



Christ the King
Catholic Voluntary Academy

Year 7 Essentials for Success 2026-27

COMMUNITY • ACHIEVE • RESPECT • ENCOUNTER



Christ the King
Catholic Voluntary Academy

Our faith in Jesus Christ is the centre of our community at Christ the King, primarily through the core message of Jesus:

***“Love your neighbour as you love yourself.”
(Luke 10:27)***

We are very blessed to have a beautiful Chapel that is accessible for all staff and students at Christ the King, giving each and every person the opportunity to explore their faith and pray in a way that they know how, with the support of Jesus Christ who is present in our Tabernacle.

Chaplaincy at Christ the King





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Welcome from the Chaplains – Beth and Vicky



Beth



Vicky

How can you support our work?

You can support your child by encouraging them to sign up to join the Chaplaincy Team, to be a form prayer rep and to come on any of the retreats that we offer over the year. The roles that we support in school allow our young people to grow in confidence, leadership and faith.

You are welcome to join us for our monthly Masses – these usually take place on the first Friday of each month. At the end of each term, we hold a Celebration of the Word or a Mass at Good Shepherd Church. We send out a livestream link to ensure that you can participate online – please feel free to watch these and to join us in prayer.

We believe that each student brings their own unique gifts and talents to our school community. With your support and encouragement, we hope to help each student to discover and develop their gifts, enabling them to grow in their faith and make meaningful contributions to both our school and the wider community.





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Welcome

Parental involvement has a significant impact. There are lots of different ways for parents to be involved:

- Help them to prepare for school – be organised
- Ask questions about your child's learning
- Support/supervise work
- Encourage them to always do their best/keep trying
- Attend school events
- Communicate with their teachers

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Knowledge Organisers

- Essential knowledge that students need to know and be able to recall in order to master a topic
- Helps students organise their learning and memorise information better
- Teaches revision techniques and routines that are essential for assessment and examination preparation.
- Beginning of a seven-year revision cycle





Flash Cards



1. Identify Knowledge

- What are you creating flashcards on?
- Do you have your knowledge organiser?
- Use your book to look at previous misconceptions from whole class feedback.



2. Colour Coding

- Use different coloured flash cards for different topics. This helps with organisation, NOT recall.



3. Designing

- 1 Question per flash card - make them concise and clear.
- Use a one-word prompt, so that you can recall as much as you can.
- No extended answer questions.



4. Using

- Write your answers down, then check, or say your answers out loud. This clearly shows the gaps in your knowledge.
- Do not just copy and re-read.
- Shuffle the cards each time you use them.
- Use the Leitner system to use flash cards every day.



5. Feedback

- How have you performed when you look back at your answers?
- Is there anything you need to revisit in more detail?
- Is your knowledge secure? If so, move on to applying knowledge in that area in specific extended exam questions.

THE CORE FOUR REVISION TECHNIQUES



Revision Clocks



1. Identify Knowledge

- Select a topic you wish to revise. Have your class notes, knowledge organiser or revision books ready.



2. Designing

- You can make your own revision clock by drawing a clock in the centre of a page and dividing it into 12 chunks. You can also use an existing template from your teacher, or one you can find online.



3. Manageable Chunks

- Organise your revision notes into 12 sub-topics and make brief notes for each sub-topic into one of the segments on the page, creating manageable chunks of information. Combine text with images to help retain the information.



4. Using Revision Clocks

- Revise each segment for 5 minutes. Turn the clock over and recite the sections out loud or ask someone to quiz you.
- Alternatively, you can revise certain sections for 5 minutes and use a blank revision clock with headings, recall as much information as you can in the segments.



5. Check Understanding

- How have you performed when you compare your answers to what you have written? Is your knowledge secure?
- Remember to repeat the process regularly, using different techniques to answer the questions.
- Put it somewhere visible for you to use again.

THE CORE FOUR REVISION TECHNIQUES



Brain Dumps



1. Identify Knowledge

- Identify the knowledge / topic area you want to cover.



2. Write it Down

- Take a blank piece of paper/white board and write down everything you can remember about that topic (with no prompts)
- Give yourself a timed limit (e.g. 10 minutes)



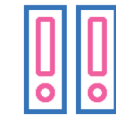
3. Organise Information

- Once complete and you cannot remember any more, use different colours to highlight / underline words in groups.
- This categorises / links information



4. Check Understanding

- Compare your brain dump to your Knowledge Organiser or book and check your understanding.
- Add any key information you have missed (key words) in a different colour.



