



## CURRICULUM NOTES – 2017 / 2018 YEARS 7 & 8 (Senior Section)

### **Introduction**

*The top two years at Hall Grove are special in a number of ways and 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 as part of the Monitoring System. We aim to respect them as senior pupils, and in turn we look to them all to set a good example for the younger children to follow. 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 Years 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 an appointment with the relevant member of staff:*

- a) the Form Teacher/School Nurses for pastoral issues,*
- b) the Subject Teacher/Study Tutor for academic issues, or*
- c) the Section Head of Years 7 & 8.*

**Autumn Term** – *there will be one Parents' Briefing and a Parents' Interview evening. You will receive two sets of Assessments and one set of exam results.*

**Spring Term** – *you will receive one set of Assessments, one set of exam results and there will be Parents' Interviews.*

**Summer Term** – *Year 7 pupils will receive one sets of Assessments, one set of exam results and a full End of Term Report on all subjects. Year 8 pupils will receive a full End of Term Report and Common Entrance results.*

### Special Educational Needs and Disability (SEND)

*Mrs Paula Leech 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 have specific individual targets known as **Personal Targets** which Mrs Leech helps to write and oversees, other children are involved in Catch Up Literacy which allows them to build confidence in their reading. She attends school on Mondays, Tuesdays, Thursdays and Fridays and may be contacted on [p.leech@hallgrove.co.uk](mailto:p.leech@hallgrove.co.uk). Mrs Leech is supported by Mrs Laws on a Monday and Thursday morning.*

**Luke McLeod**

## ***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 and differentiation exists in both the methods of explanation of the subject matter and the children's responses to what they are being taught as the children approach the Common Entrance examinations. 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 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 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 Year 8 requires the children to be familiar with a variety of texts, although there is no requirement to write on a studied text. This syllabus requires a range of interesting, stimulating and challenging texts to be studied. Scholarship papers are far more open-ended, with no prescribed theme or set structure at times, and a wide diversity of expectations for the individual papers. The following are set texts, topics and authors:

- Year 7: *Boy* by Roald Dahl, *Private Peaceful* by Michael Morpurgo; *A Midsummer Night's Dream* by William Shakespeare; Victorian and Gothic short stories by various authors and a varied range of poetry and non-fiction texts
- Year 8: *Stone Cold* by Robert Swindells; *The Woman in Black* by Susan Hill; *The Boy at the Top of the Mountain* by John Boyne as well as a range of short stories from different cultures and a variety of poetry and non-fiction texts

- Remove: a variety of poets including W. H. Auden, William Blake, Seamus Heaney, Ted Hughes and Carol Ann Duffy; *An Inspector Calls* by J. B. Priestley; *Lord of the Flies* by William Golding; *Animal Farm* by George Orwell; a Shakespeare play; Literature of the Great War and other texts as the interests and needs of the group may determine

*Louise Skinner*

## **Mathematics**

Our aims in teaching Mathematics are that all children in Years 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 continue 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, fractions, percentages, 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
- Polygons
- 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:

- Problem-solving involving 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 including original value problems

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 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 McLeod will be focusing on the Chemistry and Physics teaching, whilst Mr Wheeler will take responsibility for teaching Biology to all the Year 7 and 8 classes.

### Chemistry and Physics

#### Year 7 Autumn Term

- Safety in the laboratory
- Atoms, elements, compounds and mixtures
- The “common tests” – how to identify the presence of water, hydrogen, oxygen and carbon dioxide
- Change of state revision with focus on energy transfer
- Physical properties – comparing materials, particularly metals and non-metals
- The science of mixtures
  - Dissolving, solubility and solutions
  - Separation of mixtures, including distillation and chromatography
  - Air as a mixture

### Year 7 Spring Term

- Comparing physical and chemical changes
- Chemical Reactions
  - Combustion, oxidation, reduction, thermal decomposition and displacement
  - Acids and Alkalis/neutralisation. pH and indicators. Metals and acid reactions
  - Emphasising the reactivity series and patterns in reaction
  - How to represent reactions as equations

### Year 7 Summer Term

- Waves
  - General wave science; the difference between wave types and wave descriptors
  - Sound; creating sound waves, the speed of sound and echoes
  - Light; rays, shadows, reflection, refraction, colours and prisms
- Revision and exam practice

