



# Year 7 Parent Information Evening 2023-2024





**Mr Fullman**  
Deputy Principal  
Head of Lower School

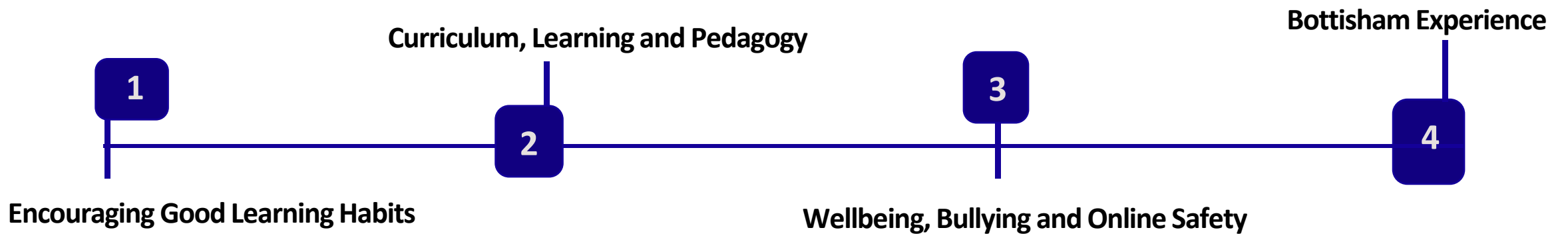
**Ms Cole**  
Head of Learning

**Mrs Siobhan Judge**  
Assistant Head of Learning

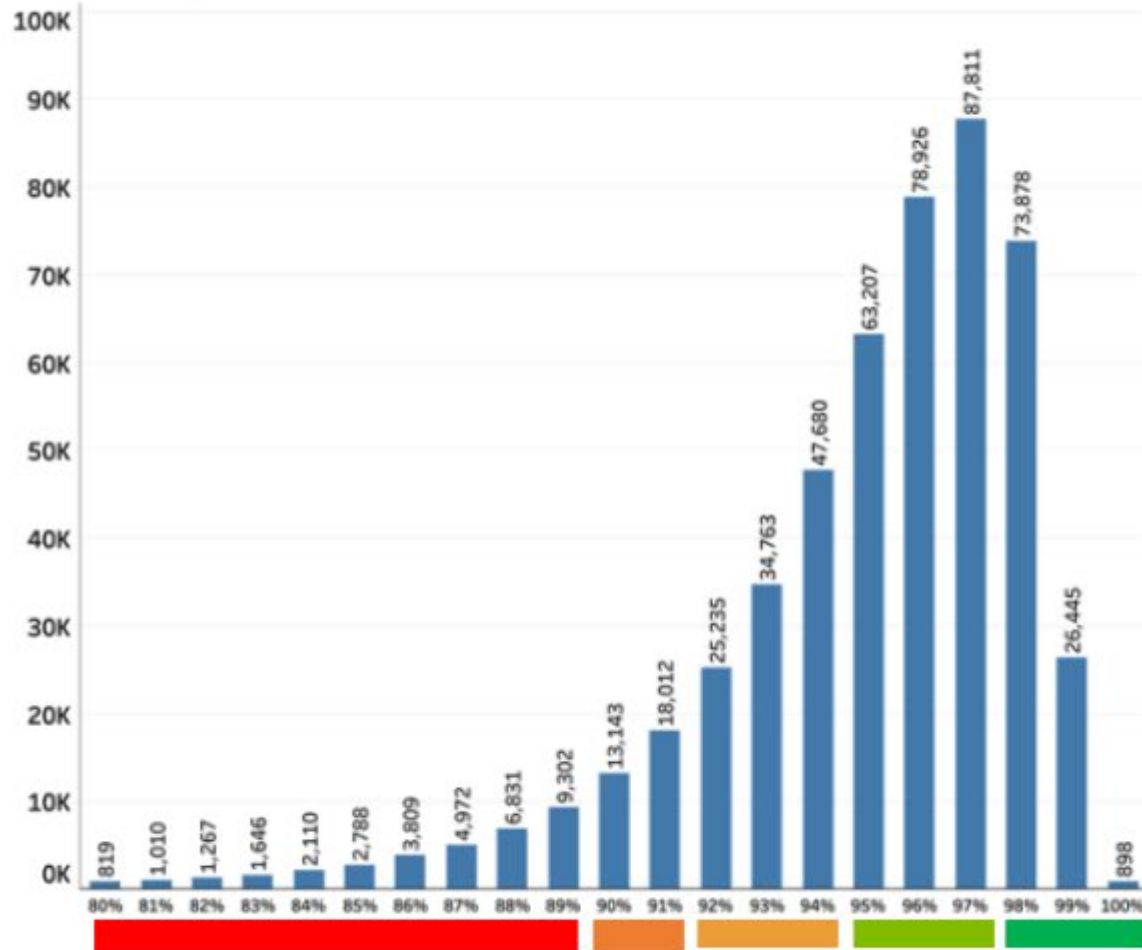
**Mrs Emma Marshall**  
Director of Transition

