



UPPER SCHOOL CURRICULUM NOTES – 2011 / 2012 YEARS 7 AND 8 (KEY STAGE 3)

Introduction

Years 7 and 8 see the children prepare for Common Entrance and, in some cases, Scholarship exams for entry into their Senior Schools. They are given ample opportunity to develop leadership skills and we emphasise the importance of contributing to the school community through a variety of means. At different stages they will be asked to act as Open Day guides, to assist in the junior part of the school or to help the staff set up the hall and other similar duties. We aim to respect them as senior pupils, and this year they have the use of our new, wonderfully resourced senior school classes. In turn we look to them all to set a good example for the younger children to follow and we hope they will help us create a happy and productive working atmosphere throughout the school.

Below is a brief explanation of the reporting structure which we employ in Year 7 & 8. On top of this comprehensive stream of information, if you have any individual issues which you would like to raise, then with due notice it is possible to make a more or less formal appointment with the relevant member of staff:

- a) the Form Teacher/Head of Pastoral Care for pastoral issues,
- b) the Subject Teacher/Study Tutor for academic issues, or
- c) the Head of Upper School for any further issues.

Autumn Term – there will be one Parents' Briefing and a Parent Interview evening. You will receive two sets of Assessments, one set of exam results and an End of Term Report Letter.

Spring Term – you will receive two sets of Assessments, one set of exam results (Year 8 only) and there will be Parents' Interviews.

Summer Term – you will receive two sets of Assessments (only one for Year 8 pupils), one set of exam results and a full End of Term Report on all subjects.

Special Educational Needs

Mrs Sue Symons co-ordinates special needs teaching and is the key point of contact for parents who wish to enquire about learning support for dyslexia or other related issues. Some children are on special programmes known as Individual Educational Plans which Mrs Symons writes and oversees. She attends school on Mondays and Tuesdays and may be contacted on s.symons@hallgrove.co.uk.

Some pupils have private individual lessons with Mr Dawson on a Monday evening (Maths). Please check with the office if you wish your son or daughter to participate.

Tim Lewis
Head of Upper School

English

Aims

Over the two years the children will undertake a course of study that will lead to them either taking Common Entrance in the final term of Year 8 or some form of award or scholarship in the second or third term of Year 8. The content of the curriculum is the same for both sets in each year – differentiation exists in both the teacher’s methods of explanation of the subject matter and the children’s responses to what they are being taught. Remove cover a significantly different curriculum, aiming to prepare them for a range of demanding, hopefully enjoyable, but frequently very unpredictable papers and texts.

Key Skills

Reading:

- to understand and appreciate texts by reading for meaning, looking beyond the literal and exploring ambiguity, allusion, emotions, ideas and values. To increase their breadth of vocabulary – particularly through the use of synonyms and through using context to discover the meaning of words. To use inference and deduction, to distinguish between fact and opinion;
- to understand that the forms authors choose relate directly to the ways in which authors wish to present the content of their writing, and to recognise and to be able to recall these different forms for use in their own writing;
- to gain knowledge of the literary heritage of works written in English through a study of significant writers and texts;
- to follow a course of set books and to extend their own reading outside the classroom.

Writing:

- to be confident when writing fiction and poetry that they are able to use imaginative vocabulary, effective grammar and a wide range of literary techniques and devices to convey description, emotions, ideas, themes and characters;
- to be confident when writing non-fiction that they have the ability to use grammar and organisational techniques to inform, explain, argue and persuade;
- to be able to combine fact and opinion effectively and consequently produce essays that answer specific questions or discuss particular concepts.

Speaking and Listening:

All pupils will be encouraged to engage in lively debates, refining their speaking and listening skills and learning to accommodate and respond to others’ views. We encourage, develop and expect high quality oral work, and that all children contribute in every lesson, being challenged and extended appropriately.

Sources

The work each term embraces a core study of: a set book, a set of comprehension exercises, a variety of poems, a grammar revision programme and writing assignments embracing both fiction and non-fiction genres. The set books and the texts for comprehension are the most obvious sources for speaking and listening activities, but it is hoped that the children’s own compositions will also provide material for further exploration in this field. Any text that is studied by the class is likely to be used as a model for their own writing. It is likely that a number of past papers for the relevant exams will be used – but it should be noted that exposure to past scholarship papers and Common Entrance papers is considered purely as an aid to adequate preparation, and is not regarded as an important area of study on its own.

Set books

The Common Entrance Syllabus for Years 7 and 8 requires the children to be familiar with texts on a certain theme. The current set theme, which changes every three years, is *Conflict*; this could be interpreted in terms of war, bullying, confrontation between two or more characters or, simply, inner conflict within one of the characters. Scholarship papers are far more open-ended, with no prescribed theme. The following are set texts, topics and authors:

- Year 7: Journey’s End, Great War poetry, Animal Farm, short stories of Conan Doyle;
- Year 8: Lord of the Flies, A Christmas Carol, Of Mice and Men;
- Remove: poets including Auden, Blake and Reading, A Midsummer Night’s Dream, selections from The Nation’s Favourite Poems, and other texts as the interests and needs of the group may determine.

