



WESTCLIFF HIGH SCHOOL FOR BOYS

Year 7 Curriculum

LOWER SCHOOL ACADEMIC CURRICULUM

In the Lower School, we endeavour to offer a broadly based academic curriculum, which meets the individual needs of pupils and enables them to pursue a range of courses. This allows them to retain a wide range of options as they progress through the School first to make choices at GCSE then at A-Level. The Lower School Academic Curriculum is designed to enable pupils to delay decisions about longer term educational or career plans until they need to make those choices.

The subjects studied in the Lower School are:

- English (including Literature and Language elements)
- Mathematics
- Science (studied with Biology, Chemistry and Physics as three distinct elements)
- Modern Foreign Languages (two of French, German and Spanish)
- Art
- Computer Science
- Design and Technology
- Geography
- History
- Music
- Physical Education
- Religious Studies.
- Personal, Social, Health and Economic Education

In addition, as part of the arrangements to help them transition to WHSB, Year 7 are offered a fortnightly Tutorial period with their Form Tutor and a fortnightly Enrichment period as a Year group in which subjects beyond the core curriculum are considered. This is supported by a comprehensive PSHEE programme dealing with important aspects of personal development and safety.

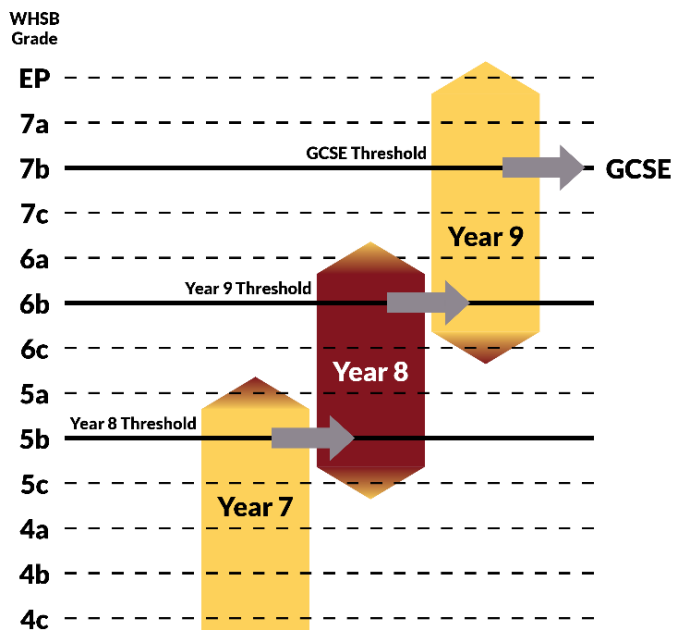
TIME ALLOCATIONS FOR THE LOWER SCHOOL ACADEMIC CURRICULUM

The timetable runs on a two-week cycle with six 50 minute periods per day. The total number of lessons allocated to each subject area per fortnightly cycle are as follows:

SUBJECT	YEAR 7	YEAR 8	YEAR 9
English	7	7	7
Mathematics	7	6	6
Science	7	8	9
MFL	8 (4 per language)	10 (5 per language)	10 (5 per language)
Art	3	3	3
Computer Science	2	2	2
Design and Technology	3	3	3
Geography	4	4	4
History	4	4	4
Music	3	3	3
Physical Education	3	3	3
Games	2	2	2
Religious Studies.	3	3	3
PSHEE	2	2	1
Tutorial	1		
Enrichment	1		

GRADING FOR THE LOWER SCHOOL ACADEMIC CURRICULUM

Grades at WHSB are given on the Westcliff Grade scale, shown in the graphic below.



Each pupil in the Lower School is set a Target Grade. This is the grade that teachers believe pupils are capable of achieving at the end of Year 9 and is based upon the level of progress that we expect from pupils in this selective school. This target may be subsequently revised depending on the progress that a pupil makes across the Key Stage.

Lower School attainment grades at Westcliff High School for Boys are awarded to demonstrate and monitor a pupil's academic progress from the beginning of Year 7 to the end of Year 9. The School believes this system provides consistency across subjects and reflects the context of this selective school.

As shown in the graphic above, most pupils would be expected to reach the 'threshold grade' for the subsequent year by the final report in an academic year, making three fine levels of progress across an academic year. By the end of their Lower School studies (i.e. the end of Year 9), we consider that those achieving a 7b or better possesses a highly sound foundation for GCSE study, although targets are set on an individual basis to reflect the different capabilities of individual pupils.

SUCCESS IN THE LOWER SCHOOL ACADEMIC CURRICULUM

While the acquisition of knowledge remains important, it is only one of the components developed in the Lower School. We are also concerned with developing a range of skills, such as the ability to use evidence, to analyse and evaluate, to draw conclusions, and to understand concepts. Some of the skills tested are essentially practical and this is evident in Art and Design & Technology. The nature of our curriculum makes it particularly important that pupils develop the ability to empathise with others, to think independently and to work alone or in groups under their own initiative. We recognise and actively seek to teach and cultivate these personal attributes in the Lower School. Indeed, they are an integral part of the School's Learner Profile.