### Year 8 Autumn Term

- Forces and motion including friction, speed, springs, moments and pressure.
- Energy transformation
- Density

### Year 8 Spring Term and Summer Term

- Electricity
  - Including apparatus, current and resistance.
- Magnetism
  - Materials, fields and electromagnets
- The Earth and beyond
  - Solar system
  - Scale of the universe
  - Day and night, seasons.
  - Satellites
- Preparation for CE exams

### Year 7 Biology topics covered throughout the year

#### Life Processes and Living Things

- Cells and Cell Functions: Plant and animal cells  
Specialised cells  
How to use a microscope and prepare slides
- Humans as Organisms: Reproductive system  
Development of a 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 testing, digestion, absorption, egestion  
Breathing and Respiration – gaseous exchange, lung structure and effects of smoking  
Health - factors affecting health, bacteria and viruses
- Green Plants as Organisms: Nutrition and Growth  
Respiration
- 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.

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

Those pupils in Remove will cover similar topics but often in greater detail or with a slightly different emphasis. They are expected to think for themselves more and undertake more demanding exercises.

*Michael Wheeler & Luke McLeod*

### **Computer Science**

Pupils in Years 7 and 8 will undertake a course which follows the Key Stage 3 National Curriculum for Computer Science and also includes aspects of ICT. The skills and knowledge developed in the course are the foundation blocks which will enable the children to take on future challenges at GCSE and A level.

#### **Year 7** - main elements:

- Hardware and Processing – So how does a Computer work?
- Programming Constructs – Let's get coding!
- Digital Art – Creating shapes and images the digital way.
- The Internet & the World Wide Web – How are they different? Plus a “how to guide” in being efficient and safe on the Web.
- Digital Control – How we control our world.
- 3D Game Building – An introduction to 3D gaming worlds.

#### **Year 8** - main elements:

- Hardware and Processing – So how does a Computer work?
- Programming Constructs – Let's get coding!
- Networking – Linking up the dots (workstations).
- Web Development – Communication for the web.
- Programming/Coding Adventure – Let's do some serious coding.
- Databases – Become a superhero at handling and using data.
- Microbits – Great things come in small packages! Explore the world of the Microbit.
- Algorithms – “How to make breakfast”. Including logic, sequence and precision.

### **Key Skills**

Development of:

- Listening and processing skills

- Computational thinking skills:
  - decomposition – breaking down a complex problem or system into smaller, more manageable parts
  - pattern recognition – looking for similarities among and within problems
  - abstraction – focusing on the important information only, ignoring irrelevant detail
  - algorithms – developing a step-by-step solution to the problem, or the rules to follow to solve the problem
- e-Safety skills and understanding – integrated into units of study
- Designing for a target audience
- Critical self and peer assessment of evidence and products

The units of study are designed to be informative, motivational and above all fun. They will help to foster independence, resilience and a desire to succeed, building confidence, through the development of skills and understanding, in a subject area which has a huge impact on our day-to-day world. The embedded problem solving and ICT content will also be of benefit to pupils from a cross-curricular point of view, and of course become invaluable skills for life.

*James Foley*

## ***French***

### ***Year 7***

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

Equal attention is paid to the four skills of speaking, listening, reading and writing, as they carry equal weight at Common Entrance. Correct spelling and grammatical accuracy are important and will be taught within the context of the topics listed below.

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.

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.

Year 7 topics covered throughout the year:

- Family and friends
  - Family members
  - Saying what you like to do with your family and friends
  - Description of personality
  - Physical description
- Holidays and free time activities
  - Holiday destinations and activities
  - Describing a visit or a holiday in the past
  - Arranging to go out
  - Free time and clubs
- Daily routine and school routine
  - Telling the time using the 24-hour clock
  - Different parts of the day
  - Reflexive verbs
- Describing the town in which you live
  - Different methods of transport
  - What there is to do in town
  - At the tourist office

- Understanding information about a town
- “À table!”
  - Saying what you have for breakfast and lunch
  - Shops and shopping for food
  - Ordering food and drinks

**Andrzej Korzeniowski**

### **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. Note that senior schools normally expect students to present the Level 2 paper and this is the paper we will prepare them for.

