



## CURRICULUM NOTES – 2019 / 2020 YEARS 7 & 8 (Senior Section)

### **Introduction**

*The top two years at Hall Grove are special in several ways; the children 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. All these opportunities run alongside a rigorous academic programme which will be outlined in this document. The children are prepared for Common Entrance and, in some cases, Scholarship exams for entry into their Senior Schools.*

*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/Mrs Harris for matters concerning boys pastoral issues/Mrs Randall for matters concerning girls pastoral issues,*
- b) the Subject Teacher/Study Tutor for academic issues, or*
- c) the Section Head of Years 7 & 8.*

***We ask that planners are seen by parents regularly and signed at least once a week. The planners are the primary form of communication between home and school, so please consider writing a note rather than sending an email.***

***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 and one set of exam results. There will be Parents' Interviews for Year 8.*

***Summer Term*** – *Pupils will receive one sets of Assessments, a full End of Term Report and one set of exam results.*

### **Learning Support**

*Hall Grove is a non-selective school and we welcome children of all learning abilities save those who need highly specialised intensive support. The Learning Support Team is Mrs Gilly Harris, Mrs Tamara Laws and Mrs Alexandra Moore. We believe that the strengths of every child should be celebrated and it is understood that some may require specific tools or learning interventions at different stages of their journey through the school in order to achieve their best and become well rounded confident individuals. The Learning Support staff work closely with both class teachers and parents and we are committed to enabling every child to achieve his /her academic potential. Please contact Mrs Harris should you have any queries regarding learning support.*

**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 all classes in each year, although texts studied may vary slightly. Differentiation exists in both the methods of explanation of the subject matter and the children's responses to what they are being taught as pupils approach the Common Entrance examinations. In Year 8, Set 1 cover a significantly different curriculum, aiming to prepare them for a range of demanding, hopefully enjoyable, but frequently very unpredictable papers and texts.

### Set books

The Common Entrance Syllabus 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 but these may added to or altered depending on the interests of each class and newly published literature during the course of the year:

- Year 7: *Private Peaceful* by Michael Morpurgo; *Boy* by Roald Dahl; *Stay Where You Are and Then Leave* by John Boyne; short stories by various authors and a varied range of poetry and non-fiction texts.
- Year 8: A unit based on literature about refugees; extracts from *The Woman in Black* by Susan Hill; *The Boy at the Top of the Mountain* by John Boyne; *Stone Cold* by Robert Swindells, as well as a range of short stories from different cultures and a variety of poetry and non-fiction texts.
- Year 8, Set 1: A unit based on literature about refugees; a variety of poets including William Blake, Simon Armitage, William Wordsworth, Ted Hughes and Carol Ann Duffy; *An Inspector Calls* by J. B. Priestley; *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 Lovett**

## **Mathematics**

### **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. By the end of the year all pupils should have covered the majority of topics required to sit Level 2 Common Entrance papers and some pupils may have begun to study a few of the extra topics required for Level 3.

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. Pupils in Set 3 will conclude their study of the topics laid down by the Common Entrance exam syllabus. They will be working towards Level 1 or 2 CE exam 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.

Pupils in Set 2 will study the additional topics required for the extended Common Entrance syllabus. 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 Set 1 will either work towards Level 3 CE or 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**

Science is a word that paints a picture in the mind, but that picture is different for each person. Some picture the eccentric, with a lab coat, goggles and frizzy hair exploring the mysteries of the cosmos. Some imagine a naturalist, strolling across the African Savannah, or an astronaut on the moon. For others, some of you included I'm sure, the word inspires anxiety of their own school days, staring at a chalkboard and learning equations from a textbook. This is not how we learn at Hall Grove. Chemistry, Biology and Physics are taught in a way to encourage the children to have a passion for discovering how the world works. They are guided through this process of discovery by Mr Wheeler (Biology) and Mr McLeod (Chemistry and Physics) as they are encouraged to think scientifically through practical work and investigations.

