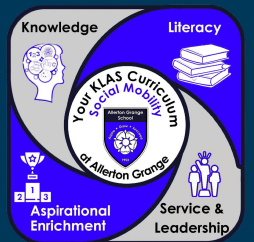


Maximising **social mobility**
empowers every child to
overcome disadvantage, unlock
potential, and access
opportunities that shape lifelong
success and wellbeing.



Welcome to our Year 7 Supporting Success Evening 2025

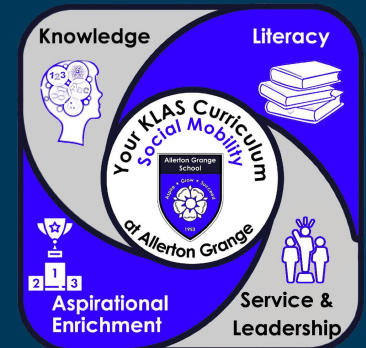
(all info on website this week)



Year 7 Supporting Success Evening 2025



Steve Fidler – KS3 Director
Rachael Langstaff - AHT for
Teaching, Learning & CPD
Leanne Hosty – KS3 Progress &
Welfare Leader



How can we all support success?



KLAS Curriculum & assessment



Reporting



Homework & Revision strategies



Metacognition



Well-being and support





A curriculum exists to change the pupil, to give the **pupil new power.**

Christine Counsell, The Dignity of the Thing.

Organisation for Learning



- The following equipment is essential for all students:
- Bag - large enough to hold several books and equipment
- Planner
- Pen - black and blue but also a green pen
- White board pen
- Pencil
- Sharpener
- Ruler
- Rubber
- Calculator- scientific if possible
- Glue stick





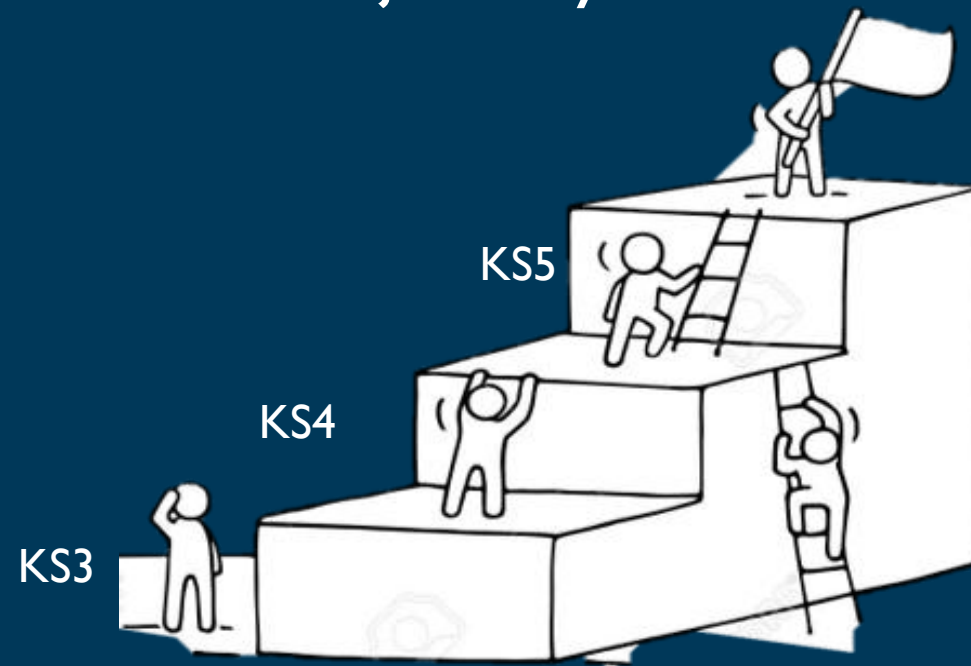
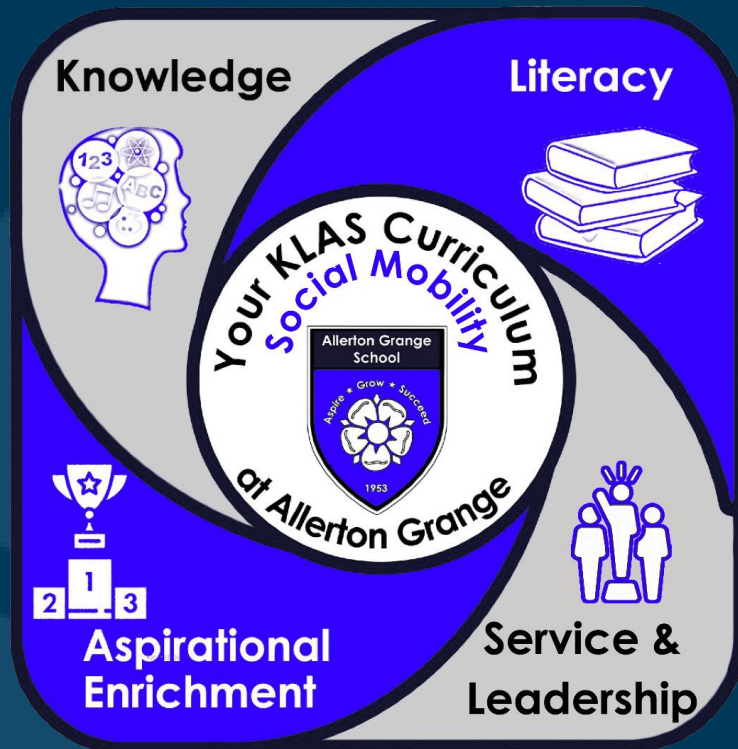
How can ensure that
students acquire
powerful knowledge
through the curriculum
design?



