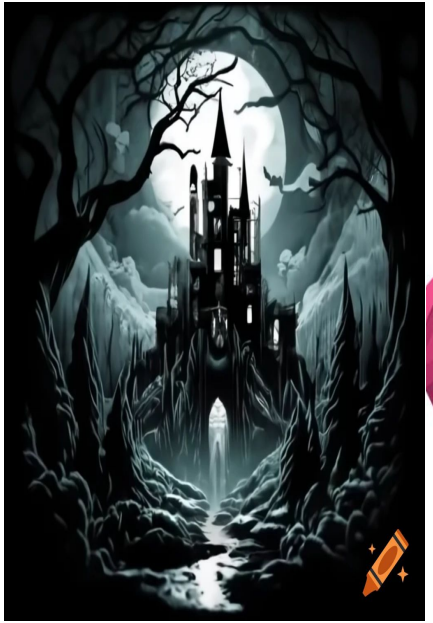
English

curriculum

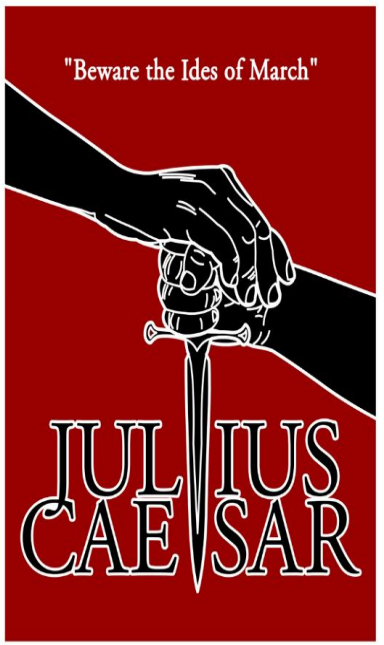
The year 7 curriculum











Term 1 and 2 The Bone Sparrow	Term 3 Our World Poetry	Term 4 The Gothic	Term 5 Heroes	Term 6 Julius Caesar

Library lessons

- All year 7 students have one library lesson every week.
- Students have all completed a ‘Star Reading Test’ which ascertains their reading level and directs them to appropriate reading material in the library and beyond.
- They are encouraged to explore the library and make independent choices according to their individual level. Guidance is given by their class teacher and the librarian if needed.

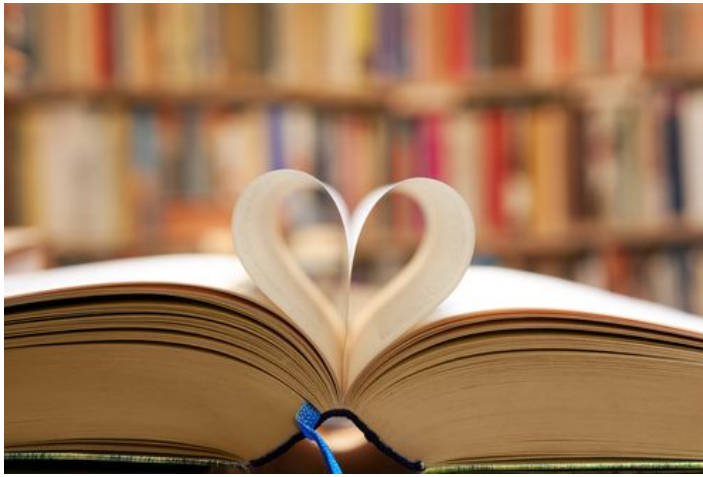
Reading

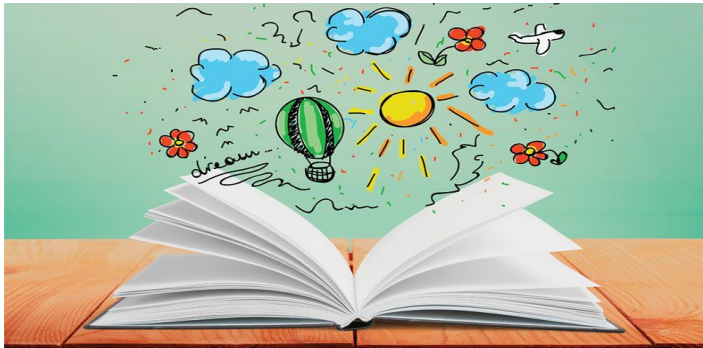
Accelerated Reader

Students are now fully engaged in the programme which requires them to complete a minimum number of pages per week but, they should be aiming for at least 20 minutes reading per day.