# Introducing the Year 7 team

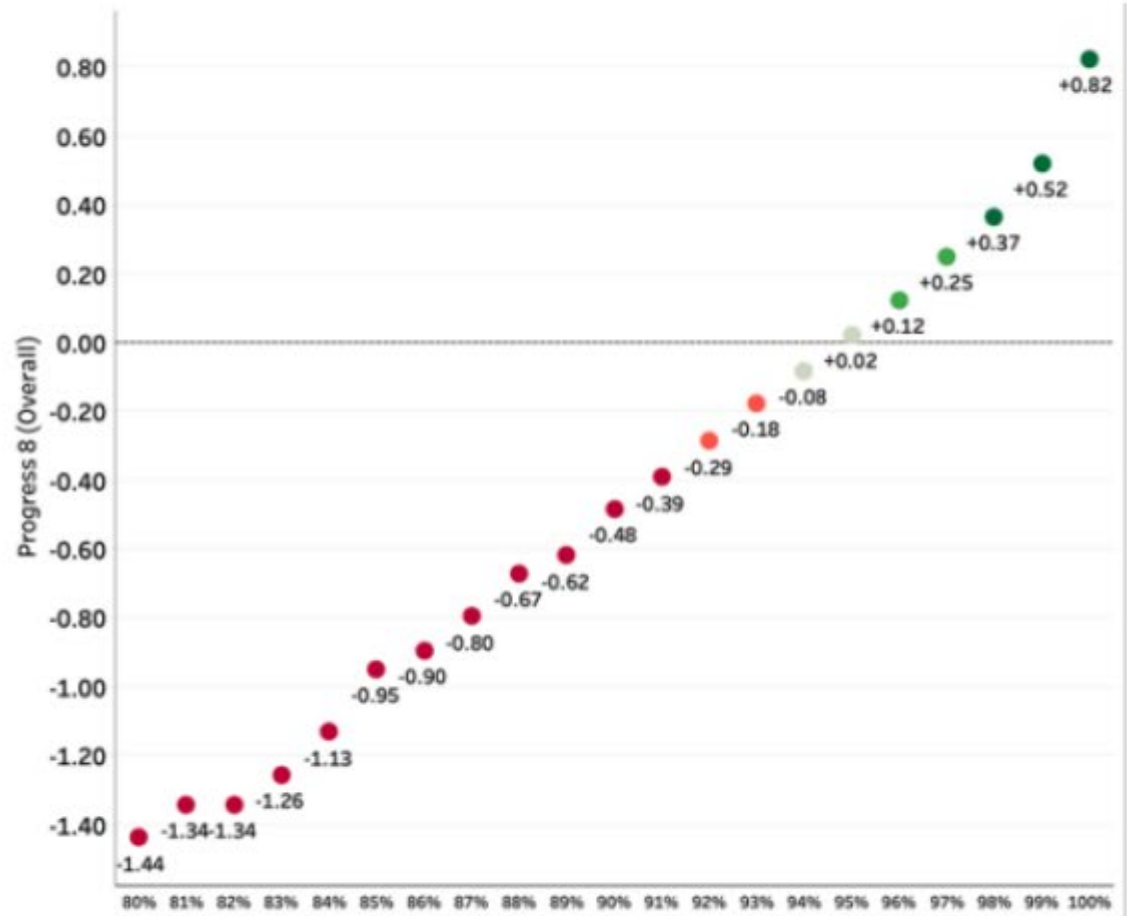




# Why is attendance so important?



Attendance profile: cohort of 500,000 students who finished Year 11 (KS4) in 2018

