

THE HENRY BOX SCHOOL



YEAR 7

CURRICULUM BOOKLET

2017/2018

Dear Parent/Carer

Year 7 at Henry Box

I have pleasure in sending you the 'Year 7 Curriculum Booklet' which I hope you will find useful. It contains helpful information about all of the courses studied in Year 7 at Henry Box, and is designed to enable you to follow your child's progress through the year. At the start of the year students are taught for Maths in sets from the outset, based on Key Stage 2 SAT results. Students are taught in mixed ability groups for Design & Technology, English, French, Geography, History and Science. They will be taught in their tutor groups for the other subjects.

I am sure you will be keen to support your child in every way over the coming years, and that you will want to work together with us to ensure the best possible start in Year 7. You will find lots of practical advice about how to best do this in the 'Starting Secondary School' booklet that you will have received on the new parents' evening in July. The home-school agreement, the first contact system, Parents' Evenings, and other less formal contact, are also vital parts of the process. It is also important that your child is properly equipped for school, with the correct books for each day, and a supply of pens, pencils, a ruler, dictionary, calculator, and other equipment as necessary. We use Show My Homework as the main way of setting homework. Your child will receive a log on for this site and it will be useful for you to get used to this with them, certainly in the first instance.

As I have already mentioned, the highlights of Year 7 are the Christmas Fayre in Term 2, and the residential trip to St. Briavels Castle in the Forest of Dean in Term 6. More information about these events will follow later in the year. In the meantime, listed below are some important dates for your diary:

Evening with Tutors:	Tuesday 10 th October 2017
Progress Reports:	December 2017 and June 2018
Subject Evening with your child's teachers:	Tuesday 13 th March 2018
Year 7 Assessment Week:	Monday 21st May 2018

Year 7 is an exciting time for students as they adjust to life at secondary school. We welcome contact with parents and encourage you to write or telephone if there is an issue that you wish to discuss. Please do not hesitate to contact your child's tutor if the need arises.

Yours sincerely



Mr T Manthorpe
House Leader: Churchill

Summative Assessment and Reporting

Our assessment and reporting model:

- Is focused on developing the key concepts, knowledge and skills needed for success in KS4.
- Is based on high expectations and challenge for all.
- Takes into account each student's starting point for learning and progress.
- Adopts a mastery approach to teaching and learning, and uses proven, effective teaching methods.
- Uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas.
- Incorporates high quality end of unit/term assessments which help students develop the skills needed to tackle GCSE examinations questions.
- Enables data from assessments to reliably identify what students have/have not understood and informs future teaching and learning, including intervention needs.
- Encourages students to discuss and review their progress with teachers, tutors and parents.

The Progress Report

Parents receive at least two progress reports a year in Key Stage 3.

These contain information on the following areas:

- Progress
- Behaviour
- Classwork effort
- Homework effort
- Attendance

Written Reports

During the summer term, Year 7 parents will receive a report written by the student's tutor. The report will summarise students' curricular learning over the year, as well as comment on their personal development and contribution to the school.

Summative Assessments

Summative assessment is an important part of monitoring student understanding. These are in the form of tests and measures what a student can do, or what they have achieved, against specific criteria. Typically, summative assessments are carried out at the end of a term, unit or module. Grades or marks are not always communicated with the students as they learn more effectively from comment based marking, which help to direct student learning. Departments standardise assessments across teams of teachers through internal moderation of students' work and by using common assessments to ensure consistency.

Assessment Week

In Years 7 to 9 each year group has an assessment week in which they undertake a formal exam in all of their subjects. The point of this exercise is not just to assess the students' progress, but also to get them used to preparing for a series of exams and the regulations that apply to all external examinations. We believe that this preparation is vital to ensuring that they have the best possible chance of success in their actual GCSE exams in Year 11.

Monitoring progress

The progress of every student is monitored regularly and the role of the tutor, House Leader and the Learning Support Department is central to the success of this process. Students falling behind are identified and support to get them back on track is put in place.

Assessment for Learning

Assessment for Learning covers all those activities which are designed to give students and teachers information about their learning, and promote further development. Assessment for Learning activities may include: teachers' feedback to students (oral or written), asking appropriate questions, sharing assessment criteria, students assessing each other's work etc.

Feedback to Students:

- May be written or oral
- Is as frequent and as immediate as possible
- Identifies strengths and weaknesses, and targets for learning
- Encourages a dialogue between teacher and student
- Motivates students
- Has regard for students' self-esteem, and their image of themselves as learners
- Reflects and rewards students' effort
- Is simple, and easy to understand
- Involves students in the learning process
- Is appropriate to individual students
- Is appropriate to the task.

Involving Students in Assessment

Students are encouraged to take responsibility for their own learning. The following procedures are used to involve students in the assessment process:

- Lessons begin with clear expectations, and learning objectives are shared with students. These are reviewed at the end of the lesson, or series of lessons.
- Assessment criteria are shared with students
- Students are encouraged to assess their own work, and where appropriate, the work of other students
- Students set targets for their own learning as part of the school's review and reporting system.
- Students are encouraged to ask for help and advice in improving their work.