5. Store and Compare

- Keep your brain dump safe and revisit it.
- Next time you attempt the same topic, try and complete the same amount of information in a shorter period of time, or add more information.

THE CORE FOUR REVISION TECHNIQUES



Self-Quizzing



1. Identify Knowledge

- Identify knowledge / content you wish to cover



2. Review and Create

- Spend around 5 - 10 minutes reviewing content (knowledge organisers / class notes / textbook.)
- Create 10 questions on the content (if your teacher has not provided you with questions already)



3. Cover and Answer

- Cover up your knowledge and answer the questions from memory.
- Take your time and where possible answer in full sentences.



4. Self Mark and Reflect

- Go back to the content and self-mark your answers in green pen.



5. Next Time

- Revisit the areas where there were gaps in knowledge and include these same questions next time.



THE CORE FOUR REVISION TECHNIQUES



Homework Schedule

You should complete at least one hour of Home Learning per school day.

This will consist of:

- Knowledge Organiser and Online Learning as directed by your teachers.
- If you have no tasks set, carry out Knowledge Organiser activities as per the Knowledge Organiser timetable below.
- Two periods of 20 minute reading each week.

Week 1					
20 Minutes Per Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Science	Maths (Sparx)	Maths	English
Subject 2	RE	PE	RE	Science	Geography
Subject 3	Music	History	Technology / IT	MFL	Art

Week 2					
20 Minutes Per Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Science	English	English	Maths (Sparx)	Science
Subject 2	RE	Maths	RE	Drama	Geography
Subject 3	Music (Practical)	History	Technology / IT	MFL	Art (Practical)



- Students will only have 3 pieces of homework a night
- Majority set from knowledge organiser
- Students should only spend 20 minutes a night on each subject
- Students will also be expected to read for 20 minutes on two occasions each week





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Assessment Policy -Your Child's Progress

Presentation by
Mrs L Bator

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- The focus will be on your child being able to answer 2 key questions for each subject area:
 - What am I doing well?
 - What do I need to do to improve?
- We would encourage you to discuss these questions with them
- If your child cannot answer these questions for any subject area then they should speak to their teacher





Assessment Policy

- Teachers will feedback in lots of different ways
- BUT they will not give grades/levels to work until after the Year 10 end of year exams
- Students will be given subject specific targets for improvement
- The focus will always be on encouraging students to better themselves
- This approach is supported by educational research





Data that goes home

- Your child will not be given target grades
- Your child will be given a 'projected pathway' which will either be 1-3, 4-6 or 7-9
- Attitude to Learning
 - Ambitious
 - Active
 - Passive
 - Reluctant





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Student Expectations

Presentation by
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Punctuality and Attendance:

- Please support your child to arrive on time to school
- Encourage them to arrive at lessons on time
- Attendance is essential for progress

Organisation:

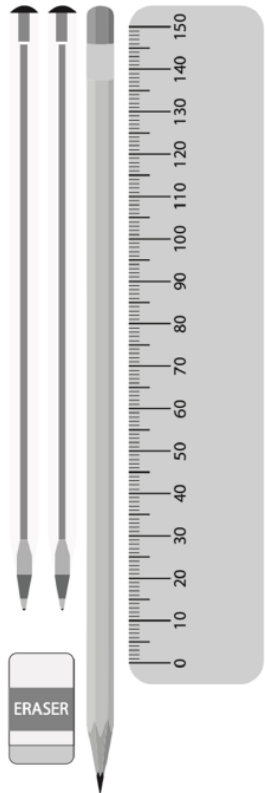
- Please check and your child's planners every week, ensuring that they are recording homework; you can also use the planner to communicate with school
- Please support your child by helping them complete their homework, and ensuring that they return it to school by the deadline set
- Please ensure child has the right equipment, books and kit for school every day.
- Please encourage your child to look after their bags, equipment and kit during the day

Student Expectations



EQUIPMENT CHECKS & ORGANISATION

Place your essential items here to show your tutor you are equipped for the day. You should have these in a clear pencil case with pencil crayons and a maths set.



WHAT I NEED TO PACK FOR EACH DAY:

Day	Equipment
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



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Student Expectations

Composed for Learning				
Be punctual – arrive on time	Move between lesson quickly and quietly	Be prepared – correct equipment, homework, uniform	Pay attention to the teacher	Have a positive posture – sit up straight
				
Aspiration				
Show and outstanding attitude to learning	Act upon advice given by adults	Seek opportunities to improve	Show a positive attitude towards progress and achievement	
				
Respect All in the Room				
Speak and behave in a respectful manner to all adults and each other	Follow instructions without question or answering back	Do not interrupt others in the classroom	Lead / join in with class prayer	
				
Engage in Learning				
Complete independent learning tasks on time	Complete independent learning tasks to the best of your ability	Do not distract others	Always try your best!	
				