Study at this School is demanding, not least because of the breadth of studies in different fields pupils pursue. Success will come to those who are organised, conscientious and work consistently. Careful and methodical application throughout the range of studies should be well rewarded. It is vitally important for pupils to ensure that work schedules are adhered to and that the pupil planner is used consistently and efficiently. The School provides guidance on the work habits which will need to be developed and are a pre-condition for success. The homework timetable should be viewed as a study timetable, where the entirety of allocated time for each subject is used each evening to either complete work that has been formally set as homework, or to complete independent study to reinforce learning in that subject area. Pupils are also encouraged to build intellectual curiosity, communication skills and develop their ability to work both independently and collaboratively with their peers.

Additionally, lifelong learning attributes, such as self-confidence, resilience and the ability to overcome challenges, are also vital ingredients for academic success. All of these attributes form part of the School's Learner Profile. Academic and personal development is promoted by encouraging pupils to fully participate in the School's broader corporate life.

ENGLISH

INTENT

To introduce pupils to the literary timeline as a baseline and touchstone for understanding other texts in higher years. It will also provide an introduction to, and development of, reading and writing skills which will be developed over the course of a year.

Active reading skills developed both orally and in writing:

- ✓ **Inference:** the understanding of implicit meanings of language and targeted evidence selection
- ✓ **Analysis:** Detailed examination of authorial intent and methodology
- ✓ **Evaluation:** Assess and critique established opinions and analyses of Literature
- ✓ **Identification of Contextual Factors:** Socio-historic and socio-politic influences on the creation of Literature and the creation of literary interpretation (where appropriate).

Creative writing skills that will be dovetailed and developed with reading skills:

- ✓ **Describe**
- ✓ **Narrate**

Both skills look to develop pupils' ability to employ voice, structure, perspective, spelling, punctuation and grammar.

IMPLEMENTATION

Pupils will study a text over either one or two half terms, for a total of **7 lessons** a fortnight. Pupils shall be guided by a subject specialist for **6 lessons in active reading** with the following set texts from across the literary timeline:

- ✓ Homer's *The Odyssey* (8BC)
- ✓ Marlowe's *Doctor Faustus* (1592)
- ✓ Dickens's *A Christmas Carol* (1843)
- ✓ Steinbeck's *Of Mice and Men* (1937)
- ✓ Priestley's *An Inspector Calls* (1946)

Pupils shall have **one** further active reading lesson each fortnight with our **WHSB librarian**, reading the following short texts to facilitate pupil knowledge of the timeline:

- ✓ Ovid *Metamorphoses* 'The Tale of Dedalus and Icarus'
- ✓ Scheherazade *1001 Nights* 'Ali Baba and the 40 Thieves'
- ✓ Letters: Charles Dickens
- ✓ Brothers Grimm *Aschenputtel*
- ✓ American Poetry
- ✓ Letters: Luz Long "Tell Him about his Father"

These texts are used to develop pupils' **analytical** and **evaluative reading skills**. Speaking and listening skills such as **debate** and **present** are also embedded throughout the learning of each text, which will be taught for a total of **6 weeks in mixed ability classes**. Activities will be varied and targeted to benefit the needs of each pupil.

12 homework tasks are set every half term: 6 are allotted to reading the wider reading texts and 6 will be varied revision tasks which encourage pupils to develop these skills in readiness for assessment.

IMPACT

Pupils will be **assessed** on several of these key skills, **half termly**, and given an assessment objectives **skills based target** to work on moving forward into the next half term.

Assessments are held the following half term after study; Year 7 will therefore have a 2-week gap between the end of the unit and their assessment.

By the end of Year 7, we expect pupils to be attaining at least a **5B** (refer to grade descriptors). Any pupil identified as needing further support will be provided with additional support (in the form of mentoring, support clubs and targeted in class activities, in order to build these skills for Year 8.

MATHEMATICS

INTENT

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment (National Curriculum, 2014).

At WHSB, our Lower School Mathematics curriculum is designed to enable our pupils to explore different aspects of Mathematics (namely **algebra; number; shape and space; probability; data handling and ratio and proportion**) and develop their ability to reason mathematically and problem solve whilst simultaneously fostering a sense of enjoyment and intellectual curiosity for the subject. Our Year 7 curriculum is structured in order to provide a solid foundation for future study, to bridge gaps in understanding (given the range of primary schools our pupils are drawn from) and builds confidence incrementally, with an explicit focus on algebra and its application. We also value the correct presentation of mathematical solutions, which includes pupils showing full working when approaching problems.

By the end of Year 7, pupils should:

- ✓ Have an awareness of what it means to be a mathematician at WHSB
- ✓ Begin to be able to think critically about problem solving
- ✓ Begin to appreciate the legitimacy of their solution in context
- ✓ Be able to explain their reasoning verbally and in a written format
- ✓ Be able to present their work and reasoning in a neat and mathematically sound format

IMPLEMENTATION

In Year 7, pupils have seven Mathematics lessons in their form group in a fortnightly cycle. Teaching is structured into ten discrete units (number skills; equations, functions and formulae; perimeter, area and volume; equations; sequences and graphs; fractions; angles and shapes; multiplicative reasoning; decimals and analysing and displaying data) which run alongside the textbook, *Delta 1*. This textbook is used both within and outside of the classroom and features skill-based and problem-solving type questions. Exercises (including extensions tasks) will be set from the textbook and supplemented through the use of *Dr Frost Maths* (www.drfrostmaths.com), a free-to-use interactive online teaching platform. Pupils are set a fortnightly skills homework to consolidate their learning from lessons and previous topics.