Work will include:

- Work 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
- Thorough preparation for the oral aspect of the exam which includes four overall topic areas - (1) Personal description, friends and family, (2) Home life, (3) School life, (4) Leisure activities and holidays - so that a short presentation for each topic can be given and questions answered. The oral also comprises a role play element, e.g. in a doctor’s surgery, booking a hotel room, ordering a meal in a restaurant

### **Remove**

Pupils in Year 7 Remove study the same topics as the rest of Year 7 but in greater depth. Much more emphasis is placed on extending grammatical knowledge, widening vocabulary and being able to use more complex language orally and in written work. They should have a very sound knowledge of present, perfect, imperfect and future tenses by the end of the year.

Pupils in Year 8 Remove practise the type of exercise set by their chosen senior school along with Common Academic Scholarship papers. Their grammatical knowledge extends to knowing the pluperfect tense, the conditional, future perfect and a little about the subjunctive. Their oral work is further developed to talking about current issues. 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.

**Kathy Knuckey**

### **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. As far as possible we follow the principles of Enquiry-based Learning methods: we begin with a question and try to share our knowledge as we explore deeper.

The subject is important because it sows seeds for the future study of Geology, Sociology, Economics and Business Studies. Geography links with other subjects and gives pupils an outlook on the World and the local and national environment. We consider some of the major challenges that face our generation: population growth, urbanisation, globalisation, pollution, sustainable development, migration. We consider some of the factors that drive business, and discuss ethical and moral issues that arise from economic activity. In very many ways we form links with other subjects and make a contribution towards the wider principles of the Spiritual, Moral, Social and Cultural curriculum.



The requirements of Common Entrance should not interfere with a child's enjoyment of this subject, but we need to have them in our mind as we progress through each year.

***These are the headings for the new ISEB 13+ CE Syllabus:***

- Earthquakes and Volcanoes (tectonic processes)
- Weather and Climate (meteorological processes)
- Rivers and Coasts (geomorphological processes)
- Population and Settlement (demographic processes)
- Transport and Industry (economic processes)

OS Map Reading, a knowledge of Global Location and a presented piece of fieldwork are also part of the exam requirements.

Fuller details can be found on the ISEB website at:

<https://www.iseb.co.uk/Parents/Examination-syllabuses-specimen-papers>

***Year 7 Geography***

***Autumn Term***

The Devon Field Trip early in the Autumn term will touch on a number of the following topics in a practical way, the topics are expanded back at school:

- Contrasts in UK climate
- A South Devon dairy farm
- The settlement hierarchy
- Weathering and Erosion
- Coastal Erosion and Deposition
- River Erosion and Deposition
- Tourism in a National Park

Storm surges, coastal flooding and the impact of exceptionally heavy rainfall also investigated in the course of the term.

***Spring Term***

Tectonic Processes: earthquakes, volcanoes and tsunamis - causes, effects and human responses in LEDC and MEDC countries.

***Summer Term***

Rivers and Coasts, hydrological features and processes.

The History of Hall Grove, the stewardship of a sensitive environment, the siting of a settlement, the development of the London Road, the local drainage pattern.

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 Geography***

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

- Population, Migration, Settlement
- Revision of all topics, Physical and Human

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

Data collection for the fieldwork project (which forms part of the CE assessment) will be undertaken in the course of the Autumn term. I will collect in the first draft immediately after Christmas. This year's project is based on an economic geographical topic, we shall consider the practicalities and commercial viability of producing ice cream at South Battisborough Farm. More details will follow.

*Alastair Graham*

## ***History***

We follow a 2-year Common Entrance syllabus (one of three possibilities) entitled 'The Making of the United Kingdom, 1500 - 1750'. The skills required for success in this exam are those which will hold the children in good stead for future challenges at GCSE and A level.