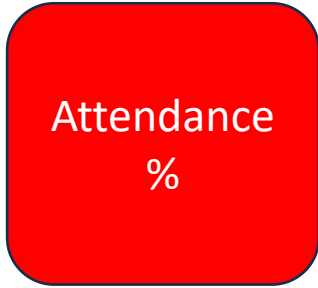
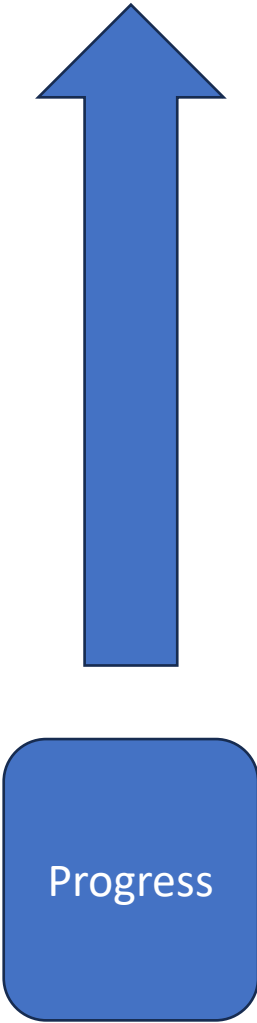
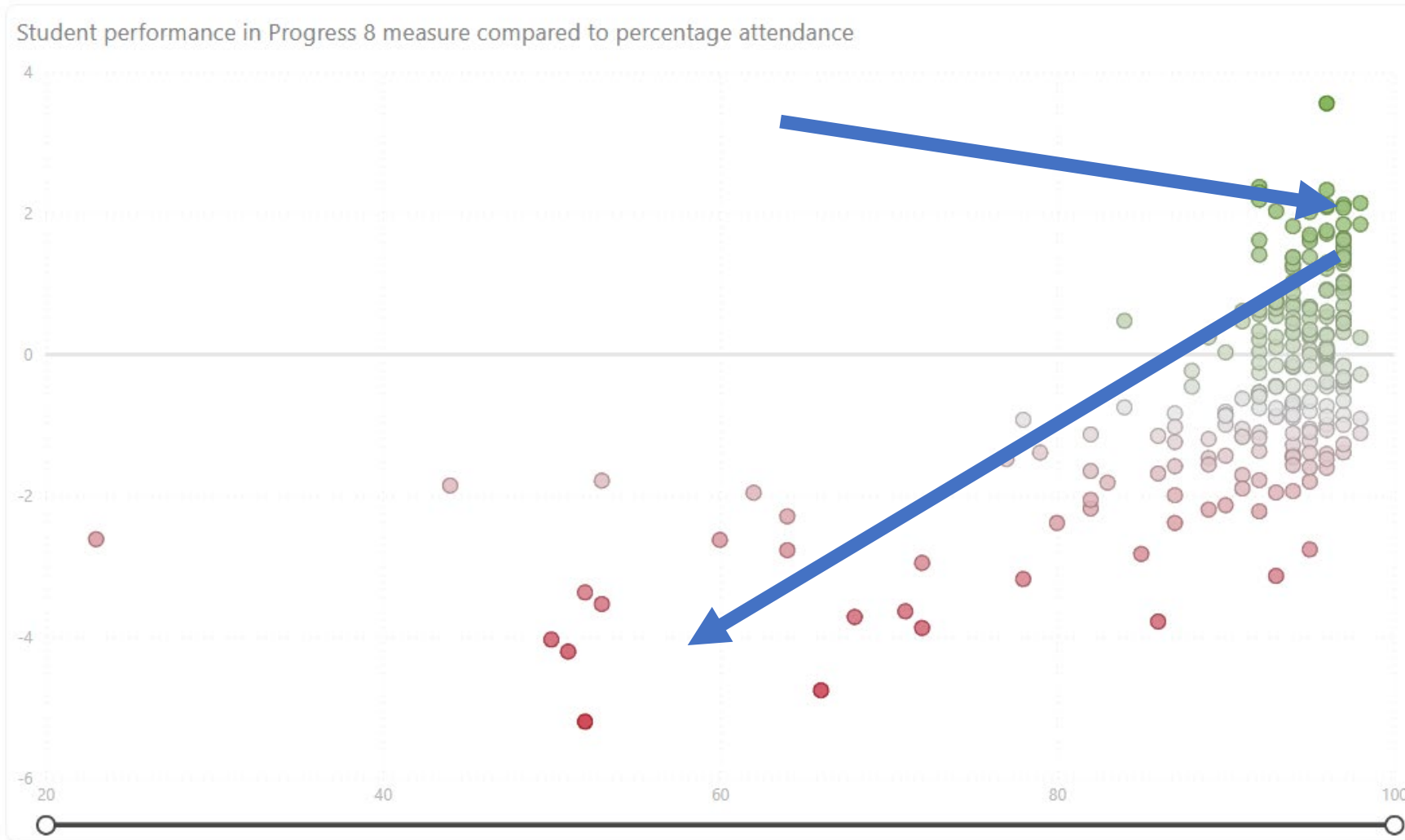