Christ the King Attitudes:

- Focus on consistently high expectations in all lessons
- Show teachers and students they CARE about their learning
- Show Respect when we communicate with each other
- Develop skills that are beneficial for life, not just school

WHEN WE RESPOND TO ONE ANOTHER WE WILL BE:

Respond		Smile, be warm and welcoming
Eye Contact		Look at the person you are speaking to
Sir/Miss		Use Sir or Miss when addressing an adult
Polite		Remember your manners, and always say please and thank you
Excuse Me		To get an adults attention
Coherent		Respond in full sentences when answering a question, hand away from mouth
Tone of Voice		The way you are speaking should be clear, audible and appropriate
Focused		Avoid distractions, don't fiddle with equipment
Upright		Posture–sit/stand up straight, face the front, no leaning and hands out of pockets
Language		Articulate and appropriate–no swearing or slang.



- **Achievement or + CARE Points:**
 - Staff will issue points in all lessons for students
 - These will be celebrated as a tutor group and as Year group
 - Points issues can be found on the parent portal
- **Behaviour or - CARE Points:**
 - Behaviour points will also be issued to students whose behaviour does meet our expectations
 - These can also be found on the parent portal
 - After school detentions will be given as a sanction
 - Please remind you child why good behaviour is essential

Student Expectations

CARE Points	CLASSROOM BEHAVIOUR	ORGANISATION
	• Composed for learning • Aspiration • Respect all in the classroom • Engage in learning	• Equipped for the day • Equipped for the lesson • Homework completed to the best of your ability • Homework handed in on time
	Reminder Given • Disrupting the learning in lesson • Not following the Classroom CARE Habits	• 3 failures to bring equipment (signatures on Uniform & Equipment Card) • Failing to do homework • Late for lesson
	Continued Disruption • SLT 'ON CALL' removal from lesson • Same day lunchtime detention • 3 removals in 1 week = 90 minutes after school detention the following week	• Late for school during registration - 3 times in a week results in a 30 minute after school detention • Late to school after registration - 30 minute after school detention next available slot • Late to school = 1 negative CARE point