Before the end of the unit, pupils will receive a set of directed revision questions in lessons or as homework to facilitate their revision and to identify any areas of weakness to revise. At the end of each unit, pupils complete an end-of-unit test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a two one-hour papers (calculator and non-calculator) and produce a display piece to demonstrate their broader understanding of the context of the subject.

In addition to our standard lessons, enrichment lessons are built into the Lower School curriculum which explore concepts beyond the textbook such as the work of famous mathematicians and examine the application of mathematics and encourage pupils to apply their mathematical knowledge in other subjects such as computing and science.

IMPACT

By the end of Year 7, we expect our pupils to be attaining at least a **5b** (refer to grade descriptors). Those who are at risk of not achieving a 5b will be provided with additional support (in the form of mentoring, support clubs, targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 8.

SCIENCE

INTENT

The course aims to build a body of key foundational knowledge and concepts with an emphasis on developing a robust scientific understanding through a variety of approaches. Pupils carry out regular practical work which allows them the opportunity to tabulate experimental data and plot data on graphs. Common themes such as practical safety and the scientific method are embedded within the curriculum across the three Sciences.

The course aims to develop pupil understanding of key aspects in Biology such as the **fundamental structures and functions of cells and organ systems**, before looking at the **digestive and breathing systems**. In Chemistry, pupils investigate the **particle model, changes of state and methods of separation** before moving on to the study of the **Periodic Table**. In Physics, pupils understand the **role of forces, energy transfers and moments**.

IMPLEMENTATION

In Year 7, pupils are taught in mixed groups. Pupils have seven Science lessons in a fortnightly cycle. Teaching is often taken up by a single Science specialist teacher; however, it is not uncommon for sets in the Lower School to have teachers sharing classes.

Teaching is structured into three phases. These phases have been designed in tandem with the *Collins Book 1* textbook and the Report Cycles. The topics that are taught include:

September - December	January - April	May - July
Lab safety and recording experiments	Eating and drinking	Breathing
Mixing, dissolving and separating	Elements	Chemical reactions
Cells	Energy transfers	Investigating sound
Introduction to forces and types of forces		

The textbook contains questions for each lesson and contains end of chapter questions which have recall and application style questions. Required practicals occur during the course which provides pupils invaluable practical experience and gives them an appreciation of the practical work that underpins scientific theory.

Homework is set from the textbook and supplemented through the use of Worksheet questions that have been designed by Collins. Creative homework tasks, Comprehension tasks and Lab Reports are also set as homework to provide pupils with a wide range of challenge in and out of lessons.

At the end of each topic, pupils complete an interim or an end of chapter test. These tests and other assessments (Lab Report and Comprehension tasks) provide an insight on the pupil's progress throughout the year and contribute to the levels awarded at each reporting phase. At the end of the year, pupils will sit an hour and a half paper and this is divided into three half-hour sessions of Biology, Chemistry and Physics within the exam.

In addition to our standard lessons, Key Stage Three Science club runs fortnightly for pupils to expand on their intellectual curiosity and enables them to become lifelong learners by running fun practicals and watching scientific documentaries to inspire pupils to pursue a career in Science.

IMPACT

By the end of Year 7, we expect our pupils to be attaining at least a **5b** (refer to grade descriptors). In 2018, 95 % of pupils achieved at least a 5b. At the end of a phase report, mentoring is targeted to pupils who are falling behind to ensure that they achieve 5b which means that they have firm foundations over which they can now tackle Year 8 material.

ART

INTENT

It is essential in Year 7 that the pupils build up good foundation skills in the basic principles of Drawing and Painting. The pupils need to be confident in a range of skills and techniques to enable them to create art work with depth, knowledge and expression. The pupils must see Art as a process of learning so they will work in a sketchbook and learn to create a journey of curiosity with concepts, techniques and materials.

By the end of Year 7 the pupils will have gained an insight into a range of practice tasks informed by technical guidance. Skills will be demonstrated and the pupils given time to master them through a number of stretch and challenge tasks. Each pupil will be given the chance to develop independent learning pathways which will be reinforced by informed self-analysis and an evolving critical appreciation. Each skill studied will help to embed a confidence in their ability to respond to the visual world around them.

IMPLEMENTATION

Teachers will issue a visible SOW to each pupil, this will be a guide to a specific learning journey it will be a task by task process. It will allow stretch and challenge and a clear pathway towards learnt skills, which will inspire the pupil to want to work increasingly independently.

Year 7 pupils will cover the theme of *Still Life* and formal elements covered by all pupils will be aspects of drawing and painting.

- **In term One** we concentrate on the mechanics of drawing and understanding the following term and their function. Tone, Line, Shape, Form, Texture, Structure.
- **In term two** we concentrate on the mechanics of colour and understanding the following terms and their function Primary secondary complimentary Colour and the Colour wheel and its function
- **In term Three** we can concentrate on composition form and Perspective based on basic sweet forms such as the sphere, cube and cone.

Related Artist links Michael Craig Martin, Pop Art, Vincent van Gogh, Sarah Graham, Chris Morgan, Paul Klee

IMPACT

Assessment will follow the following guidelines.

A01- Artists, Ideas...		A02- Materials, Planning...		A03- Drawing, Photos...		A04- Final Outcome...	
WWW	Improvement	WWW	Improvement	WWW	Improvement	WWW	Improvement
W1A Good information & ideas presented neatly- well done!	I1A Take pride in the presentation of your work.	W2A Effective review of the materials/ process/ design	I2A Annotate your work to show your thoughts about the materials/design.	W3A Well done for drawing the outline of the image accurately.	I3A Look carefully at the position of each part you draw.	W4A Excellent level of skill demonstrated with a clear artist link- well done!	I4A Work skilfully showing a range of tones and accuracy of shape.