John A. Waltho

Mathematics

Our aims in teaching mathematics are that all children in Year 7 and 8 will:

- enjoy the subject and study it with confidence and a sense of achievement;
- gain an awareness of the subject's fascination, applications and fun;
- achieve a high standard in numeracy and a range of other mathematical skills;
- feel confident in applying these skills to solve problems, both real-life and theoretical;
- discuss and explain mathematical concepts using the appropriate language;
- be thoroughly prepared for the continued study of the subject at their senior school.

Year 7

The pupils in Year 7 begin the Common Entrance syllabus. Pupils will study and become familiar with most of the skills and knowledge of Key Stage 3. The work is demanding and at times reaches Level 7 of the National Curriculum.

The course of work throughout the year will be as follows,

Autumn Term:

- Number work –Decimals, negative numbers, approximations and prime factors.
- Algebra
 - Simplification
 - Substitution
 - Brackets
 - Equations
 - Factorisation.
- Graphs
- Problem Solving

Spring Term:

- The Circle
- Transformations
- Bearings
- Area and Volume

Summer Term:

- Percentages
- 2D and 3D shapes
- Angle Calculations
- Scatter Diagrams and Correlation

By the end of the year the pupils should have covered the majority of topics required to sit Level 2 Common Entrance papers.

Pupils in Remove should also have covered some additional topics required for scholarship and higher level CE papers.

Prep will be set once a week and regular testing will take place to ensure continual recap and review. All pupils are expected to have a scientific calculator available for every lesson

Year 8

The pupils in Year 8 will be working towards either Common Entrance or Scholarship examinations.

The pupils in Set 2 will conclude their study of the topics laid down by the Common Entrance exam syllabus. These include:

- Fractions
- Number Sequences
- Speed, Distance, Time
- Ratio and Proportion

- Probability.

They will be working towards Level 2 CE exams papers. These consist of two 60 minute exams (one non-calculator and one calculator paper). There will also be a short mental arithmetic test, lasting about 30 minutes.

The pupils will review and recap previously taught topics, and spend much time throughout the year working on past papers.

The pupils in Set 1 will study the additional topics required for the extended Common Entrance syllabus. These topics include:

- Pythagoras' Theorem
- Fractional Equations
- Simultaneous Equations
- Transposition of Formulae
- Indices
- Inequalities
- Straight Line Theory
- Similar Triangles
- More Difficult Percentages.

They will be working towards Level 3 Papers (one non-calculator and one calculator). There will also be a short mental arithmetic test, lasting about 30 minutes.

Pupils in Remove group will also study the content and format of individual scholarship papers in order to prepare them for examinations appropriate to their choice of school. These children will be expected to work outside normal school hours.

Prep will be set twice a week throughout Year 8.

Jane Brice

Science

Mr Adams will be focusing on the Chemistry and Physics teaching, whilst Mrs Vernon-Smith will take responsibility for teaching Biology to all the Year 7 and 8 classes.

Chemistry and Physics – taught by Mr Adams

Year 7 Autumn Term

Atoms, Elements and Compounds

The Periodic Table

Solids, Liquids and Gases

Particle Model

Dissolving

Solutions

Separation

Electricity and Magnetism

Light

Year 7 Spring Term

Physical changes

Reactions of Metals

Sound

Forces and Motion

Density

Year 7 Summer Term

Using chemistry
Environmental chemistry
Fossil fuels

Year 8 Autumn Term

Mixtures and Separation (+ chromatography)
Revision of Reactions of Metals
Revision of Patterns of Reactivity
Revision of Acids and Alkalis
Using Chemistry
Electricity and Magnetism
Light
Sound
Forces and motion
Density

Year 8 Spring Term

Environmental Chemistry
Fossil Fuels
Earth and Beyond
Energy resources and energy transfer

Year 8 Summer Term

Revision and Exam practice

Year 7 Biology topics covered throughout the year – taught by Mrs Vernon-Smith

Sc. 2 Life Processes and Living Things (Biology)

- Cells and Cell Functions:
 - plant and animal cells
 - specialised cells
 - how to use a microscope & prepare slides

- Humans as Organisms:
 - reproductive system
 - development of foetus

- Green Plants as Organisms:
 - nutrition and growth
 - plant structure and function
 - photosynthesis
 - respiration

- Living Things in their Environment:
 - classification
 - adaptation and competition,
 - conservation
 - biodiversity
 - habitat study
 - food chains/webs

Year 8 Biology topics covered throughout the year

In most areas, Year 8 will be revising and consolidating topics covered in previous years

- Cells:
 - the nucleus, genes and DNA

- Humans as Organisms:
 - Nutrition – diet, food tests, digestion, absorption, egestion
 - Breathing and Respiration – gaseous exchange, lung structure, effects of smoking
 - Health – factors affecting health, bacteria and viruses
- Green Plants as Organisms:
 - Nutrition and Growth:
 - Respiration
 - Germination
- Variation, Classification and Inheritance:
 - Variation between species, Genes and inheritance
 - Keys and classification

Year 8 Final CE EXAM

Each Science discipline is equally weighted and the exam takes the form of three forty-minute papers; one on Biology, one on Chemistry and one on Physics.