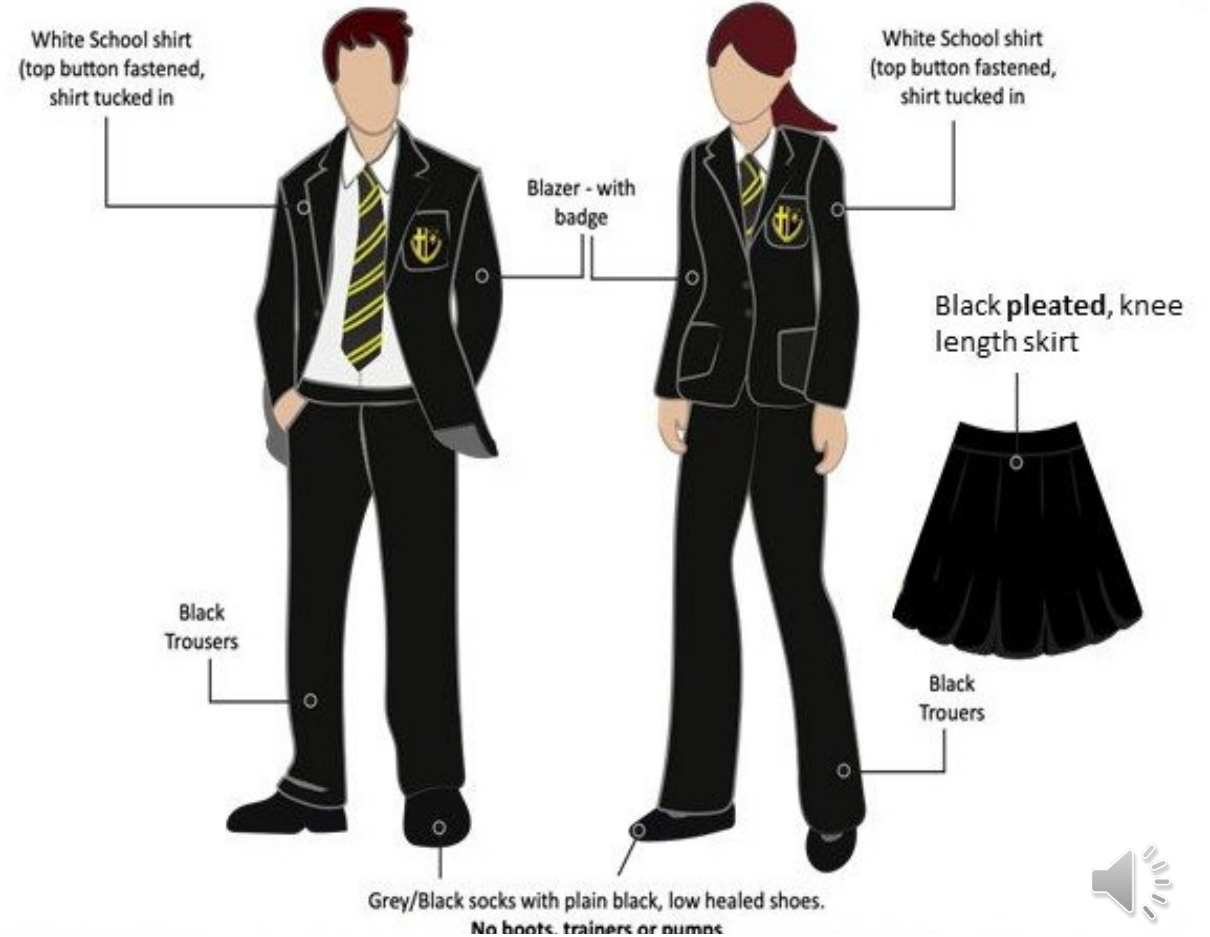




Uniform:

- Please ensure that your child has the correct uniform and that they wear it correctly at all times, including PE kit
- **If your uniform is not correct you will be asked to correct it and you will be issued with a lunch detention**

Student Expectations





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**SEE IT, HEAR IT
LOSE IT!** 



OFF

Switched off
before you
enter the
school site



AWAY

Kept inside
your school
bag for the
entire day



NOT ON YOU

Not kept in
your blazer
or trouser
pockets



OUT OF SIGHT

Not seen, heard
or known about
anywhere on the
school site



CONFISCATION

If a phone is seen,
heard, or known
about, it will be
confiscated



SANCTION

After school
detention given
and collection will
depend on policy



DEFIANCE

Repeated
breaches will lead
to sanctions

Student Expectations

- **1st offence** – confiscated, 30 minute after school detention and returned to student that day
- **2nd offence** – confiscated, 60 minute after school detention and returned when a parent/carer collects it
- **3rd offence** – confiscated, 90 minute after school detention and returned to a parent/carer the following Monday





Attitude to Learning:

- 99% attitude 1% aptitude
- Participate fully in lessons
- Contribute to a positive learning environment (by using the Classroom CARE Habits)
- Looking for AtL's of 1 or 2 – below this will affect progress and attainment

Attitude to Learning (ATL)

	 Ambitious Learner	 Active Learner	 Passive Learner	 Reluctant Learner
My Composure and Respect	I lead the way. I arrive early, settle instantly, and help others stay focused. I lead classroom talk and model the CARE Habits for everyone.	I am ready and respectful. I arrive on time with all my equipment. I listen carefully and follow the CARE Habits every lesson without being reminded.	I am present but waiting. I am quiet and well-behaved, but I often wait for a personal reminder from my teacher before I actually start my work.	I struggle with routines. I am often late, missing equipment, or unsettled. My teacher has to remind me to follow CARE Habits, which slows down the lesson.
My Aspiration	I seek challenges. I don't wait for easy work; I ask for the hardest tasks. I use every bit of feedback to master my subjects and beat my targets.	I want to improve. I listen to advice and act on it. I work hard to make sure I am making steady progress and hitting my individual target grades.	I do "just enough". I rarely ask for help or try the hard tasks. I don't always use feedback to fix my work, so I am not yet reaching my full potential.	I show little interest. I rarely look at my targets or follow advice. Because I don't engage with feedback, my progress is currently below where it should be.
My Engagement in Learning	I own my learning. I stay focused without being told. I do extra research and deep independent study that goes beyond what my teacher asked for.	I am fully involved. I volunteer answers and take part in every discussion. I complete all my classwork and homework to a high standard and on time.	I only join in when asked. I rarely volunteer an answer. I do the bare minimum to finish a task. My independent study is often rushed or lacks detail.	I am frequently off-task. I need constant reminders to stay focused and stop talking. My work is often unfinished, and my homework is frequently late or missing.