Through this process, a thorough understanding of the scientific method and a knowledge bank full of facts should be the outcome. They will, of course, use this to help them score highly in exams, but more importantly, they take this on to their secondary school and beyond where perhaps, just perhaps, one day they'll be strolling across the Savannah or working to explore the mysteries of the cosmos themselves.

For a full breakdown of the CE curriculum, please see the [ISEB 13+ website](#). Please see the Frog site "Senior Science Hub" for a full list of topics and resources that can be used to support and reinforce your child's learning.

### 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. All children are prepared to take the same Common Entrance Science papers at the beginning of June or scholarship exams for their senior schools.

*Michael Wheeler & Luke McLeod*

## **Computing**

Pupils in Years 7 and 8 will undertake a course which follows the Key Stage 3 National Curriculum for Computing which includes Computer Science, Information Technology and Digital Literacy. The skills and knowledge developed in the course cover many of the foundation blocks needed to take on future challenges at GCSE and A level.

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 studied.

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 8**

The aim, by the end of the academic year, is to bring all sets of Year 8 up to the Common Entrance (and scholarship, if applicable) requirements to match their chosen senior schools. Note that senior schools normally expect students to present the CE Level 2 paper and this is the paper we will prepare them for. The four key topics are: *Myself, my family and my friends, My school and daily routine, Where I live and My weekends and holidays.*

The four skills of reading, writing, listening and speaking will all be examined at CE with an individual recorded oral test in April 2020. These are the skills that we will practise in lessons and pupils will be asked to do some learning and written homework each week.

*Andrzej Korzeniowski*

## **Geography**

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.

## **Year 7**

### **Autumn Term**

Settlement, exploring historical and geographical aspects, including Hall Grove and the local area.  
The geography of France.

### **Spring Term**

Tectonic Processes: earthquakes, volcanoes and tsunamis – causes, effects and human responses in LEDC and MEDC countries. Extreme weather events.

### **Summer Term**

Rivers and Coasts, hydrological features and processes.

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**

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:

Through the year we practise map reading, revise the global location facts and try to keep abreast of some of the major world events. Key topics are Industry, Transport and Population.

Data collection for the fieldwork project (which forms part of the CE assessment) will be undertaken at South Battsborough Farm during a weekend field trip in the Autumn term. I will collect in the first draft immediately after Christmas. More details will follow.

*Angus McChesney & Alastair Graham*

## **History**

We follow a 2-year Common Entrance syllabus 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

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

### 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.

The history department at all times aims to enthuse, encourage curiosity, healthy debate and an ability to think for themselves.

*Tom Hine*

## **Latin**

Over the two years, the children will learn and consolidate the building blocks of Latin to ensure that they have a secure foundation of its grammar and vocabulary. Our aim is to promote and nurture a love of Latin, whether that be for the logic and rules of its grammar, for the English derivatives of its words or for the wonders of its mythological world.

We use text books which follow the ISEB syllabus which ensures that the pupils become very familiar both with the prescribed grammar and vocabulary as well as the terminology used in Common Entrance exam papers.

In Common Entrance, Latin is tested at three levels of difficulty, all sharing a common format – a comprehension, a Latin to English translation, grammar questions including two English to Latin sentences and a question on classical civilisation (in English). Pupils will be prepared for the level of CE which is appropriate to their ability or for any scholarship exam which may be undertaken.

Prep is set once a week at least 48 hours before the work is due. The written prep most often consists of exercises from the text book reinforcing work studied in class. Sometimes there will also be vocabulary to be learnt, for which usually a week's notice is given, to allow for long-term memory learning rather than simply for the test. Vocabulary given for preps is always loaded onto Quizlet as another means by which the pupils may access the material and self-test.

