

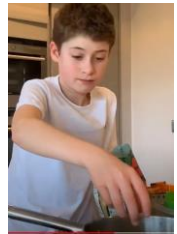
**DISTANT**  
*but*  
**TOGETHER**

# TURTON

## Year 7 Summer Update

A summertime update on what year 7 pupils have been learning this term, just in case they have entirely stopped talking to you by now! Additional information about the Scholars' curriculum is in brackets. All of our knowledge organisers, detailing our curriculum are here: <https://www.turton.uk.com/ks3revision/>

- **English:** Medieval, 'Arabian Nights', Chaucer, (*Dante's Inferno, Black Death Chronicles*)
- **Maths:** Algebraic expressions, fractions, decimals, negatives (*Linear & quadratic sequences, graph theory, problem solving*)
- **Science:** Plant reproduction & transport, elements & compounds, earth & space (*plant structure & new materials*)
- **History:** Medieval society, Crusades, Becket, King John, Magna Carta (*Health & medicine*)
- **Faith & Ethics:** Jesus, beliefs & actions, humanism, radical/revolutionary, hypocrisy (*Leibniz & Spinoza, Rationalism*)
- **Geography:** Weather, Russia (*Flooding, a case study in Bangladesh*)
- **Spanish:** Parts of the body, towns: Pamplona, Bullfighting, San Fermin (*French: Sport & free time, Latin: Stage 4 – In foro, Stage 5 – In Teatro*)
- **Drama:** Stansislavski, Realism, Blue Remembered Hills (*Magic If, Emotion Memory*)
- **PE:** Fitness training
- **Music:** History of: classical music, composers, instruments (*5 major periods of music*)
- **Technology:** History of toys, industrial revolution, food & health (*Philosophy of tech*)
- **Art:** The Renaissance Revolution (*Architecture, foreshortening, Botticelli, Brunelleschi*)
- **Computing:** Programmes, sequence, selection, iteration (*Python, abstraction, Boolean*)



“Distance means so little when someone means so much.”  
Unknown



### **F.O.M.O. (Fear of missing out)**

So.... what can we say that would attempt to explain these extraordinary times? Everyone's experience of education at home has been so different. We only hope that you hold onto one thought about school: that getting an education is your right. So, reach out and grab it with both hands. We cannot wait to see everyone back at school.

Mrs Bach (Deputy Head)

### **A very challenging year!**

In a year where when the word "unprecedented" has never been used so much, I have been really proud of our year 7. What is already a tricky year for them moving up to secondary school, suddenly presented a whole new set of challenges. They have been brilliant at coping, and whilst this hasn't been easy, we know that they have on the whole tried their best. We really want to thank students for their efforts and also parents for supporting them. Hopefully we can see a return to some sort of normality come September. I hope you all have the chance to have a relaxing summer.

Mr Sykes (Head of Year 7)

### **Learning top tip #3**



Summer is a time for rest and relaxation; it's also a time for developing curiosity and having cultural experiences. We normally send out summer challenges, but as this year has been so full of challenges, we thought we might not! You will receive 2 tailored webpages (from every subject) for your child in our end-of-year reports, and that is quite enough for now. We are VERY much looking forward to welcoming you all back in September.

Mrs Lane (Assistant Head)

### **Curiosity Question - History**

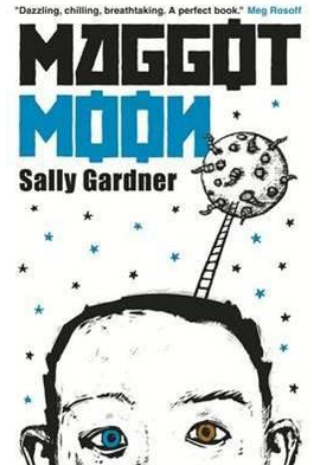
You will always find me in the past. I can be created in the present, But the future can never taint me. What am I? (Ask your History teacher for the answer!)

