



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 Bacculaureate) 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 Pastoral Tutor (Form Teacher)
- b) the Subject Teacher for academic matters, or
- c) the Deputy Head in the case of a pastoral issue

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

Learning Support

Haileybury Malta 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.

Year 7 Areas of Study

Subject	Michaelmas (Autumn)	Lent (Spring)	Trinity (Summer)
English	<p>Fiction writing: components of fiction; experimenting with different structures, beginnings & endings</p> <p>Writing opportunities connected to Goodnight Mr Tom (diary, recount, information) – focus on characterisation & how the author conveys this</p> <p>Book Review: Goodnight Mr Tom</p>	<p>Poetry from Around the World: experimenting with different poetic structures</p> <p>Non-fiction writing: language of persuasion. Introduction to 5-paragraph essay</p> <p>History of English – how the English language has changed over time</p>	<p>Playscripts – devices & features; practise writing playscripts, converting prose to the playscript format</p> <p>Non-fiction writing: articles, focusing on balance & bias (3rd person & past tense). Newspaper articles: the 5Ws</p> <p>Shakespeare: A Midsummer Night's Dream; improvising, rehearsing & performing play scripts</p>
Maths	<p>Place value</p> <p>Properties of number: factors, multiples, squares & cubes</p> <p>Arithmetic procedures with integers & decimals</p> <p>Expressions & equations</p>	<p>Plotting coordinates</p> <p>Perimeter & area</p> <p>Arithmetic procedures including fractions</p>	<p>Understanding multiplicative relationships: fractions & ratios</p> <p>Transformations</p>
Science	<p>Organisms & their environment: Cells, tissues, organs & systems</p>	<p>The Properties of Materials: Solids, liquids & gases</p> <p>Mixtures of materials</p>	<p>Energy, Forces & the Universe: Energy resources</p>

	The variety of living organisms Reproduction & patterns of inheritance Photosynthesis	Metals & non-metals	Electricity & electrical circuits Astronomy: to the stars & beyond
History	Religious Revolution: The Reformation The battle for religious power	The Civil War: Crown & Parliament 1603-1642 The Civil War Restoration & revolution	The Age of Industry: The Industrial Revolution Social Divisions 1750-1900
Geography	Dynamic Earth: Plate tectonics Tectonic hazards	Economic Activities: Primary activities Secondary activities Tertiary activities	Coasts: Coastal processes Coastal landforms Coastal management
RS	Does God Exist?: What can we identify? What is the argument from: Design Order Religious experience	Jesus & the incarnation: What were the Jewish people expecting? What happened when Jesus was born? How did Jesus rescue people as a man? How do Christians try & follow Jesus' example? How does Christmas celebrate the incarnation of Jesus?	Islam: The Qu'ran The 5 Pillars of Islam Shahada Salat Sawm Zakat Hajj What else does the Qu'ran teach Muslims? Mosques

Year 8 Areas of Study

Subject	Michaelmas (Autumn)	Lent (Spring)	Trinity (Summer)
English	Short story fiction: 100-word, story with a twist; Tales of the Unexpected Non-fiction: Diary writing inspired by well-known diarists – Anne Frank, Samuel Pepys Shakespeare Study: to choose from Romeo & Juliet, Macbeth, The Merchant of Venice, Julius Caesar, Much Ado, The Tempest Study of non-fiction texts & articles	Non-fiction writing: comparing & contrasting the pros & cons of auto/biological writing & experimenting within the genre Analysing poetry: Understand & use key terms: Simile, Metaphor, Personification, Alliteration, Rhythm, Rhyme, Mood, Stanza, Caesura, Enjambment, Theme, Voice, Repetition, Plosive	Fiction: Descriptive writing with a focus on using figurative & evocative language within prose. Different sentence types & parts of speech – understanding the effect that can be created Non-fiction writing: formal letters including letters of complaint; persuasive letters
Maths	Estimation & rounding Sequences	Understanding multiplicative relationships:	Perimeter, area & volume

	Graphical representation of linear relationships Solving linear equations	percentages & proportionality Statistical representation, measures & analysis	Geometrical properties of polygons Constructions
Science	Organisms & their Environment: Breathing & respiration Food, exercise & lifestyle Microbes & disease Green plants as living organisms: growth Adaptation, competition & populations	The Properties of Materials: Atoms & elements Chemical changes Acids & bases Reactions of metals & the reactivity series	Energy, Forces & the Universe: Light, sound & hearing Magnets & electromagnetism Forces, rotation & pressure
History	The Second World War: Origins of the war The Nazi advance Britain at war Malta at war	The Second World War: A global war The end of the war	The Cold War: Origins of the Cold War War by proxy Rising tensions The end of the Cold War
Geography	Rivers: The hydrological cycle River processes River landforms People & rivers	Weather & climate: Air Weather systems Weather hazards	Environmental issues: Feeding the world Changing climates
RS	How religions mark stages in life: Rites of Passage The beginning of life Taking on responsibility as an adult How religions mark the end of life	Science & Religion How or does science challenge religious belief? How do theists respond to science? Are science & religion 'against each other'?	Religious Art: What is religious art? What makes it religious? Do all believers approve of religious art? What religious art can be found/is already known Famous/well-known pieces of religious art Making an original piece of religious art

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 IGCSE 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. 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.

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 curriculum 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 IGCSE level.

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