To help your child you could:

- create a climate for reading
- ensure they read every day
- talk to them about the books they have chosen and why
- paired reading of both fiction and non-fiction texts
- encourage variety – it is important that more able students begin to embrace novels written by a variety of authors,





2. Define it

The quality of being selfless and considering others needs before your own.

3. Synonyms

Used differently:

Adverb = altruistically

Noun = altruism

1. Say it/write it

altruistic

4. Image/video





5. Task: put it into a sentence

We should try our hardest in life to be altruistic and kind because…

Assessment and rewind in English

- Students are assessed formally over 2 assessment cycles.
- In lessons we use retrieval such as multiple choice quizzes to embed knowledge and terminology.
- We use rewind to help students reflect on their learning.
- Within lessons we use self and/or peer assessment.
- We also use whole class feedback and messy marking to identify common errors and set targets for improvement. This is a quick and effective way of ensuring feedback is timely.
- We use model answers, visualisers and good examples of student work to scaffold and support students.
- We choose 10 keywords per unit of work and embed this vocabulary throughout the scheme, using DVI to introduce.

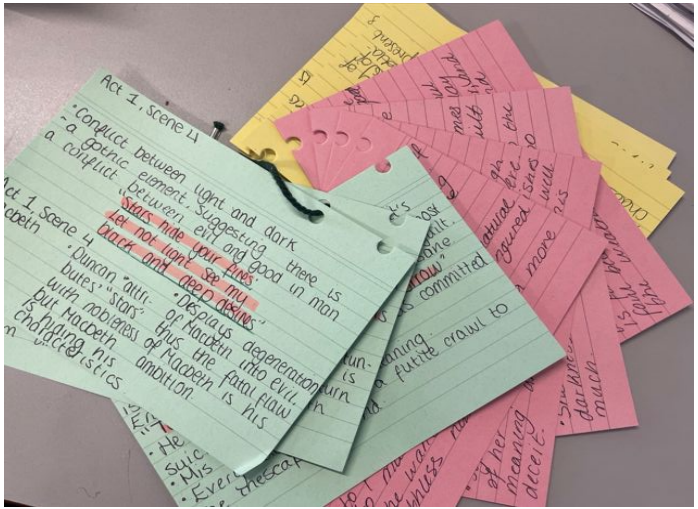




Revision

We teach students how to revise as part of our curriculum.

We have revision lessons before all assessments where students will create their own revision flashcards, practise comprehension and language analysis and revise key vocabulary.



Homework

	Homework 1: Knowledge organiser.	Homework 2: Reading.
Set on: 16/09/24 **Due for:** 23/09/24	Your knowledge organiser is here. Revise box one this week.	Complete your library reading homework each week.
Set on: 23/09/24 **Due for:** 30/09/24	Your knowledge organiser is here. Revise box two this week.	Complete your library reading homework each week.
Set on: 30/09/24 **Due for:** 07/10/24	Your knowledge organiser is here. Revise the first four words in box 3 this week (context, refugee, symbol, oppression).	Complete your library reading homework each week.
Set on: 07/10/24 **Due for:** 14/10/24	Your knowledge organiser is here. Revise the next four words in box 3 this week (empathy, naïve, dehumanised, structure).	Complete your library reading homework each week.
Set on: 14/10/24 **Due for:** 21/10/24	Your knowledge organiser is here. Revise the next five words in box 3 this week (foil altruistic, callous, uprising, desensitised).	Complete your library reading homework each week.
Set on: 21/10/24 **Due for:** 28/10/24	Your knowledge organiser is here. Revise box one this week.	Complete your library reading homework each week.
Set on: 28/10/24 **Due for:** 04/11/24	Your knowledge organiser is here. Revise box two this week.	Complete your library reading homework each week.

