



# Haileybury Malta

## Year 7 and 8 Curriculum

### Introduction

Years 7 and 8 are special in several ways; the children are given a variety of opportunities to develop their PSB (Pre-Senior Baccalaureate) Core Skills and we emphasise the importance of contributing to the school community through a variety of means. They will be asked to assist with younger pupils or to help the staff 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.

Below is a brief explanation of the concerns structure which we employ in Years 7 and 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 Tutor
- b) the Subject Teacher for academic matters, or
- c) the Deputy Head in the case of a pastoral issue

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' Interview evening. You will receive two sets of effort and attainment grades.

Spring Term: you will receive one set of effort and attainment grades.

Summer Term: Pupils will receive one set of effort and attainment grades, a full End of Year Report and one set of exam results.

### Learning Support

Haileybury is a non-selective school, and we welcome children who may require some additional support. 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 to achieve their best. The Learning Support staff work closely with both class teachers and parents. Please contact the Head of Learning Support and SENDCo, should you have any queries regarding learning support.

### English

Pupils will undertake a course of study that will prepare them for life in the senior school and will begin looking at pre-IGCSE material. Differentiation exists in both the methods of explanation of the subject matter and the children's responses to what they are being taught. The English department aims to instil an appreciation and enjoyment of language and the four key skills: listening, speaking, reading and writing.

Pupils are given the opportunity to enjoy a range of interesting, stimulating and challenging books. More able pupils will be given questions that are far more open-ended, with no prescribed theme or set structure. The following are examples of set texts that may be used depending on the interests of each class:

- Year 7: Goodnight Mister Tom by Michelle Magorian, Smith by Leon Garfield and The Graveyard Book by Neil Gaiman as well as a range of poetry and extracts from fiction and non-fiction texts.
- Year 8: Journey's End by R. C. Sherriff and Of Mice and Men by John Steinbeck as well as a range of poetry and extracts from fiction and non-fiction texts.

### **Mathematics**

Maths in the senior part of the school should enable all pupils to become fluent with fundamental mathematical concepts and provide a solid foundation for future progress. Pupils should expect to build on Key Stage 2 and make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also be able to demonstrably apply their mathematical knowledge in other curriculum areas including Science, Geography, IT, Music, Art and other subjects. Additional papers are available to offer challenge to the more able.

Pupils will study and become familiar with most of the skills and knowledge of Key Stage 3. Prep (homework) 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.

For our more able pupils, extension classes will run during the school day, but expectations of continued work outside of school will remain.

Homework will be set once a week throughout Year 8.

### **Science**

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 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 the senior school and beyond where perhaps one day they'll be climbing up glaciers or working to explore the mysteries of the universe themselves.

### **Computer Science**

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 IB.

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 IT content will also be of benefit to pupils from a cross-curricular point of view, and of course, become invaluable skills for life.

### **Spanish**

Pupils will study a variety of topics relating to everyday life and broadly follow 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. 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 near future tenses of several key verbs by the end of the academic year. Weekly revision on Quizlet (at home or during homework sessions in school) will be vital in complementing the material covered in class.

### **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. As far as possible, we follow the principles of enquiry-based learning methods: we begin with a question and pull on a variety of sources to answer it.

#### **Year 7**

Throughout the year we will cover many themes including exploring tectonics, meteorology, geomorphology and economy. Students will learn exam techniques such as applying case study knowledge to theory and sharpen their geographical skills of Ordnance Survey map work, gathering and using data, and world locations.

#### **Year 8**

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 unit covered will be Population and Settlement and we will also complete our coursework that relates to a field trip.

### **History**

Over the course of the next two years, students will explore topics from 'the making of the UK' (Year 7) and then 'Britain and Empire' (Year 8) and how these events impacted on life in Europe. The subject will be taught thematically, focusing on leadership, war and rebellion, and life and change. The history department at all times aims to enthuse, encourage curiosity, healthy debate and an ability to think for themselves.

#### **Classical Civilisation**

In this subject, pupils will learn about the Greeks and Romans, and will learn rudimentary Latin and Greek. They will study classical literature and find out more about Roman and Greek Gods and Goddesses.

### **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 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 (for example in an essay format), as well as responding respectfully to the ideas of others.

### **Extended Project**

The Extended Project course is designed to improve independent study skills and to develop a curiosity about the world. The project is an exciting introduction to the kind of extended independent work that many children will find themselves involved with at the senior school and beyond.

The assessment is based on four key areas: creativity, communication, problem-solving and teamwork. It also aims to develop skills in evaluating resources, managing time effectively and producing a successful presentation within a framework of either an 'ethical' argument or an 'artefact' project.

### **Performing Arts**

Music and Drama will be taught as a standard part of the weekly timetable. In addition to this, pupils may choose to undertake further activities as part of our extensive co-curricular programme. Parents will be invited to plays and concerts.

### **Visual Arts**

In Years 7 and 8, students follow an Art/DT carousel that aims to give them an in-depth experience of these subjects in line with the KS3 curriculum. This will help them to develop their skills so that they are in a strong position to consider taking these subjects on to GCSE level.

#### **Art Year 7**

We will be using the animal kingdom as the starting point for our work using a range of media and techniques. After discussing endangered animals and thinking about our role in protecting animals and their habitats, the children will experiment with ways of making textures and effects to create an animal of their choice in collage/mixed media. There will also be observational drawing and the understanding and use of tone and texture taught. They will go on to look at Andy Warhol prints of animals and create their own layered animal print series.

#### **Art Year 8**

The children will be introduced to the work of Roy Lichtenstein and will explore dramatic compositions and use of colour in the Pop Art style. They will learn to mix and apply acrylic paint. The second project will introduce them to painting onto silk, using gutta to outline their design and exploring the different techniques possible when using this medium. Extension project will be an introduction to Surrealism and the work of Claus Oldenburg.

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

The PSHE and RSE program is an essential part of supporting children as they grow up. It 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 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. We follow the statutory guidance for Relationship and Sex Education. Sex Education is introduced from Year 7 in line with the secondary curriculum.

### **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 skills performed 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