The School Literacy Policy gives further details on the teaching and marking of spelling, punctuation and grammar.

Our approach to marking and assessment has been developed to ensure that our focus on teaching is accompanied by effective learning. Marking supports students with their learning and it should identify strengths and help students to improve where there are weaknesses. We recognise regular assessment as an important part of our work and seek to emphasise the positive aspects of a student's achievement combined with indications of how further progress can be made. Students are actively encouraged towards self-assessment and this is reflected in the school reports which specify objectives for all courses in terms of skills and content.

Monitoring and Evaluation of the Assessment Policy

The policy is monitored by Faculty/subject Leads who oversee marking and assessment practice within their departments. Lesson observation and the sampling of student work is part of the process of monitoring, evaluation and review. Members of the Leadership Team who are linked to departments support this work.

The Leadership Team and the governing body will evaluate the success of the policy by asking for feedback from students, teachers and parents. Discussion at Middle Leaders meetings will also inform the review. Any revisions to the policy will be made in the summer term for implementation in the new school year.

FIELD WORK AND LOCALLY SUPERVISED TRIPS IN TERM TIME

From time to time a number of departments will make use of local facilities during lesson time. These might include sketching in the locality, visiting a local building or doing some field work. These are only examples and new opportunities often arise. This type of trip takes place within a timetabled lesson and is supervised by a member of staff.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION PROGRAMME

The Personal, Social, Health and Economic Education Programme is delivered throughout Key Stage 3 and is differentiated appropriately in each year group. The course covers a variety of issues, including: the law regarding, and effects of, drugs and alcohol; conception and family planning; safe use of the internet; advice on relationships and respecting yourself; information on STIs, and general health care issues.

The 1988 Education Act requires that we have your consent for your child to participate in some aspects of this course. Please contact the school at the beginning of the year should you wish for your child to be disapplied from any of these lessons.

ASSEMBLIES

Students attend one assembly a week, typically led by their House Leader, House representatives and/or members of Senior Staff. These assemblies are broadly Christian in tone and encourage students to think through and reflect on a wide range of relevant issues. In Term 1 each year, our Year 7 students attend a service in St. Mary's Church to celebrate Founders' Day.

Parents have the legal right to withdraw children from both of these forums if wished and should inform the school to enable alternative arrangements to be made.

ENRICHMENT DAYS

Throughout this booklet you will see references to activities beyond the classroom which support and enhance the curriculum. These activities take many forms including theatre trips, field trips, trips to exhibitions and tournaments to name just a few. Some of these activities are directly related to an area of study such as a visit to a museum to look at artefacts from a period under study. Some activities such as the Year 7 residential at St Briavels draw out other more personal qualities such as working with others, self reliance and determination. These qualities can themselves enhance students' self image and can also positively affect their approach to study.

All students in Key Stage 3 have the opportunity to experience a variety of activities through Enrichment Days towards the end of the Summer term. Around 50 different activities are offered from short residentials to classroom based extension work. Some activities are free and some activities require payment. It is quite possible to attend a different activity each day with no or minimal payment for the whole week.

We quite understand that a slightly different style of school week such as this can require explanation. We have tried to give a flavour of this above, but would be more than happy to explain the week in detail and the philosophy behind it. Please do not hesitate to contact your child's House Leader or tutor should you wish to discuss Enrichment Days in more detail.

HOMEWORK

Homework is important. It reinforces understanding. It helps build good study habits and encourages students to take responsibility for their own learning. It is also the main way parents and the school work together to support learning.

Our commitment: We will set regular homework which supports learning. We will make sure there is a reasonable amount of time to complete it. We will check that homework is done well. All homework will be set using Show My Homework (<https://www.showmyhomework.co.uk/>) which is an online planner allowing you to see all the homework that has been set and when the deadlines are. Students will also be issued with a planner to take any extra notes.

The role of parents/carers: Parents/carers will check the homework is completed, and will help motivate and organise students. They will log in to SMHW to see what homework is being set.

Students' responsibilities: Students must commit to complete homework to the best of their ability and on time.

How will this work?

- Teachers will set homework using SMHW. Teachers will aim to ensure that there is more than one evening between the work being set and being handed in.
- Homework will normally be completed on the designated day. However, if there are other commitments, e.g. sports training, students will have to spend more time on the homework before or after the designated day.

What type of homework will be set?

Homework varies from subject to subject. Some subjects require short tasks regularly, to revise for tests or prepare for the next lesson. Other subjects set longer deadlines and ask students to complete short projects. On the next page you will see which subjects will be setting projects and how that will work across the year.

Homework will usually be assessed. In some cases, this may take the form of comments (written or oral).

How much homework will I be set?