Judgements will be made as to whether the work so far is Unresolved, or is of Pass, Merit or Distinction standard. By the end of Year 7, we expect our pupils to be meeting the 5b Grade Descriptor, which is equivalent to Merit Standard showing a clear understanding and competent skills. Students will assess their own progress and refine work as teachers suggest via verbal or written commentary. Work can be remarked and if better will be marked at a higher level to encourage positive progress. Each student will be required to learn the process of self-evaluation, enabling a dialogue with staff that pinpoints strengths and weaknesses and how to solve issues of understanding.

COMPUTER SCIENCE

INTENT

Computer Science is an exciting area of study requiring both a methodical logical approach and a touch of creativity. The study of Computer Science looks at some of the underlying theories that shape modern computing, the role of hardware and technological developments and the art of programming.

At WHSB, we have designed a Lower School Computer Science curriculum which encompasses all three of these disciplines along with a core literacy in information technology skills relevant to the work place. Our Year 7 curriculum will provide a solid foundation and introduction to a range of key concepts which will be built upon in future years. Although always helpful, no prior knowledge is expected, as all topics are taught from first principles with room to extend students with particular prior knowledge.

Through Year 7, we aim to develop pupils' understanding of **E-safety, spreadsheet modelling, Algorithms using Scratch, Binary numbers and Logic Gates, Networks and Representing text using Binary.**

IMPLEMENTATION

In Year 7, pupils are taught in form groups by subject specialists. Pupils have two Computer Science lessons in a fortnightly cycle which are taught in specialist computer rooms, where each pupil has access to an individual computer.

Teaching is structured into six discrete units (E-Safety, Algorithms, Networks, Modelling, Binary and Logic Gates and Representing text with Binary). There is no set textbook for the course and the department will use their own set of bespoke resources. The course content is delivered through a mix of theory and practical activities such as: discussion, coding, written notes, practice questions and directed tasks, depending on the nature and content of the unit in question. This will enable pupils to have the opportunity to apply their problem solving skills to solve a range of problems, whilst being introduced to some of the core principles of programming. In addition to working on computers, pupils will produce a range of notes and written activities within their exercise books, which will provide them with a valuable revision resource. Each unit includes a significant piece of assessed work; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a one-hour paper based on all topics covered during the year.

In addition to standard lessons, there are enrichment and extra-curricular activities (Scratch Club, Bebras Competition, Robotics Club and Hacking Club) built in to supplement the Lower School Curriculum which allow pupils to explore ideas and concepts such as computational thinking and basic programming skills. Pupils are encouraged to apply their knowledge of Computer Science to solve problems in other subjects such as Mathematics, Science and Technology.

IMPACT

By the end of Year 7, we expect our pupils to be attaining at least a **5b** (refer to grade descriptors).

Those who do not achieve this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 8.

DESIGN AND TECHNOLOGY

INTENT

In Year 7, the aim of study is to provide pupils with fundamental knowledge and skill across the key areas of our broad curriculum. The year is allocated into four main projects that pupils will progress from one to the next throughout the year.

Graphics – Communication is a critical part of the subject. The main objective of this project is to give pupils license to express their ideas in a manner that is recognised within the industry. It will introduce basic drawing technique such as oblique and isometric sketching, one-point perspective, two-point perspective, orthographic projection and methods of rendering.

Resistant Materials – It is vital that our pupils are able to link theoretical principles with practical application. The main objective of this project is for pupils to study about forces that can be applied to structures; and then see this as they are manufacturing parts to make a picture holder using predominantly wood-based materials. For many, it will be the first experience of working with tools and equipment in the workshops. A sustained focus on practical tasks will grow familiarity and confidence in this working environment.

Electronics – This project aims to take electronics back to basics. Pupils will be assembling input and output components in order to produce a 'Jitter Bug'. Pupils will get to practise skills in soft soldering whilst there is a strong emphasis on problem-solving, testing and fault finding. This project will also give pupils an introduction to using and forming plastics.

Food Preparation and Nutrition – Whilst this project focusses largely on introducing practical cookery skills, the course also aims to ensure our pupils are well informed about food safety and nutritional value in the choice of ingredients. Pupils will get to experiment with different techniques and common apparatus as they follow recipes and prepare dishes.

IMPLEMENTATION

Projects have been carefully selected to first introduce the theoretical concepts of Design and Technology, and then allow pupils to apply their newly acquired understanding into practical contexts. Pupils will experience a good balance of theory lessons and practical-based activities taught by subject specialists in each discipline. Each project is implemented with a greater focus on the learning of competencies and gaining experience with less emphasis on creativity and design at first. Once pupils have command of the skills learnt, will they be gently encouraged to experiment and test with the more elaborate ideas of their own. The significance of safe working practise is prominent throughout every project that is taught.

The purpose of study in Year 7 is to prepare our pupils with a set of core skills that they can use and apply independently and in more complex situations as they progress through the School.

IMPACT

Pupils will record and present their classwork and homework in bespoke booklets for each project which are tracked from project to project. The department uses four core strands that will be used to assess the pupils at regular intervals throughout the year and also as part of End of Year Examination. These are Investigating; Designing; Making; Analysing and Evaluating. By the end Year 7, we expect our pupils to be attaining at least a 5b (refer to grade descriptors).