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RE

Presentation by Mrs R Lewis

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- Core subject in a Catholic school
- Studied by all students Year 7-13
- Knowledge Rich Curriculum that also supports the development of literacy skills
- KS3 provides the foundations for further study at GCSE and A Level
- Asks the answers to 'Big' questions
 - Does God exist?
 - How do we know what is right/wrong?
 - When does life begin?
 - Is there life after death?
 - Encourages students to think about their impact on the world





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RE – KS3 Curriculum

Year 7

Creation and Covenant

Prophecy and Promise

Galilee to Jerusalem

Desert to Garden

To the Ends of the Earth

Dialogue and Encounter

Islam

To know You more clearly

The Religious Education Directory
*for Catholic Schools, Academies and Colleges
in England and Wales*



**Religious
Education
Directory**

Homework





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English

Presentation by
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& Mrs J Collins

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English – KS3 Texts Studied

Literature:

- 'Boy' by Roald Dahl and other autobiographical extracts
- The context around 'A Christmas Carol' by Charles Dickens
- 'Private Peaceful' by Michael Morpurgo
- An anthology of Poetry

Shakespeare:

- Romeo and Juliet (yr 7)
- A Midsummer Night's Dream (yr 8)

Language Extracts:

- Travel writing; extracts from the Gothic
- genre, including some from the nineteenth century

Reading for Pleasure

- A Kind of Spark by Elle McNicoll
- The Dark Lady by Akala





English – Homework

Connectives you can use for comparison		Key language devices used by writers	
Similarly....	In contrast...		
Likewise....	However...		
Equally...	Whereas...		
In the same way...	Alternatively...		
As with...	On the other hand...		
Key Terms		Key language devices used by writers	
Fiction – literature exploring imaginary events and/or people			
Non fiction – based on facts and real life events e.g. newspaper			
Compare – state the similarities and differences between 2 texts			
Summarise – state the key points of what is written			
Evaluate – offer your own critical opinion			
How to write about texts...			
P oint	The character is presented as ... The writer makes us think that... The language of the text is used to... The structure of the text is used to... Similarly/On the other hand the writer suggests that ... The technique of...is used to... The writer shows us that... One way in which (use the key words from the question) is...		
E vidence	For example, ... One quote to show this is ... In the line '.....' In the text it says '.....' This is indicated in the line '...'		
T echnique	This is an example of a ... The technique is used to... By using the technique... Bu using ... the writer shows that...		
E ffect	This suggests/shows/implies/connotes/indicates... The effect on the reader is... This is used to show that... The connotations of this are...		
R elate back to the question	(Use keywords from the question) Therefore it can be seen that... Overall, the writer is... (relate back to the question and your ideas on this) Relate to why the writer wrote the text, what they are trying to convey) The author's intention was to...		
		A	
		1	adjective word that gives more information about a noun
		2	adverb word that gives more information about a noun
		3	alliteration repetition of the same first letter
		4	anecdote when a writer uses an incident from his or her personal experience to make a point, or entertain the reader
		5	comparatives adjective that compares the quality of something
		6	connotation the association that a particular image /colour / word has
		7	emotive language / imagery language or imagery that promotes an emotional reaction
		8	exaggeration / hyperbole deliberately over-estimating for effect
		9	Informal language language that uses colloquialisms (everyday sayings) or slang and so suits informal situations
		10	formal language language used in formal situations where the speaker / writer wishes to create a good impression
		B	
		1	irony the humorous or sarcastic use of words to imply the opposite of what is being said
		2	metaphor a description of something as though it were something else
		3	noun (abstract) an abstract noun is something that you cannot touch, e.g. emotions like joy or fear
		4	noun (concrete) a concrete noun is something that you can touch, e.g. a table or chair
		5	noun (proper) Nouns that are given capitals identify particular places, things, people or events
		6	onomatopoeia a word that sounds like what it describes
		7	opinion a point of view that cannot be proved to be true or untrue
		8	paragraph Paragraphs are used to sequence and organise the ideas, setting, timeframe etc. of a text. The topic sentence is particularly important for signposting the main idea in the paragraph
		9	personal pronoun direct address to the reader, e.g. 'you'
		10	personification when an object is given human characteristic
		C	
		1	perspective A story can be told from the first, second or third person point of view (or perspective).
		2	repetition used to emphasise / reinforce a point
		3	rhetorical question a question that is asked to draw attention to a particular point, rather than a genuine request for information
		4	sarcasm language designed to insult or taunt
		5	appeal to senses language or imagery connected to hearing / smell / taste / sight / touch
		6	sentence length A variety of sentence lengths can be used for effect: e.g short sentences to create tension; long sentences to give detail
		7	simile a comparison introduced by 'like' or 'as'
		8	superlative adjective that expresses the highest quality or degree
		9	triplet using three different qualities to reinforce or stress a point
		10	verbs simply described as 'doing words', however many verbs identify states or feelings rather than actions and can be very emotive / effective