Average Progress 8 score and attendance



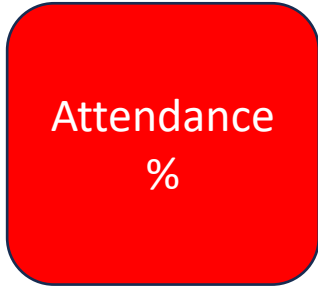
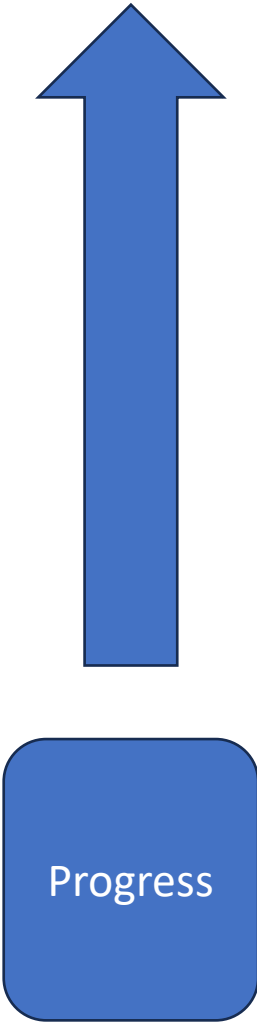
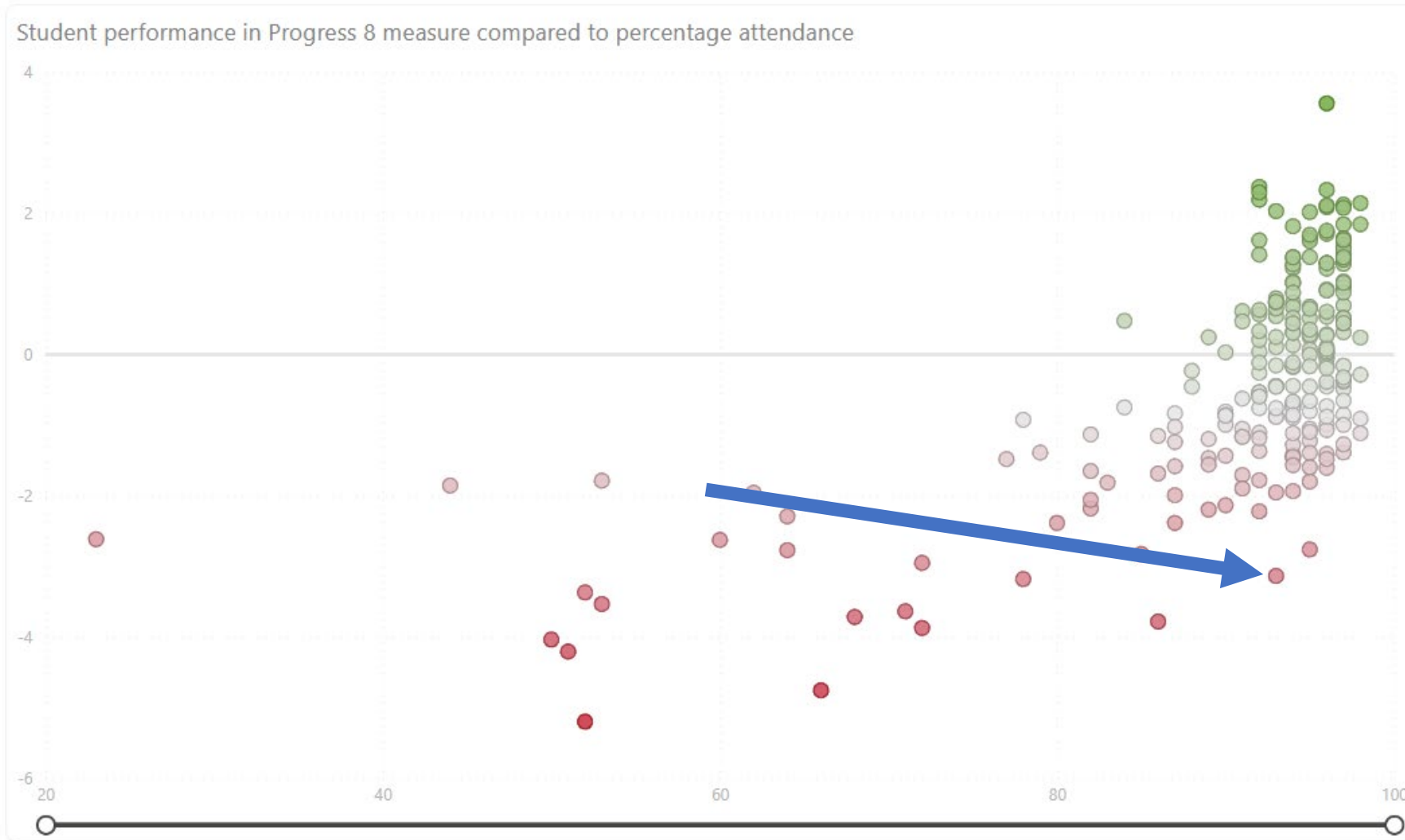
Bottisham Village College KS4 Results analysis  
Student learning habits