As we progress through the year, we will gain a clearer idea as to how we can improve our final preparations for the CE exams and will adapt our teaching programme accordingly. The focus in the Spring and early Summer Term will be on completing the syllabus and trying to improve our revision and exam techniques. Both Set 1 and Set 2 children take the same Common Entrance Science papers at the beginning of June.

Remove

This year the Remove group will follow a similar course to that given above. Scholars will be given more challenging work, extra input where needed and projects to research that will be geared to their school of choice where possible.

Jenny Vernon-Smith & Ian Adams

French

Year 7

This year, pupils will study a variety of topics relating to everyday life and working towards the Common Entrance exam, which very closely follows the National Curriculum Key Stage 3 syllabus for Modern Foreign Languages.

They will be expected to work on grammar points as and when required in order to further their understanding of the language. Equal attention is paid to the four Attainment Targets of speaking, listening, reading and writing as they carry equal weight at Common Entrance.

All pupils will be expected to be able to recognise and use the present, perfect and future tenses of several key verbs by the end of the academic year. Pupils in Set 1 are expected to be able to use the perfect tense confidently whilst those in Set 2 need only be able to recognise it.

In the Summer Term, all pupils will sit a full mock CE examination paper with a slightly reduced oral exam. The reason for this is that all topics will not have been covered sufficiently by the end of Year 7 to allow a full oral test.

We are currently investigating the possibility of a day trip to France later this year. We also hope to offer a trip to Provence which would aim to give an experience of French beyond the classroom, an acquaintance with one of the most beautiful regions of France and with Roman history. The Latin department would also be involved.

Year 7 topics covered throughout the year:

- Holidays and free time activities
 - Holiday destinations and activities
 - Using the perfect tense
 - Arranging to go out
 - Categories of films and TV programmes

- Daily routine and school routine
 - Telling the time
 - Different parts of the day
 - Reflexive verbs
 - School subjects
- Family and friends
 - Family members
 - Asking for and giving your height
 - Description of personality
 - Physical description
 - Comparing and making superlative statements
- Body and illnesses
 - Body parts
 - At the doctor
 - Illnesses
 - Expressions using “avoir”
- “À table!”
 - Saying what you have for breakfast and lunch
 - Shops and shopping for food
 - Saying how much you want (“Combien...?”)
 - Ordering food and drinks
- Travelling
 - Modes of transport
 - Saying how you travel
 - Getting to know Paris
 - Arranging to meet a pen friend.
- Organising holidays
 - Saying what you would like to do
 - Choosing a gîte
 - Making a booking

Year 8

The key aim by the end of the academic year is to bring both sets of Year 8 up to the Common Entrance requirements to match their chosen senior schools. This will include:

- working on past Common Entrance reading, writing and listening papers in order to make pupils totally familiar with what will be expected of them in the examinations in each section; to learn good examination techniques and increase confidence;
- revision of tenses, i.e. present, near future, perfect, including the introduction of common verbs in the imperfect and conditional tenses for Set 1, and introduction of new grammatical points to enhance writing as required;
- preparing thoroughly for the oral aspect of the exam, preparing the four topic areas - (1) Personal Description and Family, (2) Home Life, (3) School Life, (4) Leisure Activities - so that a short presentation can be given and particular questions answered. Also to prepare for the role play element e.g. in a doctor’s surgery, booking a hotel room, ordering a meal in a restaurant;
- time permitting, to introduce pupils to some basic German or Spanish (vote within class) after the French examinations have finished, to give an insight into the differences/basics of another modern foreign language.

Remove

Pupils in Year 7 Remove work through *Metro 2* and *Encore Tricolore 1* and *2* as the rest of Year 7 do, but much more emphasis is placed on extending grammatical knowledge and producing more detailed oral work. They should have a very sound knowledge of present, perfect and future tenses by the end of the year and be confident in talking about themselves, their families and school.

Pupils in Year 8 Remove practise CE Scholarship papers together with the Scholarship papers of their chosen senior schools. Their grammatical knowledge extends to knowing the pluperfect tense, future perfect and a little about the subjunctive tense. Their oral work is further developed to talking about current issues and they

have regular conversation classes with a native French speaker. The aim is to be able to tackle any type of paper they may sit with confidence and the knowledge that they have sufficient linguistic training to do well.

Charlotte Cooper

Geography

“Pupils should not primarily be passive recipients of information, but should be given adequate opportunities to carry out practical investigations, to explore and express ideas in their own language..... and to reflect on other people’s attitudes and values.”

The aim of the Geography syllabus is to encourage pupils to look at the world and the processes that shape it, both physical and human. It is taught through a number of case studies that will be used to flesh out exam answers in CE and Scholarship papers. The subject sows seeds for the future study of Geology, Sociology, Economics and Business Studies.

Year 7

- Autumn Term.** Environmental Issues: stewardship, conflicts of interest in environmentally sensitive areas, sustainable development. The Devon field trip early in the term features a study of Dartmoor National Park.
- Spring Term.** Tectonic Processes: earthquakes, volcanoes and tsunamis.
- Summer Term.** Rivers and Coasts, hydrological features and processes. Flooding. The problem of settlement in flood plains.