*Ms Holmes*

## **Ancient Greek**

There is one lesson a week for pupils in both 7 & 8. In Year 7 it is compulsory for Sets 1 & 2 but optional for pupils in Set 3. Those who have opted to study Ancient Greek in Year 7 from Set 3, will be expected to continue on into Year 8. At the end of Year 8, pupils will take the appropriate Common Entrance level, of which there are two, or a senior school's own scholarship paper. The ISEB have taken into consideration that prep schools have limited time within their curricula for Ancient Greek and the syllabus fairly reflects this time restraint. Similarly, at scholarship level, secondary schools are generally pleased to see any level of Greek and just want pupils to show what they know.

The setting of prep is the same as for Latin.

*Ms Holmes*

## **Theology Philosophy and Religion (TPR)**

*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)*

### **Year 7**

Pupils will follow the new ISEB syllabus for Theology, Philosophy and Religion. This will involve studying Bible topics and debating moral and ethical issues. There will be a strong focus on explaining and justifying your opinions, as well as responding respectfully to the ideas of others.

## **Year 8**

Pupils will continue preparing for the CE exam in TPR, or scholarship exams as applicable.

*Jannine Frame*

## **Extended Project**

The Senior pupils will also benefit from an hour per week of personalised learning delivered in a similar style to an Extended Project Qualification (EPQ) which many of our pupils will go on to do at their Senior Schools. The children will explore a broad topic which changes on a half-termly basis and they are asked to investigate an aspect of the topic which particularly interests them. We are encouraging the children to present their information in a variety of ways.

*Tim Lewis*

## **Performing Arts**

For the forthcoming year, Year 7 will have standalone music lessons with Miss Post as well as Music Technology lessons with Mr Appelhans. They will also have a standalone Drama lesson with Mrs Hiles. In Music, we aim to provide the opportunity for students to develop their practical, theoretical and compositional skills in whichever topics they choose. In Drama and Dance students will be encouraged to explore emotions and characterization through improvisation and scripted scenes to promote personal, social and cultural development. They will also be staging a musical production in the first weeks of the Summer Term.

Year 8 will be taught Music, Drama and Dance as part of a Performing Arts rotation once a week. This year we will stage a production of 'War Torn', a contemporary drama based on the plight of modern-day refugees. We are very lucky to be taking this production to an outside theatre in the local area again, with two consecutive performances planned for mid-January. After the production the students will then have the opportunity to produce 2-minute films which they direct and film themselves. This year the carousel will be run by Miss Post, Mrs Hiles, Mr Slape, Ms Bayley, Mr Dickens and Mr Appelhans.

*Lizzie Post*

## **Visual Arts**

In Years 7 and 8 students follow a carousel that takes them through some exciting specialist areas, which include: Art; Design and Technology and Food Science. They will learn to design, make and create using a wide range of 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/ service/activity to bring to market at the Country Fare. It is an exciting event, with an emphasis on team building and an understanding of marketing, division of labour and profit margins. 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, we will be using shoe design as the starting point for our work using a range of media and techniques. They will experiment with ways of making textures and effects to create individual collage/mixed media pieces. There will also be observational drawing, the understanding and use of tone and some 3D clay construction techniques taught.

In the first half-term of Year 8, Art is involved with the Business and Enterprise Visual Arts Project. During the rest of the year they will be introduced to the work of Roy Lichtenstein and will explore dramatic compositions and use of colour in the Pop Art style.

*Catherine Foley*

## **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 innovating 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*

## **PSHE**

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

The PSHE and Citizenship program 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.

*Leigh Randall*

## **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 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 – swimming, tennis, cross country and health related fitness
- Spring Term – lacrosse, basketball, cricket
- Summer Term – Tennis, athletics and swimming.

## **Games**

The games programme runs independently of the PE. The girls sporting year will be in the following order: hockey and netball (Autumn), netball (Spring) and cricket (Summer). The boys will play football (Autumn), rugby (Autumn and Spring), hockey (Spring) and cricket (Summer).

Throughout the year, every child will get the opportunity to represent the school in all the major sports. The teams will be selected 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. 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 & Kate Maxfield