

## Year 7 early tasks

As part of our commitment to identifying and nurturing the God-given potential of every student in our care, departments have been planning tasks that our new Year 7s can expect to tackle in their first weeks with us. We aim, through these activities, to develop and reveal students' interest in our subjects, and to identify our most able students in each field.

### English

- Students will be shown six images (some will loosely relate to texts studied) and be asked to mind map or list words or phrases to describe them (all will come up with adjectives, some might use techniques, some of the techniques will be used for effect).
- Intro task: students will be asked to briefly plan a piece of writing inspired by one of the images. No purpose or audience will be given so that individuals can make their own decisions and cater to their own interests).
- Main task: students are to use the remainder of the lesson for free writing. This will again be accessible to all, but will be differentiated by outcome; no scaffolding will be given so that what is produced shows raw ability and will highlight vocabulary and the ability to craft written work. It will also by default allow us to identify those who read widely.

### Maths – fractions tasks

- They are open tasks, allowing students to express their maths creatively. Teachers will be able to assess the work produced in the lesson to identify the most able mathematicians.
- The first activity uses Venn diagrams, so the students need to problem solve and organise their ideas based on the constraints given.
- The second task will be accessible to all, but only a very small number of students will be able to prove their results using algebra

## Science

- Explain with the aid of diagrams how a rainbow is formed. This seems like a very simple question but actually can be explained with some complex and high level physics. We would expect the more able students to begin to explore this and produce some neat and accurate ray diagrams.

## RE

- Students will be introduced to a creative competition that will be hosted over the first two weeks. This is the importance of Faith – can be done in a video, poster, article.
- Students will write a 15 mark GCSE style question in their third lesson to test their evaluation, writing and analysis skills. Exam question = 'Faith is important.' Discuss referring to two religious or beliefs or non-religious beliefs.

## Geography

- Students will work on a series of pictures to identify the geographical issues in each and pose pertinent geographical questions
- Students will be to build links between human and physical issues at different scales of development.
- The tasks will also enable students to demonstrate their existing knowledge of a variety of specific geographical topics and concepts studied at KS4.

## History

- 'What do you recognise from the history pictures on the board?' task, mostly using topics previously seen but with a few harder pictures (eg Napoleon)
- Putting those pictures in order using deduction and any prior knowledge.
- What does 'respectfully questioning everything' (the departmental slogan) mean? - class discussion or short written task.
- Homework task, set at the end of the introductory lessons: 'Who is your history hero?' Justify your choice, writing at least one side of A4. No guidelines on structure given by teacher. Work produced by students should identify 'history fans' and the best thinkers/writers.

## MFL

- Students will take the Language Aptitude Test
- For higher sets, all lessons are conducted in the target language - students to use dictionaries to find words out. Work on word roots and derivatives to work out vocabulary for themselves, using clues from English and other languages.

## DT

- Students will complete a range of tasks including designing for a specification, product analysis, tool identification and measuring. It should give an overall view of the high ability students in a range of areas in Design Technology.

## Art

- There will be still life drawing assessments during the first two weeks and moderation as a whole department to elect the most able artists.
- Homework task - 'Most inspirational Artist' Students will be asked to present an A4 research page on the artist that inspires them the most. They will be encouraged to rationalise why and to evaluate a piece of the artist's work. Students will be given a list of websites to help but this will help identify students with a wider interest and or knowledge of Art.

## Music

- Students will be given a tune, a set time and a glockenspiel and they will need to see if they can play it back as best they can- this will highlight any that have a natural ability and those that have experience.
- They will do a written base line test plus a practical skills 'show and tell' jamming session as well as interviews in pairs when students share if they play an instrument and have been in any ensembles in primary school.
- A comprehension task- students will be given a short text and then a list of questions that work through to very higher order questions and finally to a further extension task. This will highlight the academic most able

and therefore can ensure that they are given the correct tasks in lessons to develop them further.

## PE

- Fitness test (cooper run - to identify general fitness and those that can push and motivate themselves)
- Team games (handball/netball - to identify those that can throw and catch and demonstrate game play to a higher standard)
- Team work/leadership (capture the flag - to identify those more tactically able and that take charge and lead)

## Drama

- The first two weekly lessons will be ran in a workshop style in which students will be given a series of tasks to test skills ranging from collaboration, imagination, confidence and acting ability. Teachers will have a chart to identify key members of their classes who stand out in these various skills.
- In addition, we will be holding auditions for the Shakespeare for School festival in the 3rd week and this will be open to 7s and 8s. This will be an opportunity to identify most able drama students across the year group.

## Dance

- Students will be taught a phrase of movement in which they will learn and develop in 2s/3s. In order to identify the most able, we will be assessing technical ability, the speed and confidence in which they pick up the phrase, creative skills in developing choreography, performance skills. Teachers will have a chart to identify key members of their classes who stand out in these various skills.
- In addition, we will be holding an open audition for the 'Step Into Dance' programme which will be an opportunity to identify most able dancers across the year group.

## Media

- year 7 more able tasks in media are based around a self evaluation quiz, which is completed at the end of every term. In the individual lessons,

we monitor students for their creativity, enthusiasm and technical ability.