Through the year we practise map reading, learn global location facts and try to keep abreast of some of the major geopolitical events. By the end of the year the pupils should all be able to manage a CE paper.

Year 8

The first big task of the year is to complete the individual fieldwork project which is submitted to the senior school as coursework. This year we will collect the data during a short trip to Devon from September 17th – 20th. The requirement is that this is to be the pupil’s own work, parents may not assist! The enquiry is framed to provide an answer to a question, and it will encompass both human and physical aspects of the syllabus. More details will follow.

In addition to the Devon trip, we hope to spend a day on the coast at West Wittering later in the term (17th October).

In the course of this year, Year 8 pupils are guided towards the recognition that they have sufficient knowledge to do well at CE and Scholarship. What they often lack is the confidence to read a question and understand what it requires of the candidate. We do plenty of practice as the exams approach, but to maintain interest and the sense of moving forward a few topics are left for the final year:

- Power and energy sources, pollution
- Economic activities in developed and less developed countries, industrial location
- Revision of all topics. Mr Heanley will concentrate on the Physical topics, Mr Graham on the Human.

Through the year we practise map reading, revise the global location facts and try to keep abreast of some of the major geopolitical events.

Year 7 & 8 Remove

The timetable allows for the two groups to be taught separately. Year 7 Remove will be with Mr Heanley and Year 8 with Mr Graham. The topics are largely as given above, the pupils are required to write full essays and develop their thinking beyond the requirements of CE.

Alastair Graham

History

We follow a 2-year Common Entrance syllabus entitled: 'The Making of the United Kingdom, 1500 – 1750'.

The periods of study are:

Year 7 – The Tudors

Year 8 – The Stuarts

Year 7 – main elements:

- Battle of Bosworth. Henry VII: political opposition, taxation, foreign alliances, trade;
- Henry VIII: Renaissance and Reformation in Europe; break with Rome and dissolution of the monasteries (and social consequences); Wolsey; Cromwell;
- Edward VI and Protestantism;
- Mary I and Catholicism;
- Elizabeth I – her inheritance (“a realm exhausted”); religion; England’s place in Europe; Drake; Hawkins; the Armada; city and country life; sport and leisure.

Year 8 – main elements:

- James I – succession/personality; financial problems and solutions; religion and political struggle – the Gunpowder Plot; the Pilgrim Fathers;
- Charles I – the lead-up to the Civil War – roles of Charles, Buckingham, Archbishop Laud and Parliament; 1640 – 42; Parliament v the King; main events of the Civil war; execution;
- Cromwell;
- Charles II – Battle of Worcester, escape, exile, the Restoration;
- Popish Plot;
- The Plague; The Great Fire;
- James II – Monmouth’s rebellion; religion;
- The Glorious Revolution.

The children are encouraged to use any and every resource available to them – television and film, books and magazines, exhibitions and ICT.

Key Skills

- Further development of listening/reasoning/arguing and recording skills;
- Learning of key dates;
- Study and assessment of evidence;
- Ability to write well-organised essays, combining fact and opinion, within a specified time-frame.

The Common Entrance Examination

A one-hour paper, divided into two sections which carry equal marks.

Section A: Evidence

2012: Causes of the Civil War 1629 – 1641 or Henry VIII and his Great Matter

2013: James II and the Glorious Revolution or Jacobite Rebellion of 1745

Section B: Essay

There is no coursework assessment in the exam, nor is there any element of box-ticking/one word answers/guesswork. The paper is hand-written, under considerable pressure and the children need to be able to:

- focus on the question set;
- think analytically;
- use the facts they have learned to develop a well-reasoned argument to a reasonable conclusion;
- write efficiently.

Remove

Children in Remove are given the opportunity to study a wide variety of historical events in addition to those outlined above. These include:

- Major Prime Ministers;
- American War of Independence / French Revolution;
- The British Empire;
- The Industrial Revolution;
- The Slave Trade;
- Nelson and Wellington;
- Development of Parliament.

These children are all entered for the Townsend-Warner History Prize, a national competition for young historians which takes place in January.

Tim Lewis

Religious Studies

One of the most important aims of the Common Entrance syllabus is to relate religious belief and practice to contemporary issues in the wider world. Pupils are encouraged to use religious language and to make elementary evaluations, also considering a wide range of ethical and moral debates. The syllabus chosen at Hall Grove reflects the school's own spiritual ethos, whilst giving pupils an appreciation of many of the facets of our multi-cultural society.

The Common Entrance Examination is divided into three sections:

- Old Testament texts in relation to contemporary issues;
- New Testament texts in relation to contemporary issues;
- World Religions, and contemporary moral and ethical issues (a new sub section of the exam).

The Old and New Testament sections follow a progression from description and explanation of religious stories and events to formulating a balanced argument relating religious issues to contemporary society. The topics are grouped under the categories:

- God, human nature and Covenant;
- Old Testament leaders and prophets;
- Jesus's life and teaching;
- Jesus's relationship with God.