Sequencing through the progression model



- Concepts, knowledge and skills mapped out
- Helps learners to develop a complex schema (an interconnected web of knowledge about the subject).
- Aim - secure grasp of the knowledge and skills at each stage of that curriculum journey.



PARENTS

Current Parents ▾

AGS Newsletters

Year Teams

Curriculum ▾

Subject Progression Mo...

Year 7 Curriculum >

Year 8 Curriculum >

Year 9 Curriculum >

Year 10 Curriculum >

Year 11 Curriculum >

Reading Journey

English as an Additiona...

KLAS Curriculum

Careers

Sixth Form Courses

YOU ARE HERE | HOME | PARENTS | CURRENT PARENTS | CURRICULUM | SUBJECT PROGRESSION

Subject Progression Models

Art Photography

Biology

Chemistry

Classics

Computing



Classics - Year 7

AUTUMN 1

An Introduction to Classics

We begin the Classics curriculum by establishing students' disciplinary knowledge of the ancient world. We explore the geography of the ancient world and how different civilisations were interconnected. Students will gain an understanding of how classicists study the ancient world and the evidential issues that are faces, such as lost and fragmented evidence. Students will also develop their chronological understanding including the use of BCE/BC and CE/AD.

AUTUMN 2

How were the gods worshipped in antiquity?

In this unit on ancient religion, students will learn about the Greek and Roman Pantheon of gods, how they were worshipped, and why they were important in the ancient world. They will explore sacrifices, temples, and festivals, and discover how religion shaped everyday life in Greece and Rome. Students will develop an understanding of the reciprocal relationship between gods and mortals and how this can be seen in mythology.

SPRING 1

How was Rome founded?

This unit explore the foundation ancient Rome, exploring the myth of Romulus and Remus. Students will consider evidential problems faced with studying mythological hero by looking at the scholarship of Mary Beard and the Roman historian, Livy. Students will also look specifically at Roman religion and the importance of the gods in Rome.

SPRING 2

Why was 'rex' such a dirty word in ancient Rome?

In this unit, students will learn about the Roman monarchy, focusing on the reign of Rome's tyrannical kings. They will discover how the Roman monarchy ended, with the myth of Lucretia playing an important role in this change. Students will explore how these events lead to the establishment of the Roman Republic in c.509 BC, and how this new style of government was designed to prevent one individual becoming too powerful. The unit will help students to understand a key turning point in Roman history.

SUMMER 1

Why was Caesar assassinated?

In this unit, students will learn about Julius Caesar, his rise to power and why he was loved by the people of Rome. They will explore the causes of his assassination, including the fear and jealousy of the senators who thought he had too much power. By studying Caesar's life and the events leading to his death, students will understand how his assassination marked a major turning point in Roman history.

SUMMER 2

Was Caesar Octavian's 'passport to power'?

Students will understand the consequences of Caesar's assassination and how it led to civil war between Mark Antony and Octavian. They will explore how this conflict changed Rome, ending in Octavian becoming Rome's first Emperor, Augustus. Students will discover how these events marked the

PRIOR LEARNING

As this is the first time our students have studied classics, there is no prior learning required.

There is no prior learning required for this scheme of learning.