Knowledge organiser homework

KS3 THE BONE SPARROW KNOWLEDGE ORGANISER

1. Key characters

Character	Description
Subhi	*Subhi is the protagonist and the main voice in the novel. He is a young boy who was born in Australia, in an immigration detention centre.*
Jimmie	*Jimmie lives outside the camp in a house with her father. Her mother passed away, but left behind a book full of stories she had written. Jimmie and Subhi become friends through this.*
Maá	*She is Subhi's mother who doesn't speak. She is shocked from the events that have led her to the immigration camp and is always shown to be upset.*
Jimmie's Dad	*Jimmie's dad works away and often has to leave Jimmie at home.*
Queeny	*She is Subhi's older sister who takes the role of the mother, looking after her siblings.*
Jonah	*He is Jimmie's brother.*
Eli	*Eli and Subhi met at the immigration detention centre and became friends. Eli took the role of an older brother to Subhi.*
Harvey	*Harvey is a kind Jacket who works at the detention center.*
Beaver	*Beaver is a Jacket who works at the camp. He is notoriously horrible towards the Rohingya people.*

2. Key context

Refugees and detention centres	A refugee is a person who has been forced to leave their country in order to escape war, persecution or natural disaster. Refugees immigrate to other countries to seek safety and a new life. Often, they have to wait in an immigration detention centre while they wait for permission to enter or before they are deported from the country.
What is life like for refugees in the detention centres?	Refugees face poor living conditions and strict rules. They live in cramped, unhygienic spaces with limited access to basic necessities like clean water, food, and medical care. The rules are harsh, restricting their freedom and communication with the outside world. These conditions highlight the refugees' daily struggles and the lack of compassion they experience in the center.
Refugee crisis	The influx of refugees often leads to overcrowded and poor living conditions in detention centers. In 2019, 24,052 people entered detention centers in the UK, showing the strain on resources and the difficulty of providing proper care.
Rohingyas	The Rohingya are a Muslim ethnic group primarily living in Myanmar (also known as Burma), Southeast Asia. They are believed to have descended from Muslim traders who settled in the region over 1,000 years ago. The Rohingya face regular persecution and are not recognized as citizens in Myanmar. Many who flee to Bangladesh live in poverty, lacking proper documentation and job prospects.

3.Key vocabulary

context	The background information that helps you understand why something is taking place.
refugee	Someone who has to leave their country because of war, unfair treatment, or natural disaster and looks for safety in another country.
symbol	A symbol in a text is where a writer uses something to represent a bigger idea.
oppression	If you oppress something you dominate and control it so oppression is the state of being controlled or dominated.
empathy	If you feel empathy for somebody or something, you are able to understand how they feel.
naïve	If you are naïve, you are innocent and lacking wisdom or knowledge.
dehumanised	To make someone feel more like an animal than a human being.
structure	The structure of a text is how it is organised and how its parts fit together.
foil	A foil character is a character who is the opposite of the main character to highlight certain things about them.
altruistic	The quality of being selfless and considering others needs before your own.
callous	Not caring about other people's well-being in a way that is cruel and insensitive.
uprising	When a group of people join together to protest against unfair treatment at the hands of an institutional power.
desensitised	If you become desensitised, you are less sensitive than you were.

How can you help at home?

Read with your child – this could be reading the same book, the same newspaper articles, the same blogs. Discuss what you've read.

Ask questions like:

- What has happened? How has the character changed? Why do you think they have chosen this setting? Why do you think … happened? Discuss when the book was written – does this have an impact on the writing?

Keep an eye on homework that has been set.

- Check basic organisation – keep an eye on deadlines.
- Students should always have a challenging reading book with them.
- Has homework been completed fully? Is their spelling, grammar, punctuation correct?