FRENCH

INTENT

Global awareness and being an effective communicator are key aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well as learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying two throughout the Lower School and at least one at GCSE.

Our Year 7 curriculum aims to move pupils quickly from learning words to building sentences in order to express themselves on the following topics: **introducing oneself and greetings, school, free time, their hometown and holidays**. Through Year 7, pupils will be gradually introduced to regular **-er verbs** and the verbs **'être', 'avoir', 'aller', and 'faire' in the present tense**. By the end of the Year, we aim for them to be able to use more complex sentence structures in both the present and near future tense, providing reasons and justifications.

IMPLEMENTATION

In Year 7, pupils are taught Modern Foreign Languages in seven mixed ability banded groups by specialist teachers. They study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The pupils choose one of the two Modern Languages and the School, depending on staffing resources, allocates the other. Pupils have four lessons per language in a fortnightly cycle, including a regular lesson in the Language Laboratory.

In French, teaching is structured into five discrete units: introducing oneself and greetings, school, free time, their hometown and holidays. These units correspond to the chapters of the **Studio 1** textbook which provides a foundation for the Year 7 course. Teachers conduct lessons as much as possible in French in order to create maximum exposure to the language for pupils. Within lessons, we seek to balance our work between the four skills of **Listening, Speaking, Reading and Writing**. Pupils are guided through a variety of exercises from the Studio 1 textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and French. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **short dialogues** of relevance to the topic area they are studying. They will practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. For **Writing**, pupils are asked to **translate short paragraphs and write passages up to 120 words** on the topic areas they are learning. Writing will mostly be carried out in lessons in order for teachers to assess pupils' ability. In lessons, pupils will not be able to use electronic help to write their texts. Pupils are encouraged to use the chunks of language they are taught and not to look for language structures that are too complex at this stage. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be six significant summative assessments (three Speaking, two Writing and one Listening). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed in to for Year 8.

In addition to standard lessons, pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

It is the expectation that by the end of Year 7 all pupils should achieve at least a 5b (refer to grade descriptors). Those in danger of not achieving this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 8.

GEOGRAPHY

INTENT

Geography is an academic discipline which provides the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. As the National Curriculum (2014) identifies, a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. This intellectual challenge permeates WHSB's curriculum in the Lower School.

Year 7 gives pupils opportunities to develop their understanding, knowledge and skills in physical and human geography. Initial focus is to bridge the gap between primary school and Lower School Geography by acquiring map skills and terminology. Extending graphical and analytical skills is to be achieved through a class survey and report around a study of key features of the UK. Appreciating a wider scale of study is fostered by investigating extreme environments, glacial features, hot deserts and the challenges presented by them. Sustainability and its management is a key concept examined in the context of tourism. Study of coasts aims to develop understanding of how landforms and landscapes are shaped by physical processes and how people interact with them. Fieldwork experience and skills are integral aspects of being a geographer and Year 7 concludes with pupils taking part in a fieldtrip to Southend where they undertake primary data collection.

IMPLEMENTATION

In Year 7, pupils are taught in form groups by subject specialists in designated geography rooms for four lessons per fortnight. Teaching is structured into six discrete units: **What is Geography?; exploring Britain; extreme environments; introduction to tourism; coastal landscapes; and a local area investigation.** In addition, opportunities are routinely planned for **independent research** on broader themes, such as current world events. Topic content is designed to extend beyond the National Curriculum and be relevant to pupils' lives and future careers, thereby promoting global awareness and citizenship. Tasks are recorded in exercise books and used as a revision tool for end of unit tests and the final examination. The primary textbook resource is 'Progress in Geography: Key Stage 3'.

The Programme of Study and individual lessons are both challenging and differentiated. Varied activities ensure the learning process is as engaging as possible. Map skills are built with hands-on use of OS maps and pupils' learning is applied in creative tasks such as designing a treasure map and an illustrated poem on Britishness. Graph drawing and analysis is practised regularly, extended geographical writing is developed during the year and sequencing activities develop appreciation of the systematic nature of physical processes. A mix of independent learning, paired work and group tasks means pupils develop resilience, work collaboratively and support each other.

Application of knowledge, understanding, evaluation and skills are prioritised over the acquisition of factual knowledge only. This is reflected in the assessment programme, as all work is assessed using the four AOs (Assessment Objectives) outlined in the Grade Descriptors. In this way, progress in key aspects of learning can be tracked and appropriate targets set. Pupils are assessed in a variety of ways. For example, they produce a geographical report on a migration survey; they undertake fieldwork and write up the findings; there are baseline and map skills tests; and application is judged through tasks such as making a leaflet about the impacts of tourism.

IMPACT

Pupils develop as geographers across the full range of skills, understanding and knowledge of places, patterns and processes, and develop geographical and enquiry skills as the 'building blocks' of good geographers. By the end of **Year 7 the vast majority will achieve Level 5b or higher** and be prepared for an environment-focused Year 8.

GERMAN

INTENT

Global awareness and being an effective communicator are key aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well as learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying two throughout the Lower School and at least one at GCSE.