The periods of study are:

- Year 7 - The Tudors
- Year 8 - The Stuarts

**Year 7** - main elements:

- Battle of Bosworth. How successful was Henry VII?
- Henry VIII: Renaissance and Reformation in Europe; break with Rome and dissolution of the monasteries; rebellions; Thomas Wolsey; Thomas Cromwell
- Edward VI and Protestantism; Lady Jane Grey
- Mary I and Catholicism
- Elizabeth I – her inheritance (“a realm exhausted”); religion; marriage; England’s place in Europe; Mary, Queen of Scots; 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 causes of the English Civil War - roles of Charles, Buckingham, Archbishop Laud and Parliament; 1640 - 42; Parliament v the King; main events of the Civil War (including the Battle of Naseby); 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. The evidence question carries 20 marks and the essay 30. The syllabus can be found on the ISEB website.

### Section A: Evidence

2016: John Churchill, Duke of Marlborough or Elizabeth I and Mary Stuart

2017: Mary I or Causes of the English Civil War (1629-1642)

### 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
- structure their work effectively
- use the facts they have learned to develop a well-reasoned argument to a reasonable conclusion
- write efficiently

### ***Remove***

Children in Remove follow a two year rolling syllabus which exposes them to a wide variety of topics. These include:

- The Henrician Reformation
- Tudor rebellions
- The Mid-Tudors
- Elizabeth I
- The Gunpowder Plot
- The English Civil War
- Oliver Cromwell
- The Glorious Revolution
- Major Prime Ministers
- French Revolution
- The British Empire
- The Industrial Revolution

These children are all entered for the Townsend-Warner History Prize, a national competition for young historians which takes place in January. The history department at all times aims to enthuse, encourage curiosity, healthy debate and an ability to think for themselves.

***Tim Lewis***

### ***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.

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.

### **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 and 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. We can promise you that the pupils are better equipped to do their exercises than Google Translate, 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 – adjectives, 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.

Set 1 will complete some of the work for Level 2. 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.

### ***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 1<sup>st</sup> / 2<sup>nd</sup> declension and agreement; adverbs; complements.
3. Sound knowledge of the non-linguistic syllabus, including new topics: e.g. Baths; Amphitheatres; Food; 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 3<sup>rd</sup> declension; comparison of adjectives; reflexive pronouns; concessive clauses.
3. Sound knowledge of the non-linguistic syllabus, including new topics: e.g. Baths; Amphitheatres; Food; 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 (*fēro*, *volo* & *nolo*); nouns – the 5<sup>th</sup> 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 – 4<sup>th</sup> declension; ablative absolute; indirect statement; temporal clauses.
3. Non-linguistic topics (not tested by most 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 either Level 3 or 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.

### **Ancient Greek**

There is one lesson a week for pupils in Remove and Set 1 in Years 7 & 8 to study Ancient Greek. In some circumstances certain pupils in Set 2 will also study Ancient Greek. At the end of Year 8, pupils will take the appropriate CE or scholarship Greek exam.

*William Sutton & Lucy Holmes*

### ***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, giving children a working understanding of why the world in which they live is as it is. 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

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' life and teaching
- Jesus' life, death and resurrection

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, stewardship of the planet, Human Rights and responsibilities, the debate between science and religion, prejudice and discrimination, and what constitutes a fair society.

### ***Year 7 topics***

- The beginning of the Gospel
- The temptations
- Jesus and the outcasts
- Jesus' disciples
- Jackie Pullinger
- Miracles of Jesus
- Miracle of Lourdes
- Creation stories
- The fall and
- The meaning of truth
- Dame Cicely Saunders
- Cain and Abel
- Peter's declaration (about Jesus)
- The transfiguration
- Near sacrifice of Isaac
- Martin Luther King

### ***Year 8 topics***

- Oscar Romero
- David and Bathsheba
- Nathan's parable
- Solomon's wisdom
- The Ten Commandments

- Sikhism
- The birth of Jesus
- Parable of the good Samaritan
- Parable of the sower
- Parable of the lost son
- The sentence, crucifixion and burial of Jesus

***A copy of Today's New International Version of The Bible is recommended for homework and revision, or an online Bible such as [www.biblegateway.com](http://www.biblegateway.com)***

It is strongly recommended that pupils have their own copy of Michael Wilcockson's "Religious Studies ISEB Revision Guide," second edition. The school has class copies but cannot provide copies for everyone to keep at home.