Maths

Curriculum

The Curriculum

Core content

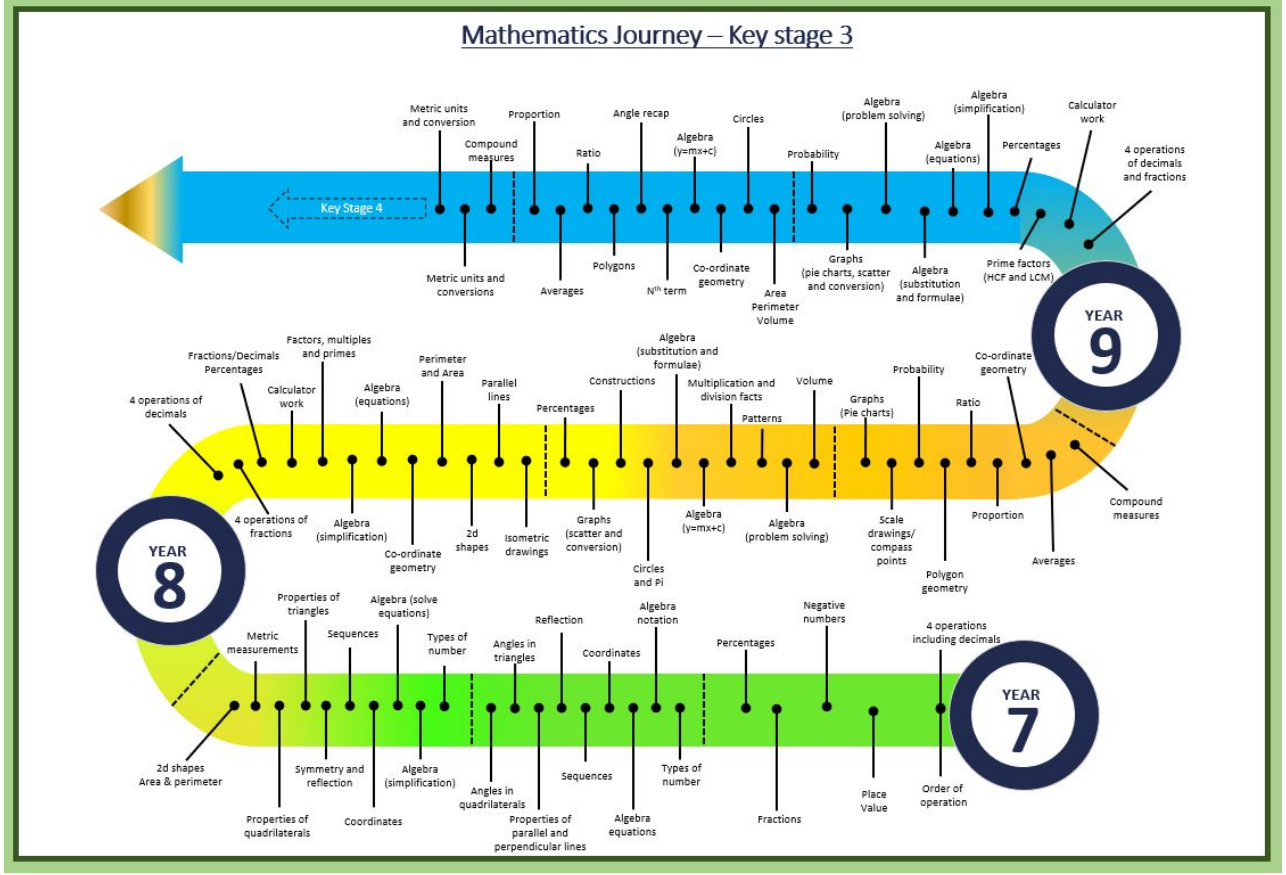
Students studying Maths in Key Stage 3 at Glossopdale School follow a scheme of learning which is split up into three main aspects within each topic: fluency, reasoning and problem solving. It is a spiral curriculum which means that you revisit the main strands each year and develop your skills further

The curriculum taught provides plenty of exposure to reasoning and problem solving while also reviewing basic skills through Do Now tasks which are retrieval starters within the scheme to review and embed topics taught throughout the year.

Students who need extra support follow a slightly altered scheme of learning, differentiated to suit their needs concentrating on number primarily.

The scheme of learning is broken down into threshold concepts. These are the key skills required to enable students to progress to the next stage in their learning.

Long Term Plan



To **aspire**, **endeavour** and **thrive** together.

Progress Pathways

Fraction
Simplify fractions
Understand equivalent fractions
Convert mixed and improper fractions
Add and subtract fractions
Add and subtract mixed fractions
MINI REVIEW 1
Multiply and divide fractions
Find fraction amounts
MINI REVIEW 2

Percentage
Find 10% and multiples of 10%
Find percentages greater than 100%
Find more complex percentage amounts
MINI REVIEW (just percentages)
OPEN BOOK ASSESSMENT (All)

Number 1
Add and subtract integers and decimals
Multiply integers
Divide integers
Order of operation
MINI REVIEW
Multiply and divide decimals
Multiple and divide by powers of 10 (including decimals)
Round integers and decimal places
Order positive and negative numbers
Add and subtract negative numbers
Add and subtract negative decimals
OPEN BOOK ASSESSMENT

To **aspire**, **endeavour** and **thrive** together.

Assessments & Homework

- Students are regularly assessed in class by doing mini-reviews and Open Book Assessments.
- Mini-reviews happen half way through a topic and allow students to show us what they know, but also allow staff to spot any gaps in understanding.
- Open Book Assessments happen at the end of a unit of work where students can use their notes to enable them to apply their knowledge.
- This is then followed by a re-teach set of lessons (if required).
- There will be an unseen assessment at the end of every term to allow students to become use to the style of question in Maths.