PRIOR LEARNING

Ancient Geography
Ancient Chronology
The Pantheon

Evidential Issue
The Roman Monarchy
Power and Authority

PRIOR LEARNING

The Roman Monarchy
The Roman Republic
Power and Authority

The Roman Republic
Power and Authority



Summative Assessment 1

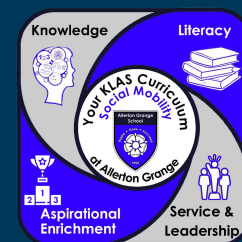
Knowledge Assessment:
Multiple choice questions
measuring core knowledge
from the Autumn Term.

This assessment is taken in
December of the Autumn
term.

Summative Assessment 2

Knowledge Assessment:
Multiple choice questions
measuring core knowledge
from across Year 7.

This assessment is taken in
June of the Summer term.





PARENTS

- Current Parents ▾
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- Subject Progression Mo...
- Year 7 Curriculum ▾
- Literacy
- English
- Maths
- Science
- Geography**
- History
- Languages

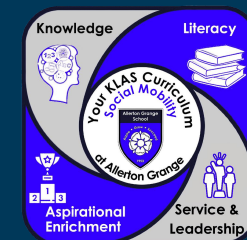
YOU ARE HERE | HOME | PARENTS | CURRENT PARENTS | CURRICULUM | YEAR 7 CURRICULUM | GEOGRAPHY

Geography

Students are introduced to what geography is and where it has come from at the start of the academic year.

The Ancient Greeks and the many explorers were our earliest sources of information about the world. Some of the information the Ancient Greeks presented at their time still hold true for many geographers today. Tales by explorers varied considerably but they did contribute to the field of cartography and the mapping of the world. We will investigate these sources of information to understand the contributions they made to Geography during their time on Earth and to ours today.

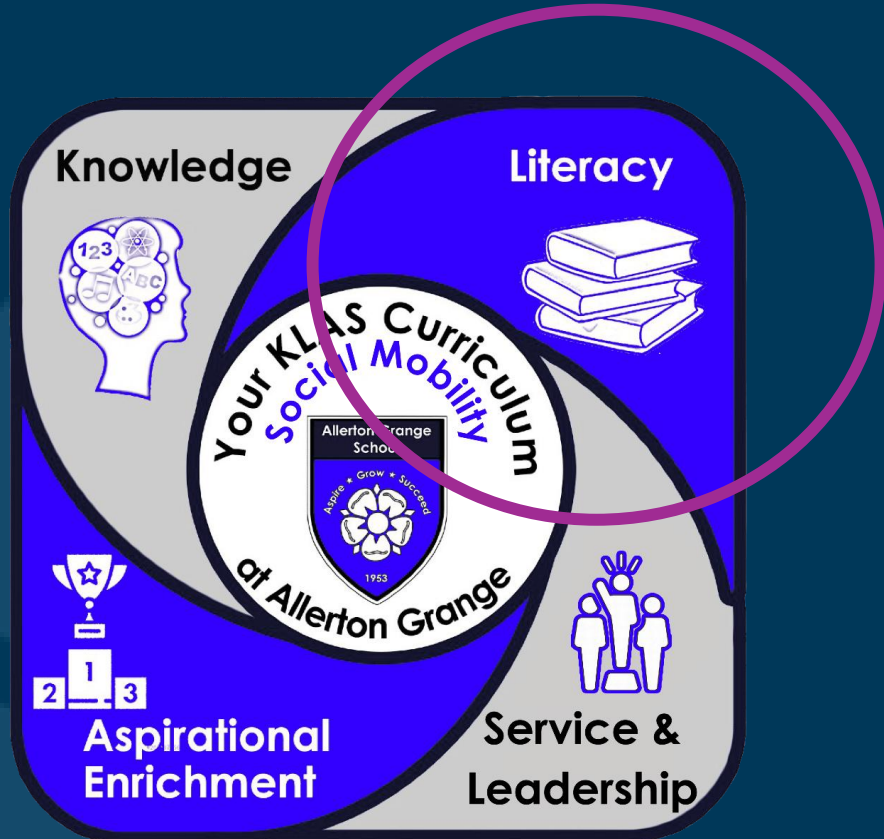
After travelling with the great explorers from history and seeing how our geographical knowledge grew, we will venture on our own geography journey to discover Earth's Story. This journey will be through time and space, visiting a range of places at different scales to understand how our world adapted and changed in the past and now continues to evolve.



Literacy



- DEAR program in form time
- Reading Plus
- Subject areas explicitly teach tier 3 vocabulary through a range of different techniques.