Our Year 7 curriculum aims to move pupils quickly from learning words to building sentences in order to express themselves on the following topics: **introducing oneself and greetings, school, free time, their hometown and holidays**. Through Year 7, pupils will gradually be introduced to regular and irregular verbs as well as some modal verbs in the present tense. By the end of the Year, they will use more complex sentence structures in both the present and future tense, providing reasons and justifications. Over the course of the year, pupils will become increasingly able to understand, speak and write in German on the various topic areas outlined above. Pupils will be able to apply grammatical structures in the present tense with worked examples and will write short passages on the topic areas.

IMPLEMENTATION

In Year 7, pupils are taught Modern Foreign Languages in seven mixed ability banded groups by specialist teachers. They study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The pupils choose one of the two Modern Languages and the School, depending on staffing resources, allocates the other. Pupils have four lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab.

In German, teaching is structured into five discrete units: My world and I, Family and Animals, Free time School and Travel. These units correspond to the chapters of the **Stimmt 1** textbook which provides a foundation for the Year 7 course. Teachers conduct lessons as much as possible in German in order to create maximum exposure to the language for pupils. Within lessons, we seek to balance our work between the four skills of **Listening, Speaking, Reading and Writing**. Pupils are guided through a variety of exercises from the **Stimmt 1** textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading and Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and German. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **short dialogues** of relevance to the topic area they are studying. They will practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. For **Writing**, pupils are asked to **translate short paragraphs and write passages up to 120 words** on the topic areas they are learning. Writing will mostly be carried out in lessons in order for teachers to assess pupils' ability. In lessons, pupils will not be able to use electronic help to write their texts. Pupils are encouraged to use the chunks of language they are taught and not to look for language structures that are too complex at this stage. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be six significant summative assessments (three Speaking, two Writing and one Listening). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed in to for Year 8.

In addition to standard lessons, pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

By the end of Year 7, we expect our pupils to be attaining at least a **5b** (refer to grade descriptors). Those in danger of not achieving this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 8.

HISTORY

INTENT

Success in History comes from developing a wide knowledge base together with transferrable academic skills and pupils should advance both throughout each year of study. This is why History is seen by all schools as a critical part of any academic curriculum, made central to the EBacc by the Government and identified as a major facilitating subject by the Russell Group of premier British universities. A good Historian is a gold standard academic.

By the end of Year 7, pupils' knowledge will develop to include an overview of History, divided into the Ancient World, the Mediaeval World and the Modern World, together with knowledge of the history of their school. Pupils should also develop the key skills of note taking, independent research and organised writing focused answers to questions about cause, consequence, significance, change and similarity. The subject curriculum plan weaves these two aspects together in a chronological course. Our values are to develop in our pupils a broad understanding of key basic elements of world and personal history, to tailor our planning to serve our very able boys, challenging and stretching them, while promoting British values within a global setting.

IMPLEMENTATION

Our approach to learning holds the teacher to be knowledge holder, the model of high quality academic skills and a facilitator for learning. We normally adopt an inquiry based approach to planning programmes of learning, encouraging collaborative working both by pupils and teachers in departmental team planning and delivery. We are reflective in our practice and encourage our pupils to be the same, for example through assessment review.

Our curriculum is planned tightly for the academic year through a carefully organised Year 7 Scheme of Work (SoW), with built in differentiation and resources developed to supplement and augment the SoW. The SoW connects lessons together so that both knowledge and skills are progressed and developed throughout the course. Pupils will, for example, practise a skill, peer assess this exercise, receive teacher feedback, review their own performance against feedback and then be given further opportunities to improve on this skill. These written tasks provide teachers with further opportunity to promote good literacy through feedback, for example the appropriate use of key historical terms. Our teachers are fully qualified subject specialists, usually with significant academic experience, working across four 50 minute sessions per fortnight, which provides plenty of opportunity to develop knowledge and skills to a meaningful degree. Pupils are assessed throughout the year in cohort-wide tests that examine each phase of both knowledge and skill development. There is also a formative element to our assessment, with pupils reviewing both their own and other pupils' answers to identify areas for improvement and the final summer exam leading to the production of an Examiner's Report, detailing areas for improvement. This enables pupils to prepare for the next stage of the curriculum by auditing their command of the knowledge aspects of the course and their ability to apply each skill in extended writing, which will be built on in the next year of study.

We seek to overcome barriers to learning by identifying those pupils with a background of disadvantage, a record of high/low attainment and potential language barriers on our departmental spreadsheets and monitoring their results as standalone groups, in addition to our monitoring of the wider cohort.

IMPACT

Assessment results are entered onto a Departmental spreadsheet and used as the basis of reports in all phases, enabling us both to assess pupil progress and to report back to parents on progress with a clear evidential base. We use this analysis to review our planning and enhance delivery to future groups. It is our expectation that most pupils should achieve a 5b by the end of Year 7 and those who are in danger of not achieving this will be provided with appropriate support through Subject Support cards and intervention in lessons.

MUSIC

INTENT

The aims for the first year of Music at WHSB are as follows:

- Pupils understand basic theory
- Pupils can compose a melody and matching chords
- Pupils can perform an independent line of music with confidence

IMPLEMENTATION

In Year 7, pupils are taught in form groups by subject specialists. Pupils have three Music lessons in a fortnightly cycle which are taught in fully equipped specialist Music rooms.

Teaching is structured around the three terms of the school year.