The World Religions section tests pupils on factual knowledge and understanding of some of the world's major religions. There is also scope in this section to consider religious viewpoints on a number of moral and ethical issues, for example the debate on euthanasia.

Remove

Scholarship work is based on the Common Entrance syllabus, with a greater emphasis on evaluation and contemporary issues. Pupils look in further detail at relating current events and ideologies against religious topics, and are encouraged to explore further into creating their own opinions of some of today's key issues, such as global stewardship and capitalism. Regard is also paid to individual scholarship requirements, so that learning can be tailored to further educational needs.

Year 7

Old Testament studies

The Creation stories, the fall of man, Cain and Abel, the near Sacrifice of Isaac, the origins of the Jewish religion, Moses and the Exodus, the Ten Commandments.

New Testament studies

The Holy Land, who was Jesus? / the Transfiguration, on being a follower of Jesus, Parables, the early Christians, the events of Easter.

Contemporary issues

For example, stewardship of the earth and environmental issues, overcoming temptation, judgement, faith and hope, sacrifice, baptism, trust and loyalty, heroes, taking risks, exercising authority, racial prejudice, and celebrity status.

Pupils will also take a close look at Sikhism, with the help of texts, video material and religious artefacts.

Year 8

During the final year of Religious Studies pupils explore in greater depth the link between religious belief and social behaviour. They learn to appreciate the authority religious experience has in people's lives, and they are encouraged to formulate coherent arguments based on evidence and informed judgment.

All pupils have lists of Biblical references, but these are some of the topics that will be discussed in the course of their study:

Old Testament studies

Elijah and the prophets of Baal, false worship and idolatry, the still small voice, the prophet Amos.

New Testament Studies

The Baptism and temptations of Jesus, Jesus and the Outcasts, the Crucifixion and Resurrection.

There is revision of work covered on major world faiths - Judaism, Sikhism, Islam and Christianity, with an in depth study of Islam, and its links with Judaeo-Christianity.

Contemporary issues

For example: False prophets and Idolatry, persecution and courage, religion and politics, communicating with God, injustice and inequality, suffering for faith, miracles and healing, charity, selflessness, 20th century figures in religion, communities. mystery - old and new.

A copy of Today's New International Version of The Bible is recommended for homework and revision.

A copy of the Religious (A) syllabus is available via the ISEB website. The main text used in study is Grenfell, S., (2006), "Religious Studies for Common Entrance", Hodder Murray.

There are also various revision aids available to help pupils, which are available through Galorepark.co.uk

James Heanley

Latin

Aims

In the words of the Independent Schools Examination Board, this course seeks

1. to promote a firm understanding of the Latin language and
2. to foster an interest in the Greek and Roman cultures that have shaped the modern world.

People often ask: why study Latin? What relevance has it today?

It certainly helps with other languages, offering a grounding in the vocabulary of medicine, botany, geology, science and law. Our politics, philosophy and law, music, literature and art, even our notions of sport, leisure and fair play are directly shaped by the Romans' legacy. But these are secondary benefits.

But the analytical power and verbal agility required for Latin not only help us to understand English and to learn the romance languages, they also provide a rigorous training for understanding any sort of language, from scientific and legal jargon to computer programming.

Latin trains the mind more than any subject: it combines the discipline of crossword-solving with the dynamism of music, the flair of sport with the mental zest of arithmetic. If you love travelling, you might love Latin; if you love computer games, you will probably enjoy Latin; if you like maths, music or cricket, Latin may be for you.

Those interested will have the chance to study Ancient Greek in Greek club.

Assessment: Objectives and Practice

Again in the words of the Independent Schools Examination Board, pupils are expected to develop skills in:

1. translation from Latin to English (including translation for comprehension questions answered in English);
2. translation from English to Latin at an appropriate level;
3. manipulation of basic grammar;
4. non-linguistic studies, showing comprehension of topics from history and mythology.

Work is assessed by the teachers. In language tasks, it is always worth putting down what one does know rather than giving up; it is even more worthwhile to think about what one has been learning recently and try to put that knowledge to use. In non-linguistic tasks, factual knowledge is the foundation and extra marks are awarded for fluent and well-planned expression, appropriate and competent illustration.

Prep and Revision

Prep is set once a week at least 48 hours before the work is due. Prep most often consists of exercises from the text book reinforcing work studied in class, but sometimes includes vocabulary and grammar to be learned, with occasional writing tasks (in English) to back up work on Greek Mythology and Roman culture.

All pupils will have a text book. Often it is worth looking back over recent pages to solve the task in hand. If there is new vocabulary or grammar, why not learn it alongside completing the written exercise? The text book includes a vocabulary list in the back, so there is no need to buy a Latin dictionary, nor to look on translation websites. I can promise you that the pupils are better equipped to do their exercises than Google Translator, which copes poorly with Latin endings and produces nonsensical results.

All learners have different styles, and we are always delighted to discuss how we can help our pupils. For absorbing vocabulary, some like flash cards, some post-it notes, some snap-style games, and some MP3 recordings.

Revision before exams is essential for success and must focus first on vocabulary, second on grammar and third on background work. Small amounts of material revisited regularly and frequently are remembered best. The most successful pupils take this task seriously and ensure that they keep revision going steadily at an un-intrusive level throughout the term.