Year 10/11	Approx. 1 hour per subject (approx. 8 hours per week in total)
Year 9	Approx. 45 minutes per subject plus 1 hour on project work (approx. 6 hours per week in total)
Year 7/8	Approx. 45 minutes per subject plus 1 hour on project work (approx. 4 hours per week in total)

At Key Stage 3, Personal Development and PE do not set homework.

At Key Stage 4, homework is not set for courses which do not lead to a qualification e.g. core PE and Personal Development

Support for Homework

We recognise that some students find it difficult to study at home. All subject teachers are willing to give extra help where it is needed. In addition there is a homework club in the Learning Support room every break time. If students do not have access to suitable resources or a quiet place to work at home, they can use the Learning Resources Centre.

The Library

Students are encouraged to use the resources there to help with homework. The Centre stocks a wide range of both fiction and non-fiction and materials to support independent research, including newspapers, magazines, audio books, DVDs and CDs. There are several computers with Internet access. The Centre is open during break and lunchtime and for an hour after school each day.

E-learning

Homework will be set using Show My Homework (<https://www.showmyhomework.co.uk/>) which is an online planner allowing you to see all the homework set and when the deadlines are. You can also access resources and submit homework electronically. There is a link to Show My Homework on the school website. New students and parents are given login details in September. There is a free app for android and smartphones available too.

KS3 Homework

In some subjects, students will complete a project for a subject over a term and spend approximately 1 hour a week on it.

Students will have clear success criteria and an outline of the project on SMHW. This might include an element of choice. Projects will be broken down into smaller tasks to help them stay organised.

The best projects will be rewarded in a range of ways including merits, house points and recognition in assembly. Some subjects will set smaller, more regular homework instead of projects, as this style of homework is best to help students make good progress. These subjects are: **Maths, English, Science, History, RS, MFL, DT, Art, Drama and Music**. This homework is just as important as the projects and must also be completed to their usual high standards. Subjects setting projects may also set short homework tasks at other times of the year to support learning.

Where possible, teachers will avoid setting homework that has to be completed solely during school holidays.

2017-18 schedule:

	Y7	Y8	Y9
1		Geography	
2	History	Computing	Geography
3	Drama		(Assessments)
4	Geography	Drama (Assessments)	Computing
5	(Assessments)		
6			

TEACHING GROUPS

The policy of the school is to allow each department to develop a grouping system which suits the delivery of the subject and which allows students the best opportunity to develop their interests and competence in the subject. This means that arrangements vary from one faculty/subject to another.

MIXED ABILITY

In Year 7 students are predominately taught in mixed ability groups. Each Year Group will have a booster group for English, Science, MFL and humanities where, for those students that would benefit, there is a particular emphasis on literacy support.

GROUPING

Setting is introduced in some subjects where the subjects feel students learn best when learning concepts alongside students of broadly similar ability.

Mathematics: Groups are broadly setted based on prior attainment

Physical Education: Students are in gender and (where the timetable allows) ability groupings.

ART & DESIGN

Subject Leader : Ms E Hallmark

CONTENT

The course introduces students to a range of experiences in art. Students' skill level and understanding is developed using a variety of materials and techniques. The study of other artists' work underpins all learning. The aim is to foster enthusiasm, interest and enjoyment in the subject and to encourage enquiry based independent learning.

During the year, students cover the following themes and techniques:

Trees Project

As an introduction to the course, students will follow a course based on using and developing sketchbook work. They will learn how to use research skills to develop a project. The course will develop drawing skills and the use of line, tone, form, surface, space, shape and colour.

Structures Project

This project provides students with the opportunity to explore made structures and develop skills in three dimensional making. They produce a piece exploring a range of techniques. It will also explore contemporary practice.

Buildings Project

Students will explore the school and local buildings from different perspectives. The work will include drawing from direct observation and an exploration of ideas associated with architecture.

METHOD

Students are taught in mixed ability groups and have one hour of art a week. Each term students will be taught skills and techniques based around a theme. Resources are provided for work. Students are required to bring a pencil and their sketch books to all art lessons. It is helpful if they have access to colouring materials at home. Aprons are provided in class.

SKETCHBOOK WORK Sketchbooks are used for classwork, homework and independent study. They are very important as they provide a place for students to develop ideas, demonstrate their skill level and commitment to the subject. The sketchbook plays a significant part of the assessment process. Students are encouraged to use their sketchbooks as a means to capture ideas and to be used as a visual diary. Sketchbooks are provided but we encourage students to purchase a hard-backed book from the department and /or a portfolio.

ASSESSMENT

Assessment and evaluation by teachers and students forms an integral part of the course. At the end of each project the work is formally assessed and marked.

HOMEWORK

Aims of homework

- to develop skill level
- to develop classwork further
- to encourage independent learning and thinking
- to develop personal responses
- to develop research skills and encourage initiative
- to develop and identify individuality as an artist

Type of homework

Sketchbook work is set as homework to encourage independent learning and foster enjoyment of the subject. We offer options and set challenges to encourage inventive and innovative responses with different forms of drawing underpinning most work. Homework is usually sketchbook based, but on occasions three dimensional work is encouraged using various materials. Students are encouraged to produce meaningful and engaging work.