Definition	Synonyms
• The process of setting up a colony – a territory or possession conquered by another country. <i>Drake claimed Nova Albion as a colony for Elizabeth.</i> • To colonise – when a group of people from one country claim new land for themselves or their monarch. <i>England wanted to colonise North America.</i> • Colonists – the people who leave to set up the new territory. <i>Colonists set sail for North America in 1585.</i>	- To conquer - To invade - To claim territory - To establish a settlement
Colonisation	In a sentence in history
	Francis Drake's circumnavigation of the world inspired more Elizabethans to invest in exploration and colonisation . His reports about the wealth of the Americas encouraged investors to continue trying to colonise North America.



Homework



- Set through Class Charts
- Year 7- 6 sets of 20-minute homework per week.
- Homework will often be via an online learning platform e.g. Sparx Maths or using knowledge organisers with follow up quizzes in lessons.
- Support sessions: 10BP in a 4 week rolling period.



Aspirational Enrichment/Service and Leadership



AGS Students:



- Are respectful
- Act with responsibility
- Are courageous
- Are ambitious
- Are proud to be students at Allerton Grange School



Service & Leadership - overview



There are three strands to the service & leadership enrichment sessions:

- The **community** strand gives students the opportunity to learn about the world around them and the different people that live within in it.
- The **commitment** strand encourages students to demonstrate dedication by learning new skills over a number of weeks.
- The **creative** strand gives students opportunities to develop their creative skills through a range of mediums and to try activities that are outside of the classroom.

*All strands give students opportunities to develop new skills such as **resilience, organisation, discipline and project management.***



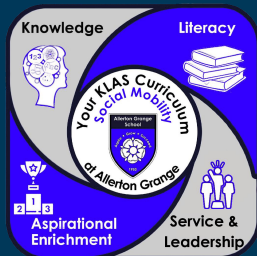
Aspirational enrichment

Recent trips have included:

Bradley Woods - Magna Science Museum - Windermere -
Kingswood -Lake Garda, Italy - Paris, France -Universities of
Leeds, Oxford and Cambridge - The British Museum
-Houses of Parliament

End of Year trips (all students)

Year 7 – Fountains Abbey, Bushcraft



Opportunities for students

Extra curricular clubs (weekly)

Badminton, Table Tennis, Football, Fitness, Rugby, Concert band, Samba band, Choir, Book club, Latin club, Cooking club, coding club and many more...

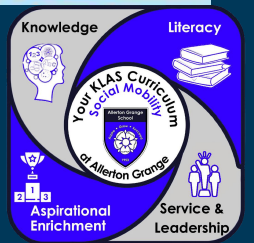
Trips & Events (year round)

End of year- Fountains Abbey, Bushcraft

Duke of Edinburgh Award (from Y9)

Student Leadership – SLG meetings, school events, school trips, enrichment

Music Tuition (weekly)



Music Tuition – free for disadvantaged students



Instrumental Tuition at Allerton Grange

At Allerton Grange, we are very proud to offer tuition on the following wide and diverse range of instruments:

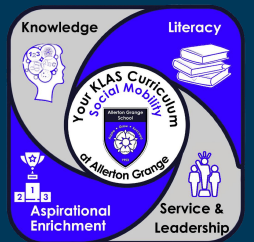
- Brass – Trumpet, Cornet, Trombone with the capacity for other brass instruments if required
- DJing – Digital DJ Controller and Mixer Decks
- Drums – Drum Kit and Percussion including Samba
- Guitars – Electric, Acoustic and Bass
- Keyboards – Piano and Electric Keyboards
- Strings – Violin, Viola, Cello, Double Bass
- Vocals – All Styles
- Woodwind – Flute, Clarinet, Saxophone, Recorder



Please get students involved....



**You don't know,
if you
don't have a
go!**



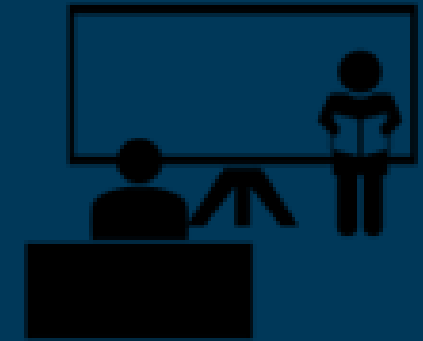
Communication with parents - reports

- **January 2026 report**
- **July 2026 report**
- **Parents Consultation**
Evening Wednesday 28th
January 2026

What does your report contain?

- **Attitude to learning – Classwork**

This is a judgement on how well each student has engaged in class.



- **Attitude to learning – Homework**

This is a judgement on how well each student has engaged in the homework set.



What does your report contain?

Behaviour Information

Positive points:

284

Negative points:

-246



Behaviour Points

A summary of the positive and negative behaviour points to that date.