Year 7

Set 1

The syllabus of new work for Year 7 is defined according to CE levels.

Level 1

1. Sound knowledge of the official vocabulary list (Level 1) and English derivatives.
2. New grammar and syntax: verbs – imperfect and perfect tenses active of regular verbs and of *sum*, present active infinitives and imperatives; adverbs; complements.
3. Sound knowledge of the non-linguistic syllabus, including new topics: Roman legends; Entertainment; Gladiators; Theatres; Baths; Amphitheatres; the Roman literature.

Level 2

1. Sound knowledge of the official vocabulary list (Levels 1 & 2) and English derivatives.
2. New grammar and syntax: verbs – future simple and pluperfect tenses; adjectives of the third declension; demonstrative pronouns; (concessive clauses).
3. Sound knowledge of the non-linguistic syllabus as above.

Outside the syllabus

New grammar: verbs – future perfect tense and supine.

Set 1 will complete most of the work for Level 2 (exceptions bracketed) and move on to Level 3 work. Set 2 will revise from the very basics, partly for newly arrived beginners but mostly to enjoy solidifying the essentials. By the end of the year, we shall have covered most of the material for Level 1 of CE and some for Level 2.

Exams

All Year 7 exams follow the CE format (see above – ‘Assessment’). Set 1 will do original CE papers (Autumn – at least Level 1, Summer – Level 2); Set 2 will have an adapted paper in the Autumn and CE Level 1 in the Summer. If a CE paper includes a small amount of material not yet taught, it will be supplemented with notes / a vocabulary list to make it a fair test.

Year 8

Year 8 is geared to the Common Entrance examinations which pupils will be taking. In CE Latin is tested at three levels of difficulty, all sharing a common format. Some pupils in Set 1 will sit Level 2, others Level 3, which is close to Scholarship. Pupils in Set 2 will mostly do Level 1, with a few rising to Level 2. The syllabus is as follows:

Level 1

1. Sound knowledge of the official vocabulary list (Level 1) and English derivatives.
2. New grammar and syntax: verbs – further work on perfect tenses of regular verbs and of *sum*, present active infinitives and imperatives; adjectives of the 1st / 2nd declension and agreement; adverbs; complements.
3. Sound knowledge of the non-linguistic syllabus, including new topics: Theatres; Baths; Amphitheatres; introduction to Greek Myths.

Level 2

1. Sound knowledge of the official vocabulary list (Levels 1 and 2) and English derivatives.
2. New grammar and syntax: verbs – the infinitive, compounds and irregulars (*possum, eo*); adjectives of the 3rd declension; comparison of adjectives; reflexive pronouns; concessive clauses.
3. Sound knowledge of the non-linguistic syllabus, including new topics: Theatres; Baths; Amphitheatres; introduction to Greek Myths.

Level 3

1. Sound knowledge of the official vocabulary list (Levels 1, 2 and 3) and English derivatives.
2. New grammar and syntax: verbs – tenses of the passive, present & perfect participles, imperfect subjunctives, irregulars (*fero, volo & nolo*); nouns – the 5th declension; cardinal numbers; adverbial phrases (time & place); clauses of purpose and indirect command using the subjunctive.
3. Non-linguistic topics as above.

Exams

Year 8 exams are CE papers (see above – ‘Assessment’). Set 1 will do Level 2 in the Autumn and Spring (Mocks), Level 2 or Level 3 in the Summer; Set 2 will concentrate on Level 1 throughout. If a CE practice paper includes material not yet taught, it will be supplemented with notes/vocabulary lists.

There is relatively little new syllabus work to be introduced, allowing excellent opportunities for extensive practice, some of it beyond Level 1, and for revision (see above).

Remove

The syllabus of new work for Year 7 is defined according to CE levels. They will complete the work for Level 2 (see above).

Year 8 will cover CE topics as above, plus Scholarship material as follows:

1. Sound knowledge of the official vocabulary list (Levels 1, 2, 3 and Scholarship) and English derivatives.
2. New grammar and syntax: verbs - infinitives, deponents, pluperfect subjunctives; nouns – 4th declension; ablative absolute; indirect statement; temporal clauses.
3. Non-linguistic topics (not tested by all schools).

Year 7 Remove exams follow the CE format (Autumn – Level 1, Summer – Level 2), supplemented if need be with notes/vocabulary.

Year 8 Remove exams are Common Academic papers in the Autumn, with senior schools' own papers in the Spring. These papers often include some material not yet taught. Part of the scholarship challenge is dealing with the unknown. Most scholarship papers omit non-linguistic testing.

William Sutton

Music

Year 7

Music aims to facilitate pupils to experience and be involved in all aspects of music. A constituent part to music lessons is the practical involvement of pupils regardless of their ability. Year 7 pupils receive one lesson of class music each week; however, there are numerous opportunities for further involvement with extra-curricular musical activities.

Lessons are intended to equip pupils with the necessary skills they require to get the most enjoyment and understanding out of music. Development of musical notation is of particular importance. Pupils' notation skills will be further developed so that all Year 7 pupils are able to read, notate and play melodies and rhythms.