Monitoring of sketchbook homework

Self-assessment underpins artwork and class critique sessions enable students to learn from each other. Individual dialogue between the teacher and student is most effective and informs learning. Homework assessed, marked and recorded by the teacher on a regular basis.

COMPUTING

Subject Leader : Mr D Kiameso (Acting)

CONTENT

The Year 7 Computing course introduces students to using the school network and focuses on the elements of Computing. Students use a range of subject specific software as well as Microsoft Office 2010.

Topics include:

Digital Safety	An introduction to using the school network, digital safety and computer use etiquette.
Under the hood of the computer	Students will learn to 'think' like a computer and understand how computers process data.
Think like a computer scientist	Students will be introduced to computational thinking and problem solving.
Spreadsheets Modelling	Students will learn the spreadsheets-related concepts and use them to models and evaluate real-world problems.
Programming	Students will be introduced to both graphical and text-based programming using Scratch, MSW Logo & Python Turtle.

ASSESSMENT

Work is assessed against the criteria given to students at the start of each unit of work. During the course students create an e-portfolio in their computer workspace and generally do not print out work unless required. Key terms tests and an end of unit assessment will be completed for every unit and revision is encouraged.

DESIGN AND TECHNOLOGY

Subject Leader : Mr J Bishop

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The aims of the Design and Technology department are to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and develop a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

CONTENT AND METHOD

Design and Technology in Year 7 builds on students experience gained at primary school. All students will work with Food, Resistant Materials, Systems and Control, Textiles and Product Design. The year is divided into 3 modules, each approximately 13 weeks in length with 3 lessons per fortnight. Over the year as a whole, all students will have similar opportunities with the ability of the individual student being reflected in the project work produced.

SAFETY

Safety is a key consideration in all aspects of Design and Technology. Students are given full instruction in the safe use of appropriate equipment and tools. Students are given H&S tests to ensure a thorough understanding of these pieces of equipment. Personal Protection Equipment, such as aprons, gloves and goggles, are provided in the workshops and food rooms.

ASSESSMENT

Student progress and achievement in Design and Technology is recorded at the end of each module using the schools' assessment and reporting systems. They will be assessed on a variety of disciplines including planning, designing, making, testing, evaluating, dietary awareness, tool selection, independence and creativity. Students will also be assessed on the results of modular tests within lessons and the standard of their homework.

HOMEWORK

Aims of homework

Homework is set as appropriate to enable students to gain maximum benefit from their Design and Technology courses. Typically, a Yr7 student will receive 3 pieces of homework in a 13 week module.

Type of homework

A wide range of homework types are used including research, design work, planning, evaluations, finishing work started in class and preparing ingredients for D&T Food practicals. Persistent failure to produce homework on time will result in detentions being set.

Assessment of homework

Homeworks are assessed by the class teacher in accordance with whole school policy. At the end of each course/module the class teacher fills in the student's homework grade for that rotation in the schools' SIMS assessment and reporting system. This can be viewed by the subsequent teacher.

DRAMA

Subject Leader : Mrs L Thompson

CONTENT

The structure of the Year 7 course is as follows:

Term 1 – Introduction to Drama

- Group Games - establishing good teamwork and an understanding of Drama rules
- Extended Role Play - imaginative class improvisation
- Basic Skills & Technique Workshops

Term 2 – Introduction to Drama - Pantomime

- Exploring the history of Pantomime
- Exploring traditional conventions of the genre including use of audience participation, comedy and exaggeration
- How to get a script from page to stage

Term 3 – Text in Practice – George’s Marvellous Medicine

- Exploration of a new script
 - Students prepare an extract from a script for performance

Term 4 and 5 – Devising Drama - Titanic

- Creating Drama
 - How to research and find inspiring material
 - Considering the styles of drama in which to create performances
 - Exploring how we create drama from a theme or stimulus
- Devising Drama
 - Using stimulus material to develop a piece of drama
 - Rehearsing and collaborating to create a piece of drama for performance.

Term 6 – Consolidation - The Jabberwocky

- Creating a piece of drama to perform to the class
 - Consolidating techniques and skills learnt throughout the year.

METHOD

The emphasis in Y7 Drama is on practical work; undertaken individually, in groups and as a class ensemble. Students are given the opportunity to develop their knowledge & understanding, characterisation and performance skills as well as learning how to analyse & evaluate their work.

ASSESSMENT

We will assess students three times during the year as follows:

Term 1 – Baseline assessment

Term 3 – Text in Practice Assessment

Term 5 – Devising Drama Assessment (during the Y7 assessment week)

There will also be ongoing assessment of classwork throughout the year.

HOMEWORK

Students are expected to bring a spare pair of clean socks to every drama lesson. Ideally these would be non-slip socks with grips on the soles.

We will set small homework tasks throughout the year to support classwork.