Term 1:

- ✓ Pupils develop a sense of pulse and rhythm through call and response exercises. Improvisation skills are also developed in this exercise
- ✓ Pupils learn basic rhythmic notation through composition and performance tasks, individually and in small groups
- ✓ Pupils learn treble and bass clef notation through written exercises, leading to performances of simple keyboard sheet music

Term 2:

- ✓ Pupils analyse and evaluate the use of musical elements
- ✓ Pupils learn of scale types and apply these in compositions and performances
- ✓ Sibelius software is introduced to pupils, allowing them to compose using computers
- ✓ Chords are introduced as a concept, leading to performances and compositions
- ✓ Melody-writing is introduced as a skill, along with the idea of harmony

Term 3:

- ✓ The concept of thickening musical texture with riffs and ostinato is introduced, leading to compositions using repetitive patterns as accompaniment styles
- ✓ The emotive quality of harmony and tonality is explored through performance and composition

IMPACT

Impact	Evidence
Pupils develop a musical literacy through understanding of basic theory	Written notation, compositions, performances from notation
Pupils develop performance skills and confidence	Solo and ensemble performances using voice and keyboard
Creativity is nurtured and developed	Free compositions within a controlled task
Skills of analysis and evaluation are developed	Written assessments and tests
A contribution to the cultural life of the School	Participating in extra-curricular activities, or attending concerts

By the end of Year 7, we expect our pupils to be attaining at least a 5b (see grade descriptor). Those in danger of not achieving this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 8.

PHYSICAL EDUCATION

INTENT

The rationale behind the Physical Education (PE) & Games curriculum at WHSB is that fundamentally pupils are active understanding the benefits of being healthy and active beyond their time at WHSB. Fundamental movement skills are focused on throughout the curriculum using a multitude of different activities. The extracurricular element of PE & Games is very important at WHSB. In support of this the curriculum is used to encourage the participation in physical activity outside of lesson time. This can be seen as a pathway to excellence. The role of the curriculum and the teachers is to create an environment where the pupils want to excel in sport and have an understanding of the importance of leading a healthy and active life. Sport requires effective communication as teamwork is a fundamental aspect of sport, therefore in both curriculum time and extracurricular time the aim is to assist with improving pupil levels of literacy. Communication is also important for helping their peers and being able to understand and apply the feedback given from both teachers and pupils, the social element of sport is encouraged both during curriculum and extracurricular time as a result. Pupils are taught the importance of maintaining integrity with everything that they do in Physical Education; from putting in maximum effort, to ensuring that they play fairly within the rules of the activity.

IMPLEMENTATION

At WHSB the sporting programme is structured through three 50-minute Physical Education lessons over a two-week timetable sequence and one, 100 minute Games lesson per fortnight taught by specialist teachers.

PE Lessons	Games Lessons
Basketball, Fitness, Gymnastics, Tennis, Athletics, Cross Country	Rugby, Football, Cricket, Athletics

The classes are ability led as this enables all pupils to make the best progress. The lessons are skill led and build on a progression of skills throughout the 6-week period of that sport. Skills and movements are taught through a variety of different practice methods depending on the type of skill and/or movement. This structure of the practice methods is scaffolded which build in complexity and difficulty. The skills and movements are also differentiated based on pupil ability meaning that all pupils can access every sport. Ability based sets for individual sports assists in targeting progress. These fundamental skills are the foundation which enable pupils to play the sport technically correctly. Movement schema is learnt by the pupils across the different sports and this encourages the transfer across a multitude of sports. Communication, teamwork and analysis of the differing situations all happen within a very physically active environment. The curriculum is adaptable to both the pupil and the class enabling all pupils to make progress.

IMPACT

The impact of the Physical Education Curriculum is assessed through the WHSB Grade: pupils are awarded a cumulative grade that incorporates performance in each of the sports that are taught during the academic year. The more pupils excel in the execution and application of technical skills the higher their WHSB Grade and the expectation at the end of Year 7 is 5B. The impact of Physical Education goes beyond the WHSB Grade because as a Department we want to see pupils engaging in sporting activities outside of their lesson time and participating in representative teams and fixtures. When pupils do this the Department, can see that the curriculum design has encouraged pupils to take their experiences and skills from lessons and apply them independently. This process improves the learning outcomes of the pupil.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

INTENT

In PSHEE lessons, pupils study topics that are important for their personal development, safety, and economic wellbeing. The School aims to support parents and carers in encouraging pupils to live healthy, responsible and productive lives. The Lower School PSHEE curriculum is aligned with the Learner Profile, explicitly linking each topic with the distinct ethos and values of WHSB. Pupils are given opportunities to explore and clarify their own attitudes and values, enabling them to apply these to situations that may be encountered now and in the future.

IMPLEMENTATION

The Year 7 curriculum is linked to the programme of study designed by the PSHE Association, which is quality assured by the Association and regularly signposted by the Department for Education for use in schools. This curriculum incorporates the statutory elements of Relationships, Sex and Health Education, compulsory in all schools from September 2020.

In addition, this curriculum works towards the Gatsby Benchmarks for careers education, as part of the DfE Careers Strategy.

At WHSB, PSHEE follows a spiral curriculum which is based upon a cognitive theory first advanced by Jerome Butler in 1960. Knowledge and ideas are revisited in subsequent years with increased complexity and prior knowledge is linked to new learning. Sensitive topics are always delivered in an age-appropriate way as we progress through the Key Stages.