All topics involve one or several of the following musical elements: performance, composition, listening and history. Topics covered this year include:

- The Musical: West Side Story
- Stravinsky: The Rite of Spring
- Russian Nationalism
- Serialism

Year 8

Aims and Objectives

The year group is taught in two classes. The emphasis of the lessons is on practical music making, and pupils start to develop an understanding of different styles of music through listening composing and performing. Differentiation occurs through groupings for composition and performance and by outcome.

All of the projects that Year 8 is involved in are centred on one or more areas of study – performance, composing and listening.

The titles of major projects with brief descriptions of what they entail are as follows:

Advertising Jingle

Pupils will conduct research into the world of advertising and establish what makes a successful jingle. They will then develop their own product and create a jingle around it. Compositions will be recorded and assessed by the pupils themselves.

Protest Songs

Pupils will research the role of the protest song in modern culture and attempt to establish how successful the genre is with regard to effecting actual change.

Rock 'n Roll

Pupils will look into the beginnings of 'Rock 'n Roll' and establish what caused the development of the musical style. Pupils will focus on one song in particular and perform to their classmates.

Film Music

Pupils will study the work of a number of soundtrack composers and will compose a score to accompany a piece of film drama.

Louise Salmond Smith

Dance & Drama

Dance and Drama at Hall Grove offers pupils an exciting opportunity to be physically creative and expressive within fun and challenging lessons. Whether it be learning a new style of dance such as Jazz, Contemporary or Street, or addressing social or political issues in Drama, pupils will have the chance to explore and develop their own ideas through material designed to promote personal, social and cultural development.

Pupils will be encouraged to explore emotions and characterisation through improvisation and scripted scenes, and where possible lesson material will support English set texts and issues raised in PSHE.

All pupils in Years 7 and 8 will be encouraged to participate in poetry performances, debating competitions and other literary events. Prepared work may also be presented in assemblies, shows and after school performances.

Dan Slape

Art

Introduction

The course consists of three different modules of study per year group, concentrating on one module per term. Each module will offer opportunities for the pupils to work in a variety of media, and to explore various artists' work associated with the project in hand. Each set will study the same module simultaneously.

Year 7

Module 1: Portraits/Self Image

The pupils explore their personal identity and discuss how they like to be seen by others as a starting point for a collage, identity box, painting or pastel drawing.

They will create different images of themselves, working from observation, memory and imagination. They will also look at the work of artists such as Van Gogh, Klee, Bacon, Picasso and Hambling, and their approach to self-portraits and portraits of others, as well as the significance of certain objects included with the subject or subjects. The module covers the use of drawing, painting and collage, looking at line, tone, colour and texture.

Module 2: Architectural Sculpture/What's in a Building?

The pupils explore their ideas and feelings about different buildings and their experiences of walking through open spaces. They will record interesting features, such as doorways, arches and windows. They will then create a paper, card and wood sculpture based on their ideas and the work of architects such as Sir Christopher Wren, Mackintosh, Frank Lloyd Wright and Palladio. The module covers the use of drawing, photography and sculpture and looks at line, tone, shape, form and space.

Alternative: The children will look at skyscrapers and how and why they are constructed. In groups the children will research their building and then present the facts along side a scale drawing of their building. The module covers the use of drawing, design, sculpture and looks at architecture construction and materials.

Module 3: Recreating Landscapes

The children explore landscape as a starting point for two and three-dimensional work. They collect visual and other information by visiting a landscape and by studying the methods, approaches and intentions of artists and craftspeople that use the environment as inspiration. They manipulate the visual and tactile qualities of materials and paper to convey mood and feeling about a landscape and construct a mixed media collage and textile based work. The module covers the use of textiles, collage and print-making, looking at pattern, texture, shape, form and space.

Year 8

Module 1: Still Life/Objects and Viewpoints

The pupils explore familiar objects from different viewpoints and use this as a starting point for their work. They will look at the work of artists like Picasso, Lichtenstein, and van Schooten and go on to develop their ideas by selecting and abstracting aspects of objects as a basis for a painting on canvas. They will learn about the ideas and approaches of the Cubists and of the Realists, and compare the two different styles. The module covers the use of drawing, painting and looks at line, tone, colour, pattern, texture, shape and form.

Module 2: Shared View

As a starting point the children will look at and discuss examples of work from different times and cultures where ideas, beliefs and values are shared and communicated through art, craft and design. They will go on to

focus on traditional and contemporary Aboriginal and African Art and the way they use symbolism, colour and pattern to convey a message. The module covers the use of sculpture, art, craft, design, two-dimensional and three-dimensional work and looks at colour, pattern, texture, shape, form and space.

Module 3: Design and Advertising.

As a starting point the children will look at and discuss the design of various advertisements and flyers for different products. They will then be given a design brief to create, for example, a label for a chosen product/CD cover. They will have to investigate other similar products on the market to help them design and create the label/CD cover. They will be encouraged to collect adverts and flyers they like or find interesting to use for reference. The children will be shown the process of design, from making thumbnail sketches through to scamps (full colour illustrations) and go on to produce the final label/CD cover using *Serif Page Plus X4* Software on the computers. The module covers the use of drawing, painting, graphic design/ICT and typography and looks at line, tone, colour, shape and space.