ENGLISH

Faculty Leader : Miss H Hawkins

CONTENT

Year 7 builds on the foundations of Key Stage Two work and develops students' skills in reading, speaking and listening, and writing. The Year 7 course is regularly revised to meet students' needs and national initiatives. Specific units of work covered in Year 7 include:

- Analysing and writing poetry;
- Study of a whole text:
- Writing to argue, persuade and express an opinion;
- Creative writing including stories;
- An introduction to Shakespeare, studying one of his plays;

Attention to basic skills (spelling, punctuation, grammar, etc. . .) is integrated within the scheme of work so students continuously build on and develop these skills at a suitable pace.

METHOD

Engaging, skills-based lessons are at the heart of English. Students are encouraged to be independent in their learning and to reflect on their needs, with appropriate guidance from the teacher. Reading, speaking, listening and writing skills are interrelated and classroom practice reflects this. Speaking and listening skills are developed through regular participation in a wide range of oral activities integrated into most lessons as well as explicit skills lessons. Writing is seen as a process with emphasis placed on students planning, drafting and re-drafting their work. English 'work books' are used for a range of written tasks and students will read a variety of texts. Students are expected to bring a reading book to every lesson, and to read regularly at home, as well as in lessons.

ASSESSMENT

Student progress is assessed in line with school policy and using criteria designed to lead students towards meeting the demands of GCSE from their key stage 2 starting point. Much assessed work is planned and redrafted, whilst we also complete some assessments in test conditions, when students are fully prepared. Different pieces of work will assess different skills and teachers ensure that all the necessary skills are covered in the year. Students are regularly asked to reflect on their own learning, and develop targets in conjunction with the teacher to help them progress. All information on assessment is passed on to the Year 8 teacher and carried through to the end of Year 9.

SETTING

Students are grouped in broad mixed ability groups in Year 7 in English.

HOMEWORK

Aims of homework are to allow students to: develop their skills in reading, writing or speaking and listening; complete assignments in their own time; prepare for the next lesson.

Types of homework can include: independent reading or research; reflecting on the previous class content; learning spellings; producing plans or drafts of written work and creative projects to consolidate learning.

Organisation. Students will be given homework on average once a week. Teachers will set appropriate deadlines for all homework activities which may spread over a couple of weeks for substantial pieces. The task and deadline will always be written in the student planner and recorded on "Show My Homework".

Assessment methods vary according to the type and purpose of the task, including tests (e.g. for spellings), class discussion, dialogue marking and peer marking. Parents' support is valued in monitoring the learning of spellings and students' progress in independent reading.

GEOGRAPHY

Subject Leader : Mr M Brown

INTRODUCTION

Geography at Key Stage Three teaches pupils to value the world around them and allows them to appreciate the changing nature of the world in which we live.

Geography in Year 7 is divided into five units of work which take students from their locality to some of the world's most amazing locations. In Year 7, pupils will receive three lessons per fortnight and each unit of work should be completed in approximately 12 lessons. The current units for Year 7 are:

1. What is my country like?
2. What is India like?
3. How does ice affect the world?
4. Why do people move? Fieldwork unit
5. What is Africa Like?

As can be seen from the above list, pupils will study a variety of different places during the year (ranging from the local to the global). Fieldwork forms an important part of the Key Stage 3 Geography course and all pupils will have the opportunity to conduct fieldwork at least once during the academic year.

Pupils work from A5 exercise books and are encouraged to bring a range of equipment to their Geography lessons. All pupils will be issued with a world map at the outset of their studies and they will slowly build up a coloured map of the world to highlight those locations studied in Year 7.

At the beginning of each unit, pupils will be given a checklist of important geographical terms that they will use which will assist them with their literacy. Linked to this, pupils will also have a spelling grid attached to the back of their exercise books where they will need to correct any spelling errors that occur within their written work.

Pupils will have access to ICT in lessons and will use iPads in order to assist their geographical understanding. Many cross-curricular links are also established, ranging from the use of Drama and Music in practical group-work tasks, to applying individual written methods that are used in subjects such as English and History.

ASSESSMENT

Assessment will be consistently applied throughout the Year 7 course, allowing subject teachers to build up a detailed portfolio of the progress that pupils make in lessons. Students will be given clear criteria for each assessment so that they are aware of how to improve in the subject. Furthermore, individual tracking sheets will be attached in the front of their assessment books so that pupils can see how they are progressing throughout the year. Pupils are encouraged to act upon any written comments within their exercise books in order to improve upon the work that has been marked.

HOMEWORK

Homework will be set as per the school homework policy and will be marked and feedback given to students, the task can be viewed on Show My Homework. Much of the homework will be set in the form of an extended project in term 4. The department sets homework both to assist in the development of geographical understanding and knowledge. Homework is compulsory and sanctions will be issued to those who do not complete it.

HISTORY

Faculty Leader (Humanities) : Mr T Allen

CONTENT

History in Year 7 consists of a range of courses which cover two periods of English History: Medieval England 1066-1485 and Tudor England 1485-1603. A range of topics are taught such as the Black Death, Life in a Medieval Village and the English Reformation.