Actual Grade - 2023 Leavers



Bottisham Village College KS4 Results analysis  
Student learning habits

Actual Grade - 2023 Leavers





2030



# Top 10 skills of 2025

## Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility



Reasoning, problem-solving and ideation

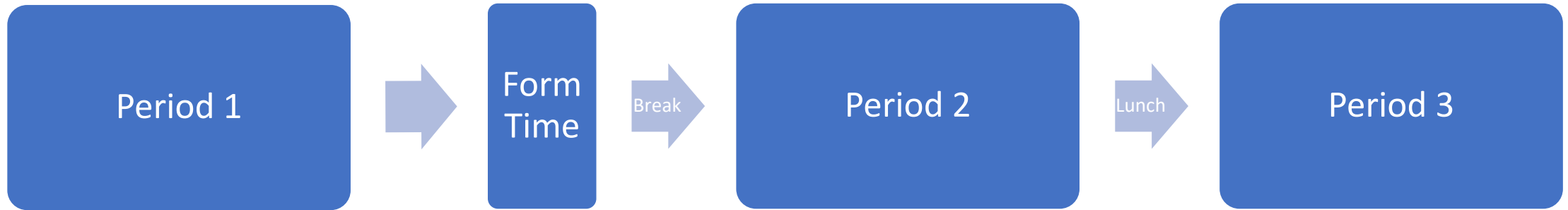
# What do we want our classrooms to look like?

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1. Students 'thinking hard' and achieving 'deep learning' during the lesson
2. Collaboration, peer learning and group work
3. Responsive teaching with feedback that can be acted upon
4. Self regulation of learning 'metacognition'
5. Lessons to be enriched and students emersed in the learning environment
6. Creativity of delivery (time for trips / visits / outside speakers / workshops)



# 100 Minute lessons



# Homework

As we will now have three lessons a day the expectation will be that students complete a homework activity for each one:

**The goals of this are to:**

- 1) Build learning habits
- 2) Consolidate learning to allow for thinking hard activities in lessons
- 3) To allow time for students to participate in enrichment activities



**Year 7** – 10 minutes per subject (maximum of 45 minutes)

**Homework Task:** Clear description of the tasks with links posted on class charts

**How will this Homework task be used next lesson:** Clear description of how this will be used during the learning journey.



Pupil account



Pupil code

2U5

<https://www.classcharts.com/student>

[Download printable invitation](#)

# What does a great Year 7 Learner look like?

- High levels of attendance
- On time for all lessons
- Open minded in all lessons
- Prepared for all lessons

- Completes all homework and prior learning
- Reads a variety of books

A clear sense of their own “metacognition”

- They can be reflective about their own learning and what they need to do to improve as a learner.

- Has productive down time – participates in clubs /activities / fitness / well-being activities



**ClassCharts**

# Dialogue about learning.....

01

Talk about  
their learning

02

Ask questions

03

Show an  
interest in the  
topics they are  
studying

04

Ask them to  
teach you!



The best way to use these organisers at home, is to follow a simple mantra: Look at a certain aspects of a particular knowledge organiser Cover up part of their knowledge organiser Write it out from memory Check and correct any spelling mistakes, missing bits or mistakes.

All Knowledge Organisers can be downloaded or viewed below

YEAR 7	YEAR 8	YEAR 9
Term 1 Knowledge Organiser	Term 1 Knowledge Organiser	Term 1 Knowledge Organiser
Term 2 Knowledge Organiser	Term 2 Knowledge Organiser	Term 2 Knowledge Organiser
Term 3 Knowledge Organiser	Term 3 Knowledge Organiser	Term 3 Knowledge Organiser
LANGUAGES	LANGUAGES	LANGUAGES
Year 7 French All Year	Year 8 French All Year Year 8 German All Year Year 8 Spanish All Year	Year 9 French All Year Year 9 French FCSE All Year Year 9 German All Year Year 9 Spanish All Year



## GEOGRAPHY YEAR 7: THE UK

Key term	Definition
Continent	A land mass that covers a large area of the Earth's surface e.g. Africa
Country	A political area surrounded by a border e.g. France
Human geography	The study of people, their societies and the ways in which they interact with the world around them
Physical geography	The study of the natural features of the earth
Weather	The conditions of the atmosphere over a short period of time
Climate	The average weather conditions over relatively long periods of time
Migration	The process of moving from one place to live in another place

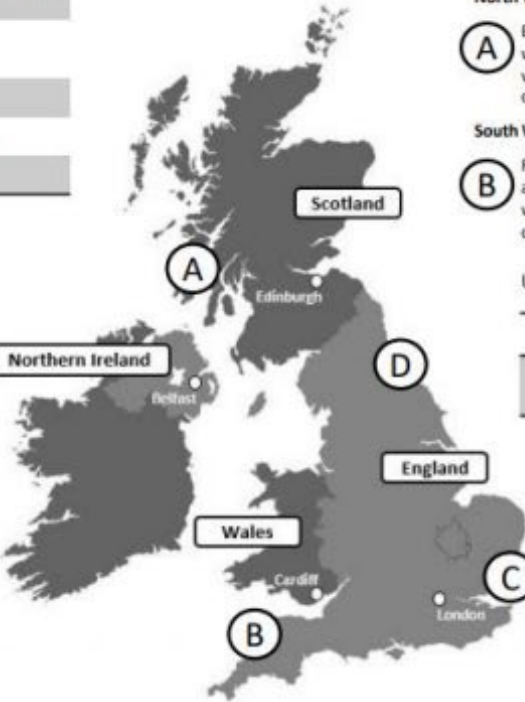
### Key idea 1: Maps help us to understand a location



Maps can be used to show the location of a place in relation to other major features, such as the continents, oceans and lines of latitude on a world map.