Jenny Lavery

Design and Technology

Year 8

The pupils are encouraged to continue experimenting with a broad range of materials and styles linked with their Art work.

This year pupils will trial and make a production run of functional mugs using plaster moulds and slipcasting clay up against shop-bought bisque ware. This will give them first hand experience of factory small batch production with all its advantages and disadvantages from raw material to a glazed quality outcome. Other methods of production are pulled into discussions with different materials and exemplars to explore.

The African project continues with a high level of cultural detail and embellishment of masks and sculptural heads using traditional skills and terracotta clay with slips. These are handbuilt using slabs and coils with sprigging, pupils may have a chance to use the electric wheels in this term, producing high quality finished pieces.

The printmaking project embraces an element of repetitive Pop Art style design with a still life theme. Pupils are encouraged to observe and record in a Realist or Cubist genre before using polystyrene tiles on which to print their own design. This is a fun and colourful project enabling them to produce a small one-off and unique print run encouraging confidence with colour combinations and linear design.

Year 7

Design and Technology is taught to all children in Year 7, with the program of study including projects in Graphics, Design and Build, Woodwork, and Structures. Projects typically follow a design process where children start with a brief, before develop initial ideas to achieve a final concept design, product or model.

Miranda Dowse & Dan Slape

Food & Nutrition

Year 7

The pupils have an hour on timetable for Food & Nutrition, alternating with DT. Pupils learn how to use the kitchen and oven/hob in pairs or small groups based around focused practical tasks often with a 'ready steady cook' angle and healthy snack theme. Tasks include soups, smoothies, hot deli style sandwiches, pizza and salads. There are two 'design and make' projects, in which they take ownership of the menu for a vegetarian or pescatarian friend, giving the class a chance to discuss different food groups, cultures and nutritional values. Each practical task involves new tools and equipment, tastings, and finishes with an evaluation after class or family tasting session. The second project involves designing, cooking and icing small cakes which is always lots of fun – but harder than it looks to achieve quality outcomes!

Year 8

Year 8 also have an hour per week alternating with DT. The emphasis of the final year is to achieve a number of easy midweek suppers such as a stir-fry, a curry, a fruit crumble, several rice-based recipes and pizza cooking in the outdoor oven. There is a greater level of theory at this age, including safe handling of raw meat and fish and cooking with other high risk foods including the use of refrigeration. We have regular discussions and debates around current subjects such as sustainability in farming and fishing, wildlife and disease transference in the UK, social awareness surrounding obesity issues globally, carbon footprint and intelligent shopping, and the legalities of food packaging.

Miranda Dowse

PSHE

“Teaching is not merely about informing people; it concerns passing on life-long skills, good moral standards and ethical grounding.” Sociology lecturer.

Personal, Social and Health Education, with Citizenship, may be best described as ‘Life Skills’, where the children will have opportunities to give views and opinions on themes that are relevant to them at their age. A range of issues will be discussed and explored in the safe environment of the classroom under the careful supervision of the teacher. The children are taught to analyse information critically, assess evidence, and listen and evaluate before forming opinions. They will have opportunities to investigate issues through a variety of methods, such as role-play, debate, art and quiz. Topics include bullying, money matters, the media, leadership, stereotypes, the Government and environmental issues.

PSHE is about promoting attitudes and practices that help our children develop into mature and responsible young people, who are confident and well-grounded. Years 7 and 8 have one period of PSHE per week. Personal, Social and Health Education is integrated into other subject areas when relevant and is reflected regularly in school assemblies.

Jenny Vernon-Smith

Physical Education

Physical Education contributes to the general education of a child through physical activity and offers opportunities for pupils to:

- become skilful and intelligent performers;
- acquire and develop skill, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others’ success;
- respond to a variety of challenges in a range of physical contexts and environments;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

The PE programme this year will work its way through the following subjects:

Autumn Term - Health related fitness and hockey.

Spring Term – Gymnastics and orienteering.

Summer Term – Tennis and swimming.

Games

The games programme runs independently of the PE. For the girls the sporting year will be in the following order: netball (Autumn), hockey (Spring) and rounders (Summer) as the main sports with tennis, athletics and swimming built into the Summer term. The boys will play football (Autumn), rugby (Autumn and Spring), hockey (Spring) and cricket (Summer) as the main sports with tennis, athletics and swimming built into the Summer Term.

Throughout the year every child will get the opportunity to represent the school in all the major sports. The teams will be selected firstly from the appropriate year group but if numbers are low then players from the year below will be selected if permitted by the laws of the sport. The exception for this rule will be tournaments and cup matches where the strongest Hall Grove team available will be put out.

Please note that boys and girls are expected to be available for all weekend inter-school matches and we do not excuse players for birthday parties etc. Written permission for weekend absence from a school match must be obtained from the Director of Sport or the Headmaster at least a week prior to the fixture. If ill on the day of a Saturday fixture please telephone the Sports Office (01276 470009) by 0900 at the very latest.

Ian Tullett