A copy of the Religious Studies syllabus A is available via the ISEB website: <http://www.iseb.co.uk/getmedia/9f282d90-8949-42b9-aad6-d8801f76157b/Syllabus-CE-CASE-Religious-Studies-A.pdf.aspx?ext=.pdf>

The main text used in study is Grenfell, S. (2011, second edition), "Religious Studies for Common Entrance", Hodder Murray.

There are also various revision websites available to help pupils, such as [rscommonentrance.com](http://rscommonentrance.com) and [www.ce-rs.com](http://www.ce-rs.com)

### ***Remove***

Remove children have a syllabus which encompasses aspects of a number of world religions, but with a greater emphasis on critical thinking, philosophy, ethics, evaluation of sources and contemporary issues. Pupils look in further detail at relating current events and ideologies against religious topics, and are encouraged to consider a range of philosophical constructs and propositions, helping them to form their own opinions on 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.

*Jannine Frame*

### ***Music***

For the forthcoming year, Years 7 and 8 will be taught music together as part of a Performing Arts rotation which will also incorporate Dance and Drama. The students will be given the opportunity to select from a range of topics as part of that rotation and during the term at least one of these must be the musical.

We aim to provide the opportunity for students to develop their practical, theoretical and compositional skills in whichever topics they choose. We hope that by giving them a range of choices, students will feel that to a degree they are selecting their own musical curriculum and will therefore feel empowered to really make the most of their time in the Department.

We are also introducing a Performance evening shortly after the Autumn half term where all students will be expected to showcase what they have been doing.

Musical Topics offered in the Autumn Term include:

A Scratch Orchestra - improvised group music making.

Elements of a Rock Band – a look at melody, bass, rhythm and harmony within a band.

Musicals – a study of Story-telling through music.

World Music – a journey around the world looking at music from different cultures.

A Musical Montage – composition using Logic Pro.

Film Music – Use Logic Pro to create music to accompany a short film.

It is hoped that given the range of options available, all the children will find a topic that interests and inspires them regardless of their level of musical experience. An exciting year ahead!

Post

### ***Dance & Drama (taught within the Performing Arts options block)***

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. Projects this year include devising performance using 'Trestle Theatre Masks' and 'TV Advert', a chance for pupils to perform and record a devised performance in front of the green screen!

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. Our major productions have received rave reviews over the years (including: *Nicholas Nickleby*, *The Witches*, *Oliver!*, *Tempest*, *Macbeth* and *Bugsy Malone*, to name but a few!) and Hall Grove enjoys a reputation for excellence within the Performing Arts. A number of pupils have also found success in Drama and Dance, winning senior school scholarships and All-Rounder awards.

***Dan Slape***

### ***Visual Arts***

In Years 7 and 8 students follow a carousel that takes them through a breadth of exciting specialist areas, which include: Art; Ceramics; Computer Science; Design and Technology and Construction-Tech. They will learn to design, make and create using a wide range of mediums and media, whilst developing their abilities to problem solve, evaluate and innovate. The teaching team brings specialist skills and subject knowledge, which encourage children to explore the relevant historical, cultural, social and technological influences and implications of their work. Each area brings a wealth of opportunities and students typically find great enjoyment and creative success. We aim to nurture happy and confident children in an environment where challenge and creativity is at the centre of their learning experience. Year 8 students participate in the BEVAP (Business Enterprise Visual Arts Project) where teams are challenged to design and make a product to design, make and bring to market at the Country Fare. It is an exciting event, with an element of competition and we have raised several thousand pounds for our designated charities in recent years.

### ***Art***

At Hall Grove the Art Department believes in providing each child with the opportunity to develop a genuine, informed interest in Art and to express themselves freely through colour, form, texture, pattern and various media and processes. Children also explore ideas and meanings in the work of other artists, designers and crafts people and the diverse role of Art, Design and Craft in contemporary life and in different times and cultures.

In Year 7, Art will be drawing from the animal kingdom using a range of media and techniques. They will be involved in the David Shepherd Wildlife Competition entry whose theme this year is 'Go Wild'. They will experiment with ways of making textures and effects to create individual and group work pieces.

In Year 8, Art is involved with the Business and Enterprise Visual Arts Project which is launched in the first half term. The theme is 'Eco Create' and will require pupils to make quality, saleable products to be sold at the Autumn Fayre. They will learn about team work, division of labour, cost of production and profit, as well as skilfully creating items from recycled or waste materials. During the rest of the year they will be introduced to stencil cutting and silk screen T-shirt printing, batik and marbling techniques.