At a smaller scale, Ordnance Survey (OS) maps are used to give a detailed description of an area. They include a huge amount of information including height, scale, grid references and both human and physical features. They are incredibly useful to geographers.

OS map symbols are used to represent key places on a map. There are a huge number of them, but the following are key ones to learn.



The UK is made up of four different countries, but there are also other ways to divide up the UK, such as into counties. Bottisham is located within Cambridgeshire.



There are 4 main climate zones to the UK

- |  |  |
|--|--|
| <b>North West</b>  | <b>North East</b>  |
| <b>A</b> Experiences the wettest and windiest weather. Colder climate. | <b>D</b> Experiences a moderate amount of rain and wind. Colder climate. |
| <b>B</b> Receives a moderate amount of rain and wind. Warmer climate.  | <b>C</b> Driest and calmest area of the UK. Warm climate.                |
| <b>South West</b>  | <b>South East</b>  |

UK features can be divided into physical and human geography

Physical features	Human features
Coasts, rivers, mountains, forests, weather	Cities, transport, population, resources

### Key idea 3: The human geography of the UK has changed over time

People have been moving in and out of the UK for many thousands of years. The earliest migrants to the UK were settlers and invaders. In more recent history, due to world politics and increased levels of transportation and interconnectivity, migration has taken place for other reasons.

#### Push and Pull Factors

Migration is influenced by push and pull factors.

Push	Something making you want to leave a country. E.g. war, famine, no jobs, political danger, unpleasant climate.
Pull	Something attracting you to a new place. E.g. Pleasant climate, job opportunities, better living conditions, proximity to health care facilities, education, family and friends.

Types of immigrants coming into the UK now include refugees (those fleeing danger), asylum seekers (those seeking safety in another country) and economic migrants (those moving for work reasons).

Height can be shown on a map in 3 ways: contour lines, spot heights and triangulation points

Grid lines are used to create grid references, which are then used to communicate precise locations on maps.

# Sparx Maths



SENECA

Learn better, faster, free.

Bachillerato General: Biología I -  
Tercer Semestre



Bachillerato General: Física I -  
Tercer Semestre



Bachillerato General: Física II -  
Cuarto Semestre



Bachillerato General:  
Matemáticas I - Primer Semestre



Bachillerato General: Química I -  
Primer Semestre



Biología: COMIPEMS





**ANTI-BULLYING  
ALLIANCE**

UNITED AGAINST BULLYING

This certifies that:

**Bottisham Village College**

.....  
is a United Against Bullying Bronze School and has demonstrated  
its commitment to stopping bullying and improving the  
wellbeing of its pupils.

Signed: .....

Date: .....

**23<sup>rd</sup> August 2023**

**NATIONAL  
CHILDREN'S  
BUREAU**  
Part of the family



**BRONZE  
SCHOOL  
2023**

Funded by



Department  
for Education

# What is bullying?

The ABA  
(Anti-Bullying  
Alliance) defines  
bullying as:

‘The **repetitive,**  
**intentional hurting** of one person  
or group by another person or  
group, where the relationship  
involves an **imbalance of power.**  
Bullying can be physical, verbal  
or psychological. It can happen  
face-to-face or online’.



Repetitive

Hurtful

Intentional

Power  
imbalance

# Reporting



**To report bullying:**

**Form Tutors  
Pastoral Staff**

**[support@bottishamvc.org](mailto:support@bottishamvc.org)**

# What can parents do to help?

- Clarify, is it bullying?
- Work with your child, and empower them to report the bullying
- Don't dismiss their experience as 'banter' or 'part of growing up'.
- Work with the school (and be patient)
- Avoid speaking to other parents or posting on social media
- Encourage your child to keep a log or diary
- Contact the police if the bullying happens outside of school hours and involves sexual harassment or abuse
- We recommend reporting cyberbullying to the police and the school using the Child Exploitation and Online Protection Center (CEOP) command.

# The Rise of Social Media



## It's more addictive than you think

Studies show that the average teenager spends nine hours a day on social media. It can become an unhealthy addiction.



## The power of influence

Undoubtedly, social media has made teens feel like they need to keep up with the latest trends, trends, leading to peer pressure pressure and unhealthy competition.



## Exposure to age-inappropriate content

The internet doesn't discriminate - discriminate - young people can easily access age-inappropriate inappropriate content, from violent violent to sexually explicit.

# Online Grooming and Harassment

## 1 A risk that's closer than you think

Over 1 in 4 children have come into contact with online predators. Know who your child is talking to online.