Throughout the course we endeavour to teach essential historical skills which include making judgements about how important specific events were (*significance*), considering different points of view about an event or person (*interpretation*), understanding when events happened in history (*chronology*) and developing a sense of what it was like to live at different periods in the past (*empathy*). This is done in addition to teaching historical facts.

METHOD

The department deploys a range of teaching methods with an emphasis on student-centred learning. We deliver the curriculum using methods such as individual, paired and group work, using ICT, forming cross-curricular links to highlight the wider value of History, role plays, debates, essays, the use of audio and visual resources as well developing opportunities outside of the classroom. History is delivered in this way as we believe that it provides an inclusive curriculum that is accessible and exciting for all.

ASSESSMENT

As a department we strive to provide students with focussed support and feedback that enables them to progress confidently throughout their time studying our subject. Assessment takes place in a number of ways by standardised and non-standardised tests and the marking of both class work and homework. Written feedback containing clear targets for improvement is used to raise the students' attainment in History. Key assessment tasks are also undertaken throughout the year.

HOMEWORK

Aims of homework

To assess the students' understanding of work covered in class, to consolidate their knowledge and application of skills in addition to extending their interest and passion for History beyond the classroom.

Type of homework

Students in year 7 will now undertake a project based homework on British Castles in term 2 and over the Christmas holidays. There may also be additional homework which will support assessment.

Assessment of homework

All homework will be marked according to department policy with written feedback providing clear guidance and targets for improvement.

MATHEMATICS

Faculty Leader : Ms L Dasgupta

The Year 7 course follows the new National Curriculum programmes of study introduced from September 2014. Primary-secondary transfer records are used to create teaching sets and work is arranged so that individuals within the set advance at a pace appropriate to them. Throughout the year, there is an emphasis on becoming fluent in the fundamentals of maths, mathematical reasoning and problem solving. The curriculum aims to build up confidence across the whole range of mathematics and to present the subject as something to be enjoyed as well as mastered.

METHOD AND CONTENT

The work is divided into units. Each unit focuses on a different topic area or skill. Some units contain I.C.T. elements. Investigations and practical approaches to problem-solving are included. There is also an emphasis on extended and functional tasks that promote the learning of key mathematical processes. Throughout the year importance is placed on maintaining and developing numeracy skills, both mental and written.

ASSESSMENT

Each unit ends with an assessment activity which tests understanding of the core content of the topic and identifies which areas need further attention. In term 6 all students sit end of year assessments to help monitor progress. Test attainment and teacher assessment form the basis for consideration of each student's group on entry to Year 8.

EQUIPMENT

It is essential that the items on the basic equipment list be brought to every lesson: pen, pencil, rubber, ruler and a scientific calculator. Advice on which type of calculator is suitable is available from any of the mathematics staff. A recommended model can be purchased through the school at a reduced price. Other useful items are a protractor (angle measurer) and a pair of compasses.

JUNIOR MATHEMATICS CHALLENGE

This is a national schools competition held in April, designed to encourage previously high attaining students to exercise their problem-solving skills under pressure. Students who are invited to compete, spend some lesson time familiarising themselves with the type of questions set. Bronze, silver and gold certificates can be won and all participants receive recognition of their effort. Very high scoring students may gain access to the next round in the competition.

HOMEWORK

Aims of homework

To promote students' understanding of mathematics and their ability to use it.

Type of homework

Varies and could include:

- Learning specialist language, definitions, routines etc.
- Consolidation exercises
- Investigations and research
- Revision for tests
- Problem solving activities.

Organisation of homework collection

Set weekly usually for the next lesson

MODERN LANGUAGES

Faculty Leader : Mrs C Blois

INTRODUCTION

In Year 7 it is our aim to inspire our students with an interest in and enthusiasm for language learning that will remain with them throughout their school career. Students study both French and German.

COURSE CONTENT & METHOD

In both French and German, students cover the basics (such as numbers, dates, colours, alphabet etc), personal details, descriptions, family & pets, likes and dislikes. We aim to build on language learning from primary school. We focus in particular on the development of important linguistic skills, such as deducing the meaning of unfamiliar language and using connectives to extend and develop their own sentences. Students are introduced to some basic grammatical concepts and helped to apply them to the language they are learning, e.g. the present tense of verbs, adjective endings, and gender of nouns.

Students read, write, speak and listen to the foreign language used in a wide variety of situations. They often work in pairs and small groups performing simple tasks and practising new phrases and vocabulary. They hear the language spoken not only by their class teacher but also by recorded native speakers. I.C.T., quizzes, games and songs are used to keep the atmosphere as lively as possible.

ASSESSMENT

Students' progress in the four language skills is monitored throughout the year by end of unit tests. They are given regular feedback and advice as to how to further improve in their language learning. These assessments are used as a basis for our Year 8 groupings, when the majority of students will study 1 language only and more able linguists will be offered a place in a dual linguist set.