Reporting on virtues

Gold 	The student consistently demonstrates the highest standard of AGS virtues. They act as a role model within the school community, inspiring others with their exemplary virtues.
Silver 	The student shows a strong understanding and application of the AGS virtues. They generally demonstrate positive behaviours and contribute to the school community but may still have areas for growth and there may still be occasional lapses.
Bronze 	The student is still developing the AGS virtues and may require guidance and support to demonstrate the AGS virtues.

Curriculum attainment

Subject	Target Grade	Curriculum Attainment Indicator	Attitude to Learning (Lessons)	Attitude to Learning (Homework)	Group teacher(s)
Art	Secure	Secure	B	A	Mrs P Fiander
Biology	Secure	Secure	A	A	Dr A Lau
Chemistry	Secure	Secure	A	A	Mr C Taylor
Classical Civilisation	Secure	Secure	A	A	Mr B Flint
Computer Science	Secure	Secure	N	A	Mr C Barnett
Drama	Secure	Secure	A	A	Mr K Hansen
English	Secure	Secure	A	A	Mr M Barsby
French	Secure	Secure	A	A	Mrs H Quarmby, Ms D Roberts
Geography	Secure	Secure	A	A	Mr S Blackburn
History	Secure	Secure	A	A	Ms Z Copson
Maths	Secure	Secure	A	A	Miss F Ryder
Music	Secure	Secure	A	A	Mr S Duff
P E	Secure	Secure	A	A	Mr D Tomlinson
PHSE	Secure	Secure	A	A	Dr K Sengupta
Physics	Secure	Secure	A	A	Mr D Robson
Religious Studies	Secure	Consolidating	B	B	Miss F Ali
Technology	Secure	Consolidating	B	C	Mrs S Holliquin

Reflecting on reports - students

When you look at your report, think about the following questions:

- How am I doing?
- Am I doing learning right?
- How could I do it better?

Reflecting on reports –

Positive next steps				
 Target (make it specific)	 How will you measure if you are have achieved the target?	 Realistic deadline to have achieved the target	 Review: November <i>Red, Amber, Green</i>	 Review: January <i>Red, Amber, Green</i>
1.				
2.				
3.				

Metacognition regulation

It means how you think about the way you learn and how you adapt what you are doing to improve.

Keep up to date – daily!!



To help you get instant information about attendance, homework, achievements and any sanctions we use Class Charts.

Please download the ClassCharts app to your phone at your earliest convenience.

It is the most direct form of communication and allows the teacher, parents, student relationship to be accurate

Well-being and support



- **Leave mobile phones in a different room.**
- **Work with a clear desk**
- **Quiet space**

Well-being and support

- Talk to friends and family
- Ask for help.
- Be kind to yourself
- Exercise
- Plan fun!
- Eat well
- Don't compare yourself to others



Kooth,
Samaritans, ChildLine, The
EducationHub



Kooth



- Kooth is a **UK-based digital mental health platform** that provides **free, safe, and anonymous support** for children and young people aged **11 to 25**. It's designed to help users manage their emotional wellbeing through a combination of professional counselling, peer support, and self-help tools.
- Features include
 - **Online Counselling:** Users can access chat-based sessions with qualified therapists without needing a referral.
 - **Anonymity:** Users remain anonymous, which helps reduce stigma and encourages openness.
 - **Self-Help Resources:** Includes mood tracking, journaling, goal-setting tools, and mini-activities to boost wellbeing.
 - **Moderated Forums:** A safe space for young people to share experiences and support each other.
 - **Accessibility:** Available 24/7, with no waiting lists or thresholds for access.
 - **Partnerships:** Kooth is commissioned by the NHS and accredited by the British Association for Counselling and Psychotherapy (BACP).

The Education Hub



- **The Education Hub** is an official UK government blog run by the **Department for Education (DfE)**. It's designed to provide **clear, accessible, and up-to-date information** about the education system in England for:

- **Parents and carers, Pupils and students**

Features include

- **Guides and Q&As** on topics like teacher training, school attendance, curriculum changes, and safeguarding.
- **Case studies and interviews** with educators and policy makers.
- **Updates on government initiatives**, such as free breakfast clubs, bursaries, and school reforms.
- **Health and wellbeing advice** for schools and families.
- **Policy explanations** in plain English, helping users understand how changes affect them.
- It's available online 24/7 and is **free to access**. You can explore it here: [The Education Hub – GOV.UK](#)

The Year 7 team



- Steve Fidler – KS3 Director
- Leanne Hosty - KS3 Progress and Welfare Leader
- Connie Wright – Y7 Progress and Welfare Manager
- Darren Wall – Y7 Progress and Welfare Coach