- For homework, students have a weekly paper based homework that is stuck in the back of their books. The homework is used to check students understanding of key concepts.

To **aspire**, **endeavour** and **thrive** together.

Our Support & Your Support

- Please make sure your child has a calculator.
- All staff are available after school if a student is struggling, just go and talk to your teacher.
- Please contact us if you have any concerns or worries.
- A little bit of parental support goes a long way, please do not say **“I could never do maths”!!**.



To **aspire**, **endeavour** and **thrive** together.

Science

curriculum

Science Topics – Year 7

Biology:

Organisms
- Cells

Genes
- Variation
- Reproduction

Ecosystems
- Interdependence

Chemistry:

Matter
- Elements, compounds and mixtures
- Separating mixtures
- Particles
- The periodic table

Physics:
- Energy
- Forces
- Magnetism and electromagnetism
- Electricity
- The Universe
- Sound

To **aspire**, **endeavour** and **thrive** together.

Working scientifically

Scientific attitudes

- accuracy, precision, theories...

Experimental skills and investigations

- hypothesis, variables, apparatus, recording observations...

Analysis and evaluation

- presenting observations, drawing conclusions..

Measurement

- calculations, mean and range...



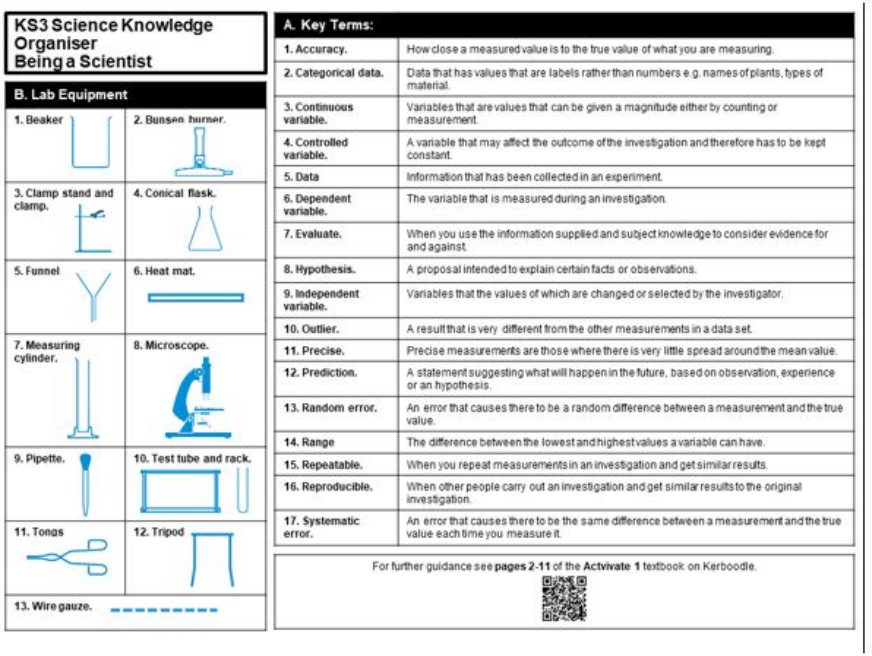
To **aspire**, **endeavour** and **thrive** together.

Retrieval

At the start of each topic the students will be given:

- a knowledge organiser

- key questions for the topic



KS3 Science Knowledge Organiser
Being a Scientist

B. Lab Equipment

1. Beaker
2. Bunsen burner.
3. Clamp stand and clamp.
4. Conical flask.
5. Funnel
6. Heat mat.
7. Measuring cylinder.
8. Microscope.
9. Pipette.
10. Test tube and rack.
11. Tongs
12. Tripod
13. Wire gauze.