HOMEWORK

Homework is used to consolidate and extend learning that has taken place in class. It often provides vital preparation for classwork and is also an opportunity for students to hone study skills. Some examples of homework tasks are written exercises, practice or learning, ICT based tasks and research. Learning homeworks are assessed in class tests and written homeworks are commented on with advice to help students further improve. Work is marked by staff or, when appropriate, by the students themselves or a partner in class. Activelearn software is used to monitor and provide feedback on ICT based reading and listening exercises.

MUSIC

Subject Leader : Mrs C Russ

Class music is delivered for one lesson per week during Year 7 and aims to be enjoyable and stimulating for all students whether they have previous experience or not. The National Curriculum for Music has a high emphasis on practical and creative work through performing and composing and is supported by listening work, theoretical knowledge and on-going assessment. Throughout each term students will improvise and compose, perform on instruments and with their voices, and appraise recordings of both their own work and that of other people. Students will also be using Music Technology in their lessons throughout the year.

CONTENT

Students will study 6 set works during the year, giving them an insight into music with which they may not be familiar. Each piece will be linked with modern music and will focus on different composition techniques.

'Pirates of the Caribbean' by Zanelli – film music, triple time, ostinato, staccato, sequence

'Night on a Bare Mountain' by Mussorgsky – programme music, motif, ostinato, sudden changes in dynamics

'Hallelujah' from "Messiah" by Handel – choral, soprano, alto, tenor, bass, unison, sequence

'Mambo' from "West Side Story" by Bernstein – call and response, syncopation, clave rhythm, unison, ostinato

'Connect It' by Anna Meredith – body percussion, echo, pulse, ostinato

'Symphony No 5, Movt 1' by Beethoven – motif, imitation, unison, chord, sudden change in dynamics

Using these set works as a basis, students will

- Perform on keyboards, tuned and untuned percussion
- Sing and use their voices in other ways, such as beat boxing
- Improvise
- Compose
- Learn basic theory including score reading, the names and rhythms of notes, recognising instruments of the orchestra, use technical musical language when talking and writing about music

HOMEWORK

Homework will be set as a termly project based on the set work being studied. It is intended to extend their knowledge of the context of the music being studied beyond that which will be covered in the lesson.

ASSESSMENT

Students will be assessed every term in line with the school's assessment policy.

INSTRUMENT AND SINGING LESSONS

If your child is interested in starting lessons on an instrument, he/she should contact their music teacher to find out more information. We offer violin, viola, cello, double bass, flute, clarinet, oboe, bassoon, saxophone, trumpet, trombone, french horn, guitar, drum kit, piano and singing. Students who receive instrument or singing lessons at school are strongly encouraged to join school-run ensembles to help them develop their musical talent and also to support the school.

PHYSICAL EDUCATION

Subject Leader : Mr N Hill

INTRODUCTION

The Physical Education programme in Year 7 is divided into indoor physical education and outdoor games. All students are given equal access to skills and activities irrespective of their size, ability, race or gender. Learning in Year 7 is based on short foundation courses designed to provide students with some knowledge and understanding of physical education through a variety of activities.

Key Concepts

Competence, Performance, Creativity and Healthy Active Lifestyles

Key Processes

Developing skills in physical activity (DS)

Making and Applying decisions (MA)

Developing physical and mental capacity (DPMC)

Evaluating and improving (EI)

Making informed choices about healthy, active lifestyles (HAL)

CONTENT

All students complete units in Fundamental Skills, Basketball, Football, Handball, Table Tennis, Hockey, Badminton, Athletics and Outdoor and Adventurous Activities.

Boys complete the above plus rugby, HRE, and Cricket. Girls complete the above plus Netball, Dance, Gym and rounders. (4 hours per fortnight).

Athletics - Students will experience and develop skills/techniques in running, jumping and throwing events. Students are given the opportunity to measure, time-keep and judge some events.

Games - Students are encouraged to acquire competence in games playing related to specific techniques, rules, laws, scoring systems and game tactics. Students are taught basic skills in passing, receiving, dribbling, marking, intercepting, throwing, hitting, bowling, striking, catching, retrieving, feeding, serving and returning. On occasions, students are also given an opportunity to organise and create their own games. Students are also encouraged to officiate if and when it is appropriate to do so.

Gymnastics and Dance - We offer students experiences in body management which arise from learning to move with poise, control and confidence. Specific skill work will include rolling, balancing, jumping, twisting, turning, circling, sequencing and apparatus work. Students work individually in pairs and in small groups.

OAA – Students will complete a range of group based activities where they will develop and improve teamwork, leadership and Communication skills.

ASSESSMENT

Students are assessed at the end of each course and the department reviews student progress on a regular basis. Students are also encouraged to analyse and assess their own performances as well as the performances of others.