- Set weekly, Arbor is used to record the task/due date of all homeworks.
- Our focus is on reading and we are introducing Sparx Reader in the academic year 2026/7. More information will be shared once we have implemented this new approach.
- Knowledge Organiser homework is set to support student preparation or in class assessments . Clear instructions are given in Arbor.





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Maths

Presentation by Mr C McGuinness

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- Students will be taught in mixed ability groups in Year 7 following the White Rose scheme of work.
- They will be delivered lessons that address the demands of problem solving and reasoning building on what they have covered at KS2.
- We hope to make lessons engaging and challenging for all students.
- Students require their equipment every lesson, this includes a casio scientific calculator.





- Homework is set once a week  **Sparx Learning**
- Teachers will provide extra support to any student who requires it
- We encourage you to contact either myself or your child's maths teacher if you have any concerns





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Science

Presentation by Mr A Blazewicz-Bell

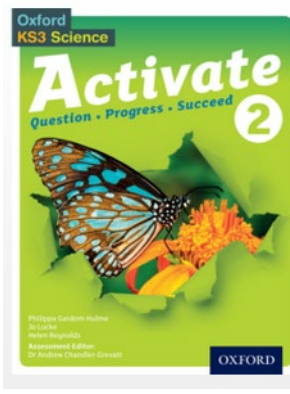
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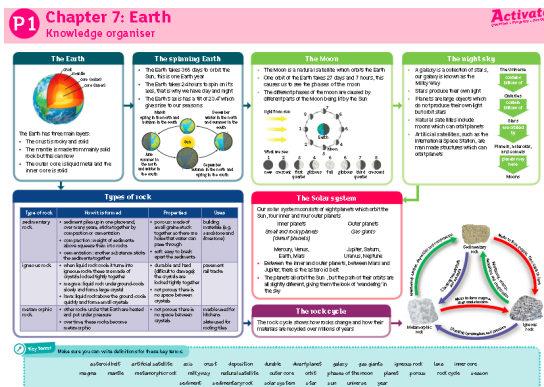




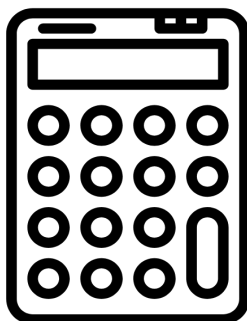
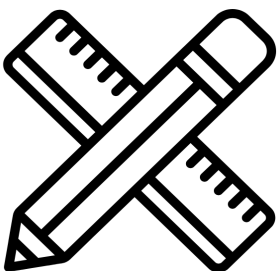
Term	Topics
Autumn Term 1	Organisms
	Matter
	Energy
Spring Term 2	Ecosystems
	Earth
	Forces
Summer Term 3	Genes
	Reactions
	Electromagnets

- Science is a Core Subject studied by all students from Year 7-11.
- From Year 7 onwards, we begin a 5-year learning journey, delivering units in Year 7 and 8 that lay the foundations for studying science at GCSE and beyond.
- Our Knowledge Rich Curriculum also supports the development of fundamental practical, mathematical and working scientifically skills.





- Science is about the what and why.
- Speak to your child about what they have been doing in their science lessons.
- Use the knowledge organisers to find out more about their topics with them and engage in asking them questions.
- Your child will need all basic equipment every lesson, this includes a scientific calculator.





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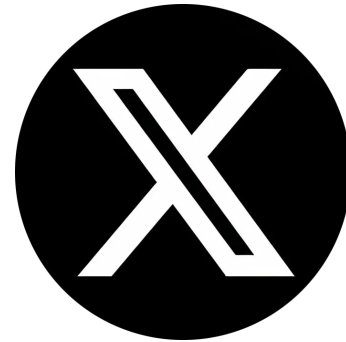
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