## 2 Unwanted attention

Cyberstalking and cyber harassment can lead to physical harm and emotional trauma. Help your child understand what behaviours are acceptable and unacceptable.

## 3 The dangers of oversharing

Sharing too much information online, like full names, age, school, or location can make your child an easy target for cyber predators.





# Teaching Your Children to Protect Themselves

## Encourage open communication

Make your child feel comfortable to talk openly about their online activity so that they can learn to identify risky behaviour and not be afraid to speak up.

## Teach online privacy

Ensure that your child knows how to protect their personal information and understands the importance of strong passwords.

## Set a good example

As a parent, model appropriate online behaviour and limit your own screen time, so that your child does the same.

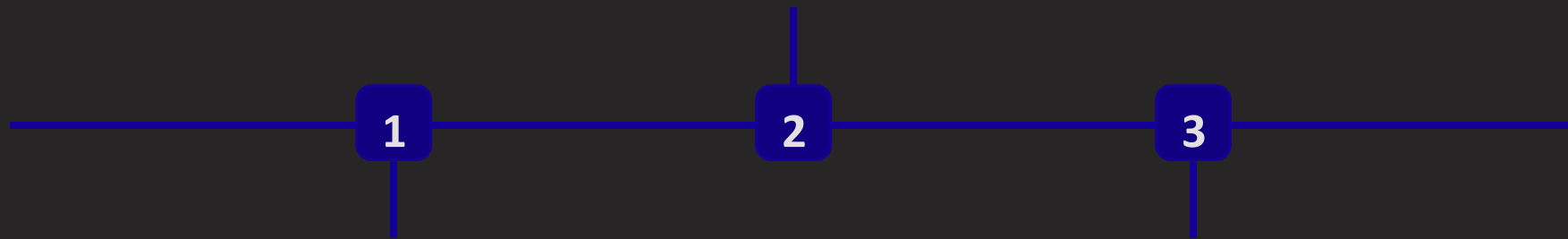
## Set safety guidelines

Be clear about what is and isn't appropriate for your child when it comes to online activity. Set controls, rules, and guidelines to ensure that your child is staying safe.

# The importance of monitoring online activity

## Be vigilant

Paying attention to changes in behaviour, attitude, and sleep are critical signs that something may be wrong with your child's online activity.



### Establish trust

Ensure that your child understands that monitoring their activity is done to keep them safe and that it helps build trust.

### Know the tools to monitor activity

Use parental controls and monitoring tools to limit access to sites, block inappropriate content, and track your child's activity.

# The Responsibility of Internet Safety

## Parents:

- Monitor online activity
- Establish open communication
- Lead by example

## Schools:

- Include online safety in curriculums
- Have strict policies to prevent cyberbullying
- Provide counselling services and support for victims of cyberbullying

## Government:

- Hold online companies accountable for their algorithms
- Enforce safe online regulations for children
- Amend criminal law to tackle online abuse



# **Bottisham Village College**

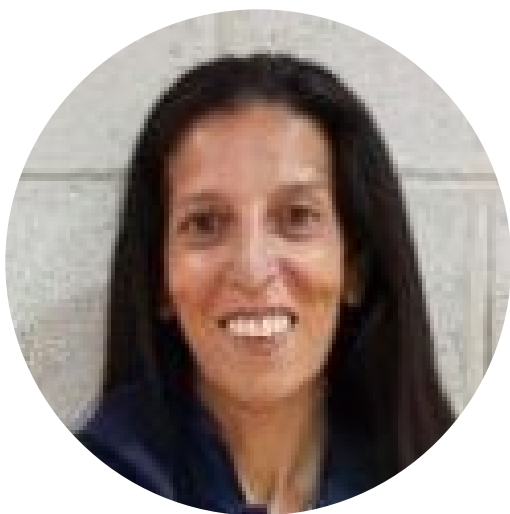
**Achievement through Inspiring, Caring, Enriching**



# ENRICHMENT TEAM



**Andrew Gee**  
Assistant Principal  
Educational Visits Coordinator



**Sonia Martell**  
Enrichment Lead  
House Coordinator



**Chris Darling**  
Community Lead  
House Coordinator



**Ziggy Hedges Oren**  
Trips Officer

H O U S E

S Y S T E M

# What is the House System?

- The House System is a vertical system with 2 form groups from each year group combined to make 10 form groups in each house.
- In total there are 5 houses (Aqua, Aether, Terra, Ventus and Ignis).
- At different points of the year students will participate in enrichment activities within the house system.
- Students will earn house points and throughout students achievements will be celebrated. You can track your child's house points on ClassCharts.