EXTRA CURRICULAR SPORT

To complement the curricular programme there is a full range of inter-school matches, school clubs, lunchtime activities and some inter-house competitions. Practice, clubs and activities are not just for the best players and exclusive. They are available to all and the only criterion is that students want to learn more about their chosen activity. A list of all fixtures, clubs, practices and activities is placed on the PE noticeboard at the beginning of each term.

KIT REQUIREMENT

All Students:

Indoor PE Kit

Red Polo Shirt (option of fitted) with school crest
Black shorts with white piping
White socks

Outdoor PE kit

Red/Black reversible multi sports top
Black shorts with white piping or black skort (hockey Skirt) with white piping, red/black socks Henry Box printed down the side

Optional – black fleece with school crest, black waterproof with school crest and black track suit bottoms.

These items (except white socks) should be purchased from the supplier. See school website.

Sports Footwear

Boys

Please choose either Option 1 or Option 2

- Option 1: Football boots *and* normal trainers
- Option 2: Rubber multiple studded trainers (Astro Turf style)

Girls

Please choose either Option 1 or Option 2

- Option 1: Normal trainers
- Option 2: Rubber multiple studded trainers (Astro Turf style)

In the summer in sunny weather only, plain navy blue hats and caps are allowed to be worn outdoors only. A small designer logo is allowed (e.g. Nike or Adidas), but football hats or those with large logos are not permitted. If hats are worn inappropriately or are of an unacceptable design or colour, they will be confiscated.

Mouthguards are required for Hockey and Rugby lessons and fixtures. Students who need to wear spectacles for P.E./Games are asked to consider obtaining toughened lens glass for safety.

HOMEWORK

Aims of homework

- to monitor students' progress
- to give students opportunity to develop knowledge, skills and understanding
- to fulfil statutory requirements

Type of homework (examples)

- design gymnastic layout for particular theme (optional ICT link)
- produce appropriate formation for Invasion game
- design 5 minute warm-up/cool down for racquet sport

Organisation of homework collection

Work observed or collected in by teacher.

RELIGIOUS STUDIES

Subject Leader : Ms C Clarke

THE PURPOSE OF RELIGIOUS STUDIES

Religious Studies provides opportunities for students to:

- Explore major moral and religious questions and the issues they raise
- Learn about and understand religious beliefs and practices
- Form their own opinion on the significance of religious concepts, beliefs and practices
- Assist students in their own search for meaning, purpose and values

The main aim of the subject is **not** to promote one particular religious outlook but **to promote understanding and appreciation of different religious beliefs and practices.**

CONTENT

All students in Year 7 have one lesson per week of Religious Studies following a programme of study broadly based upon the Oxfordshire Agreed Syllabus.

Students in Year 7 will study the following areas:

- Ultimate Questions (Philosophy of Religion).
- Festivals, comparing Christmas and Diwali
- Authority in Islam
- The Life of Jesus
- Spirited Arts

METHOD

The Department uses a wide variety of teaching methods. These include individual assignments and group work, writing, project work, discussion, study of religious artefacts and video material.

GROUPING

All students in Year 7 are taught in mixed ability form groups.

ASSESSMENT

Students are formally assessed three times over the course of the academic year. Assessments are based on the structure of GCSE RS questions to help students develop the skills required for success in Key Stage 4.

HOMEWORK

Aims of homework

To extend and enhance the learning which takes place in the classroom. To develop independent learning skills of research, time-management and personal organisation.

Type of homework

Students will be set a variety of homework tasks on a regular basis to consolidate their learning or prepare them for the next lesson.

SCIENCE

Faculty Leader : Mr S. Davies

Science lessons in **Year 7** are designed to capture students' interest in and to develop the skills needed to be effective learners during their time at Henry Box. Students have three Science lessons per week, in mixed ability groups.

CONTENT

The Year 7 course is designed to engage students and help them develop key skills and a basic grounding in Key Scientific concepts. The topics covered are:

- Earth 1 – Earth's structure
- Earth 2 - The Universe
- Ecosystems – interdependence and Plant reproduction
- Electromagnets – Voltage, current and resistance
- Forces – speed and gravity
- Genes – variation and human production
- Matter – particle model and separating mixtures
- Organisms – movement and cells
- Reaction – metals and non-metals. Acids and alkalis

METHOD

We encourage students to adopt an investigative approach towards science, thus developing their practical and analytical skills. A variety of teaching techniques are used incorporating research projects, use of I.C.T. and problem-solving.

ASSESSMENT

Each topic will involve 3 key pieces of assessment: self-assessment both before and after the topic is taught, a skills assessment during the topic and a summative end of topic test. Feedback will be provided on each task.

HOMEWORK

Aims of homework

- To consolidate and extend the learning in class
- To develop independent analytical skills
- To develop research skills

Type of homework

Variety including analysis of class practical work, analytical questions and research tasks.

Organisation of homework collection

Tasks will be set in science lessons. Details and collection dates will be uploaded to Show My Homework.

Assessment of homework

Homework will be assessed by various means, often involving peer and self-assessment to help students improve their understanding of their own progress.