A. Key Terms:

1. Accuracy.	How close a measured value is to the true value of what you are measuring.
2. Categorical data.	Data that has values that are labels rather than numbers e.g. names of plants, types of material.
3. Continuous variable.	Variables that are values that can be given a magnitude either by counting or measurement.
4. Controlled variable.	A variable that may affect the outcome of the investigation and therefore has to be kept constant.
5. Data	Information that has been collected in an experiment.
6. Dependent variable.	The variable that is measured during an investigation.
7. Evaluate.	When you use the information supplied and subject knowledge to consider evidence for and against.
8. Hypothesis.	A proposal intended to explain certain facts or observations.
9. Independent variable.	Variables that the values of which are changed or selected by the investigator.
10. Outlier.	A result that is very different from the other measurements in a data set.
11. Precise.	Precise measurements are those where there is very little spread around the mean value.
12. Prediction.	A statement suggesting what will happen in the future, based on observation, experience or an hypothesis.
13. Random error.	An error that causes there to be a random difference between a measurement and the true value.
14. Range	The difference between the lowest and highest values a variable can have.
15. Repeatable.	When you repeat measurements in an investigation and get similar results.
16. Reproducible.	When other people carry out an investigation and get similar results to the original investigation.
17. Systematic error.	An error that causes there to be the same difference between a measurement and the true value each time you measure it.

For further guidance see **pages 2-11** of the **Activate 1** textbook on Kerboodle.

Transition KO

To **aspire**, **endeavour** and **thrive** together.

Science homework

Students will be given retrieval homework once a fortnight (every week A)

This will be revision of a last topic.

Homework is set on our online platform, Educake. Students login to Educake using their school login details. Educake is a short online quiz that has attached resources to support students during the quiz.

Teachers can monitor which questions the students are finding difficult.

Transition Key questions.

State a lab safety rule	Do not enter a lab unless a teacher is present. No eating or drinking. Wear safety goggles. Keep long hair tied back. Do not run in the lab.
What colour is a safety flame?	Yellow flame
Is the air hole open on a safety flame?	Closed
How do you calculate the mean of a set of numbers?	Add up the numbers and divide by how many numbers there are
What is an independent variable?	The variable that you change
What is a dependent variable?	The variable that you measure
What is a control variable?	The variable that you keep the same
What does apparatus mean?	Equipment

To **aspire**, **endeavour** and **thrive** together.

Retrieval tests in lesson

Retrieval of science topics which are linked to the previous week's Educake quiz.

Every week A – same week as Educake homework is due.

Students will have a 10 minute quiz testing their knowledge of their revision topic

Transition – Retrieval Quiz

Y7 Retrieval Quiz – Introduction to Science

Section 1: Multiple Choice Questions

Choose the correct response to each of these questions:

1) What is the meaning of this hazard symbol?
   A) Flammable
   B) Corrosive
   C) Radioactive
   D) Toxic



2) What is the meaning of this hazard symbol?
   A) Flammable
   B) Corrosive
   C) Radioactive
   D) Toxic



3) Which one is these is NOT a safety rule in the lab?
   A) No eating or drinking.
   B) Keep long hair loose.
   C) Wear safety goggles.
   D) Be quiet and sensible during lab work.

4) An independent variable is the one we
   A) Measure in an investigation
   B) Keep the same in an investigation
   C) Put on the y-axis on the graph of our results
   D) Change in an investigation

5) Which of these should we NOT do when drawing a bar chart?
   A) Bars same size and separated
   B) Labelled X-axis
   C) Evenly spaced scales
   D) Pen used to plot the points

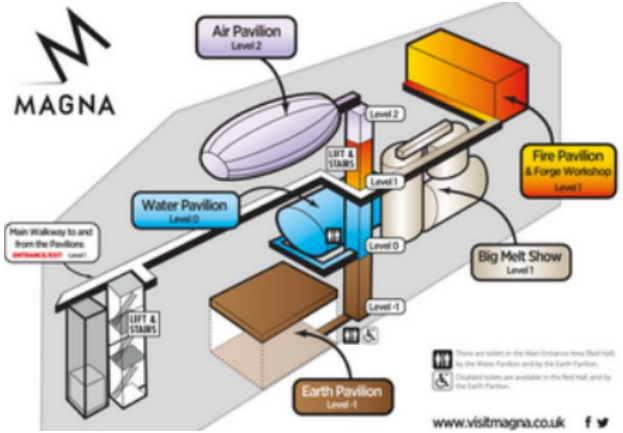
Year 7 Trip – Magna

To **aspire**, **endeavour** and **thrive** together.

Year 7 trip to Magna – focus on forces.

Magna is a science centre with unique learning opportunities. Pupils can explore and discover science, technology, design and steel heritage in an engaging, hands-on environment.





Y7 Parents Information Evening

Please scan the QR code to complete a short questionnaire about the evening. The feedback will help us to improve future events and to ensure that we are providing you with the information you need to support your child.