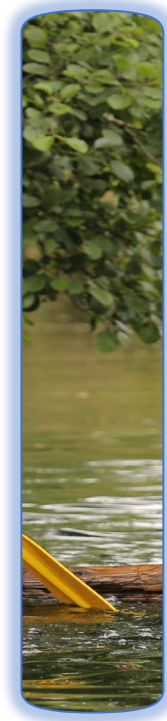
# Extended Schools



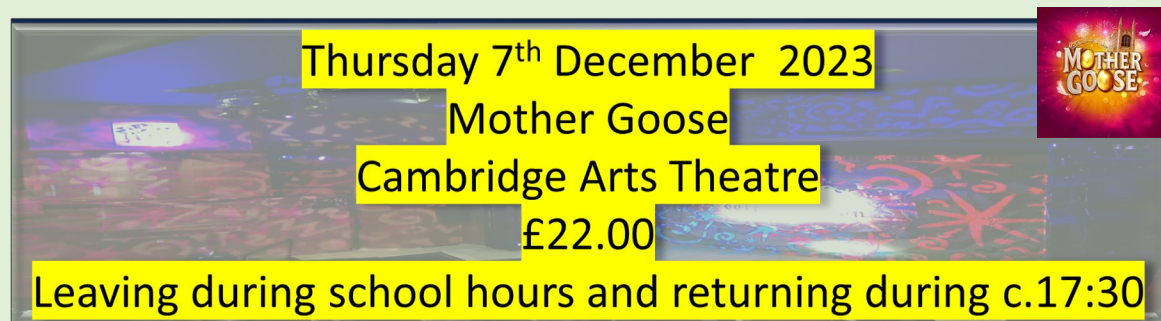
# Extended Schools Key Points

- Sign up for all extended schools (after school) is **mandatory** via the School Cloud system. Please contact [enquiries@bottishamvc.org](mailto:enquiries@bottishamvc.org) if you have difficulties logging in.
- Sports Fixtures communication will be via ClassCharts notification this year.
- Social Media-check for cancellations. Noticeboard outside student reception. (Facebook and X)
- Library opening times Monday-Thursday
  - Monday: until 4:15
  - Tuesday to Thursday until 5pm

# TRIPS



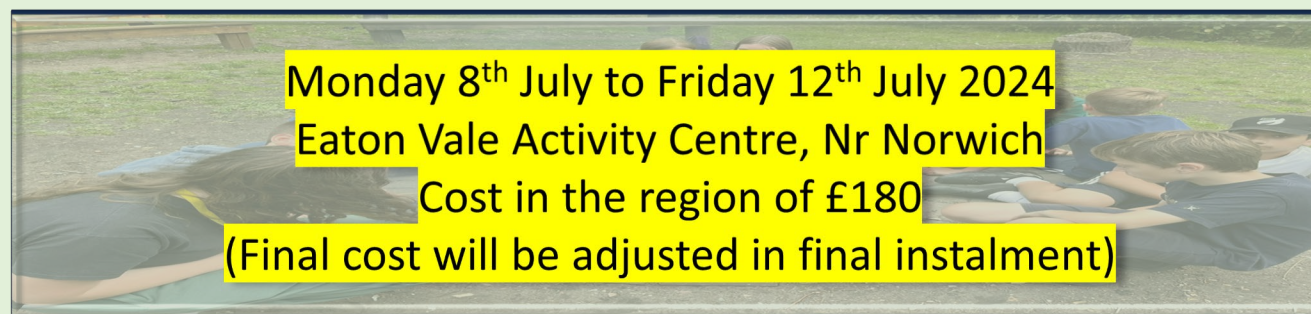
# WEMBLEY



# PANTO

# YEAR 7

# CAMP



For all trips payment and details are shared via WisePay.

If your child is in receipt of PP or FSM funding you are entitled to support therefore please contact [trips@bottishamvc.org](mailto:trips@bottishamvc.org) to learn what support can be offered. Please note this will differ for each trip.

Monday 8<sup>th</sup> July to  
Friday 12<sup>th</sup> July 2024

# YEAR 7 CAMP



## What is Y7 Camp?

- 4 night residential during college activities week
  - Camping experience
- Integral part of the year 7 journey for all students.
- Has been running for last 40 years.

## Cost and Instalments

- Cost in the region of £180.
- Can be paid in instalments.
- Final instalment will be adjusted to final cost.
  - Pay using WisePay.
  - PP/ FSM to contact [trips@bottishamvc.org](mailto:trips@bottishamvc.org).

## Next Steps

- Start the conversation with your child.
- Read details that will be emailed to you in coming days (also on WisePay) and pay deposit.
  - If your child receives FSM/ PP contact [trips@bottishamvc.org](mailto:trips@bottishamvc.org).
- If your child has an EHCP/ SEND and you feel that additional support will be needed state to consider what support will be needed and discuss with key worker.

- Increased resilience. It is clear during Y8 to see which students have engaged with Y7 Camp.
- Residential experience to increase confidence, resilience and problem solving.

## Impact of Y7 Camp

## Questions?

- If you have any questions please don't hesitate in contacting me [cdarling@bottishamvc.org](mailto:cdarling@bottishamvc.org)
- Encourage your child to speak to their form tutor.