***Catherine Foley***

### ***Year 7 Ceramics***



Product Design and development in ceramics – ‘The Abstract Teapot’ will look at form and function in an everyday item. Pupils will discuss and consider the handmade, small batch production and mass production techniques. Most of the work will be achieved with the slab roller and modelling.

### ***Year 8 Ceramics and Food Science***

Ceramics is part of the Business and Enterprise rotation for the first half term – pupils will be guided into making for production to sell. After half term pupils will have the choice of working with food or clay as a group. The Ceramicists will concentrate on the wheel – throwing mugs and bowls on the electric wheel if mature enough.

***Miranda Dowse***

### ***Design and Technology***

Year 7 and 8 students typically have the advantage of a number of years experience working with the materials and tools in the workshop. In the senior school they are expected to apply and further develop their skills to deliver exciting and innovate design solutions using a variety of materials. This year projects include colorful acrylic toast racks (Year 7) and the business enterprise project (Year 8).

***Dan Slape***

### ***Textiles***

Textiles also features in the Year 8 BEVAP project and from this year, Year 7 also have a half term exploring the subject as part of their visual arts carousel. Children are introduced to a range of different fabrics and materials and asked to find ways to attach or fix them together using both effective and aesthetic techniques. Children are taught to use the sewing machine, learning to thread, fill spools and change stitches to enhance their work. When children show control over their work, they will be introduced to the embroidery foot on the machine so that they can stitch freehand and even draw, using the machines.

***Caroline Allams***

### ***Computer Science***

As part of the Year 7 & 8 Visual Arts rotation, pupils will develop skills in Computer Science, that will enable them to produce exciting and fun graphics based computer games. The activities will introduce them to the creative, problem solving world of basic coding and binary data representation. They will consider target audience requirements, suitable success criteria, design, implement and test their products and they will actively seek feedback from fellow peer assessors. This work will compliment other programming opportunities in the Senior School Computer Science curriculum.

***James Foley***

### ***> Personal, Social and Health Education with Citizenship***

The PSHE and Citizenship programme promotes thoughtful and positive thinking about the individual, their role in society and health issues relevant to the age group. It helps to give children the skills, knowledge and understanding they need to lead confident, healthy and independent lives. PSHE tackles many of the ***spiritual, moral, social and cultural*** (SMSC) issues that are part of growing up. Citizenship involves preparing the child for life as a responsible citizen; that is, teaching ‘skills for life’.

PSHE underpins all the teaching, learning and playing in the School, and works hand-in-hand with the pastoral care of the whole School. It allows children to discuss themes and role-play certain situations in the safe and caring environment of the classroom, enabling them to be more confident when facing similar situations in the future. At its heart lies group work which can facilitate open attitudes towards dialogue, discussion, and consideration of multiple perspectives. It shows a respect and interest for the ***whole child*** and not just their academic ability, physical or artistic skill. Its aim is to nurture responsible, well-informed and caring individuals.

Different themes will be explored in a specific lesson each week and in assemblies where appropriate. Aspects of PSHE will be covered in specific subjects where relevant – for example, ‘Healthy Eating’ in Science.

Topics for Years 7 and 8 include Friendship, Enterprise, Effective Communication and Role Models

PSHE is often described as the ‘ <b><i>mortar</i></b> ’ which binds the ‘ <b><i>bricks</i></b> ’ of the formal curriculum subjects (Maths, English, Science etc).
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### ***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
- develop their overall knowledge and understanding of the subject

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

Autumn Term – Rugby (boys), Gymnastics and health related fitness, netball (girls).

Spring Term – Hockey (boys), health-related fitness, gymnastics and tag rugby (girls).

Summer Term – Tennis, athletics and swimming.

### ***Games***

The games programme runs independently of the PE. For the girls the sporting year will be in the following order: hockey and netball (Autumn), netball and lacrosse (Spring) and rounders and senior girls cricket (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 fixtures 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. If ill on the day of a Saturday fixture please telephone the Sports Office (01276 470009) by 0900 at the very latest.

*Ian Tullett*