In Year 7, pupils are taught in form groups for two lessons per fortnight. Topics are divided into six interrelated units, each delivered by a specialist teacher over the course of a half-term, further developing themes explored in Key Stage 2. These topics include: Managing Change (Careers, Citizenship Education and British Values), Puberty and Body Development (RSE and Health Education), Politics, Parliament and Me (Citizenship Education), Staying Safe Online and Offline (RSE), Celebrating Differences (British Values, Cultural Awareness and Equality and Diversity) Self and Relationships: Family and Friends (RSE and Staying Safe Online and Offline).

The content of School assemblies, form periods, enrichment days, charity events and fundraising will also provide a stimulus for further discussion and understanding of Spiritual, Moral, Social and Cultural dimensions. Other opportunities include pupil mentoring and involvement in the School Council and student committees.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Any such requests should be made in writing to the Headmaster. Before granting approval to any such request, the Headmaster will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. There is no right to withdraw from Relationships Education or Health Education.

IMPACT

Progress and attainment in PSHEE is not judged in terms of grades or passing or failing. Pupils themselves should be able to reflect on whether they feel more confident or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning in PSHEE education will therefore focus on comparing where a student is at the end of a lesson or series of lessons against where they were before the lesson(s). Other feedback on the impact of PSHEE lessons may be gathered in the form of pupil voice exercises, quizzes, or questionnaires, as appropriate.

RELIGIOUS STUDIES

INTENT

The aim of Religious Studies is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Religious Studies explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living (Southend SACRE 2018).

At WHSB, we have designed a Lower School Religious Studies curriculum which encompasses all of these ideas, concepts and aims. Our Year 7 curriculum aims to build upon the knowledge and understanding acquired by pupils before joining the School and to provide a solid foundation to the subject which will be built upon in future years.

Through Year 7, we aim to develop pupils' understanding of **Hinduism, The Philosophy of Religion, Jesus in Art, Religious Writings and Ultimate Questions and Greek Mythology.**

IMPLEMENTATION

In Year 7, pupils are taught in form groups. Pupils have three Religious Studies lessons in a fortnightly cycle which are taught in well-resourced classrooms.

Teaching is structured into five discrete units of varying length (An introduction to Hinduism, an introduction to the Philosophy of Religion, Jesus in Art, Religious Writings and Ultimate Questions and a case study in Greek Mythology). There is no set textbook for the course and the department will use their own set of bespoke resources. The course content is delivered through a mix of Socratic seminars, class discussions, independent research tasks, group work, group presentations and written tasks.

Each unit includes a significant piece of assessed work; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a forty-five minute paper based on all topics covered during the year.

Pupils are encouraged to apply the thinking skills and learning habits developed in Religious Studies in other subjects such as English, History and Geography.

IMPACT

By the end of Year 7, we expect our pupils to be attaining at least a **5b**. In order to achieve a 5b in Religious Studies pupils will be able to:

- ✓ Use a variety of religious words to explain how religious beliefs affect a person and their community
- ✓ Describe why people belong to religions
- ✓ Evaluate reasons for differences and similarities within and between religions
- ✓ Explain how religious sources are used to provide answers to ultimate questions and ethical issues
- ✓ Recognise differences in forms of expression within and between religions
- ✓ Ask and suggest answers to questions about life and religion and explain how this affects their own life and the life of others.

Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 8.

SPANISH

INTENT

Global awareness and being an **effective communicator** are key aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well as learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying two throughout the Lower School and at least one at GCSE.

Our Year 7 curriculum aims to move pupils quickly from learning words to building sentences in order to express themselves on the following topics: **Introducing Oneself, Free time, School, Family and Friends**. Through Year 7, pupils will be gradually introduced to regular and irregular verbs and adjective endings. By the end of the year, they will use more complex sentence structures in both the present and near future tenses, providing reasons and justifications. Over the course of the year, pupils will become increasingly able to understand, speak and write in Spanish on the various topic areas outlined above. Pupils will be able to apply grammatical structures in the present tense with worked examples and will write short passages on the topic areas.

IMPLEMENTATION

In Year 7, pupils are taught Modern Foreign Languages in seven mixed ability banded groups by specialist teachers. They study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The pupils choose one of the two Modern Languages and the School, depending on staffing resources, allocates the other. Pupils have four lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab.

In Spanish, teaching is structured into five discrete units: personal information; free time; school; my friends, family and my house; and my hometown. These units correspond to the chapters of the **Viva 1** textbook which provides a foundation for the Year 7 course. Teachers conduct lessons as much as possible in Spanish in order to create maximum exposure to the language for pupils. Within lessons, we seek to balance our work between the four skills of **Listening, Speaking, Reading** and **Writing**. Pupils are guided through a variety of exercises from the **Viva 1** textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and Spanish. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **short dialogues** of relevance to the topic area they are studying. They will practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. For **Writing**, pupils are asked to **translate short paragraphs** and **write passages up to 120 words** on the topic areas they are learning. Writing will mostly be carried out in lessons in order for teachers to assess pupils' ability. In lessons, pupils will not be able to use electronic help to write their texts. Pupils are encouraged to use the chunks of language they are taught and not to look for language structures that are too complex at this stage. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be six significant summative assessments (three Speaking, two Writing and one Listening). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed in to for Year 8.

In addition to standard lessons, pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition, the *Anthea Bell Prize*, the *MFL Haiku competition* and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

By the end of Year 7, we expect our pupils to be attaining at least a **5b** (refer to grade descriptors). Those in danger of not achieving this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 8.