Mr Tither (Head of History)

# Recommends

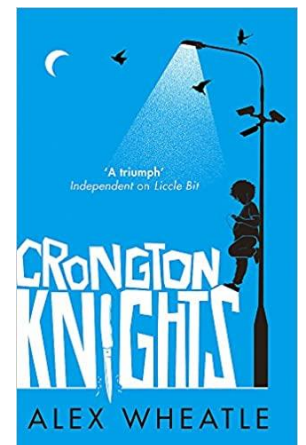
## *Maggot Moon* – Sally Gardner

Combining conspiracy theory and dystopia, this original novel from Sally Gardner, will prepare pupils for the study of dystopian literature in Year 8. Brilliantly-written and very readable, the story is told in the first person, in the distinctive and unusual voice of Standish, who although he is far from the standard 'hero' archetype, soon proves himself to be loyal, brave and idealistic. Standish realises that it is up to him, his grandfather and a small band of rebels to confront and defeat the ever-present oppressive forces of the Motherland. Utterly original and stunning, it is impossible not to be moved by MAGGOT MOON's powerful story and the unforgettable heroism of Standish.



## *Crongton Knights* – Alex Wheatle

Living on the South Crongton council estate has its worries - and life for McKay has been even tougher since his mum died. His dad has been working all hours to keep the bailiffs from their door. His brother is always out riding the streets at night, tempting trouble. And now, having strayed off his turf on a 'heroic' (if misguided) mission to help out a girl, McKay finds himself facing a friend's crazy ex-boyfriend, some power-tripping hood-rats and a notoriously violent gangster with a vendetta which hits too close to home. Poor McKay. He never asked for trouble . . . But during one madcap night of adventure and danger, he will find out who his true friends are. Let me know what you think – Mrs Locke (Librarian)



# Jump in

Just to let you know about some of the marvellous things going on that pupils can be involved in to really make the most of their time at Turton. Here are some of the extra things that are going on outside your distance lessons:

**Hour of Code** – Check out this awesome way to develop your coding skills. <https://code.org/learn> . If you love it, get in touch with Mr Rifai and let him know how you got on!

Mr Rifai (Head of Computing)



Art Galleries aren't all easy to get to at the moment, but this outdoor sculpture trail is not! Why not try a few of the sections? We've tried out the Salford Quays bit, and it was excellent fun trying to spot them all. If you do, take some selfies and send them to Ms Tems, and let her know how you got on! <http://www.irwellsculpturetrail.co.uk/>

Ms Tems (Head of Art)

# Spotlight: A-level Drama

Each term we'll spotlight an A-level course at Turton, just in case pupils are wondering where excellent learning can take them. Information about all courses is available in our prospectus here: <http://www.turtonsixthform.uk.com/>

Mrs Bali (Head of Sixth Form)



## Drama and Theatre Studies

### Why study Drama and Theatre Studies?

We want students to have an inspiring experience of A-level Drama and Theatre and this qualification emphasises practical creativity alongside research and theoretical understanding.

Students learn through experience, seeing theatre and making it for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise, and work on performances.

Students develop skills that are not just essential for drama but applicable to a wide range of higher education subjects and in the workplace. The course refines students' collaborative skills, their analytical thinking and their approach to research.

Students grow in confidence and maturity as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on decision making.

### Where does it lead?

This is a well-respected academic course, valued at the top universities. Our students go on to study a range of degrees and courses including Theatre, Law, Journalism and the Humanities.

Past students are now employed in theatre, marketing, medicine, education, the civil service and the media.

### What does it go well with?

Drama and Theatre Studies will fit well with any subject; however, many of our students also study English, Psychology, Sociology and Media Studies.

### Requirements

Drama and Theatre Studies is an essay based subject as well as being highly practical. You will, therefore, need to write well and need at least a 5 in English.

## The Course

A-LEVEL

You will follow the AQA course and study:

### Unit 1: Drama and Theatre

The theatrical processes and practices involved in interpreting and performing theatre.

How conventions, forms and techniques are used in drama and live theatre to create meaning.

How creative and artistic choices influence how meaning is communicated to an audience.

**Assessment:** Written exam (2 set texts) 3 hours.

### Unit 2: Creating original Drama

Students must learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process.

Students must also study for this component the work and methodology of one influential theatre practitioner chosen from the list of prescribed practitioners.

**Assessment:** Devised performance + working notebook

### Unit 3: Making Theatre

Students must learn how to contribute to text-based drama in a live theatre context for an audience as a performer, designer or technician.



Ms Bimpson



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"Movies will make you famous; Television will make you rich; But theatre will make you good." - Terrence Mann