



## AN OUTLINE OF CONTENT FOR PARENTS

Dear Parents,

This document contains an outline of the content of the Upper School curriculum for your guidance. It is intended to inform parents who are interested and wish to offer some form of support for what the children are doing at Foremarke during the current academic year.

At the heart of our curriculum is the belief that all pupils are entitled to a broad and balanced education in a beautiful and stimulating learning environment. Children will be exposed to a wide variety of learning opportunities during their time at Foremarke and they will be given every encouragement to develop their interests and skills to the full. We believe that school days and the educational discoveries that are made here should be as enjoyable as possible. We expect our children to work hard, to listen carefully and to take increasing responsibility for their own progress; help, support and encouragement will be given in good measure. Above all, we are looking for children who will respond positively to the challenges presented to them.

We are working with your children, not only to teach them the content that they need to know for examinations but, more importantly, to develop the skills and attributes that they need to become successful learners for the rest of their education - and beyond.

You may already be familiar with our 'Learning Powers', which are used with pupils throughout the school and appear as the page shown below in the pupils' prep diaries.

### 'Learning Powers'

A whole-school approach towards helping you to develop the skills and qualities for successful learning



**Motivation** – you are eager to learn and work

**Resilience** – you have the ability to bounce back if you take a knock

**Persistence** – you keep on trying, even if you are finding it challenging

**Curiosity** – you want to learn more about something or someone

**Flexibility** – you are able to change your thoughts and ideas as you find out more about them

**Risk Taking** – you are not afraid to have a go, even if you might not get it right

You may have also be aware of our 'Development of Character and Skills' sheets which aim to highlight the skills that we hope our pupils will develop during their time at Foremarke. Both of these documents are available to view via the 'Curriculum Documents' area of the school website.

Your support at home for the work we do at school is essential to the progress of every child. There are many of the aforementioned skills, particularly the 'Social Skills' and 'Personal Skills', that we would welcome your assistance with. Some subjects lend themselves to support from home; the sort of help that could be offered is largely in the form of background material, perhaps books from the library, television programmes, help with internet research, pointing out objects of interest, family visits and general discussion. Help with revising for tests, learning spellings and tables can also be of value. What should be avoided is the understandable desire to go over work that has been taught at school, especially if it involves explaining something that has not been fully grasped. Separate approaches can cause greater confusion, and subjects such as Maths and Science in particular, are much better left to the teaching staff. If there is a problem, **please** let us know. Hopefully this document will go some way towards helping you to engage with us in the exciting process of education.

### **Home-School Communication**

The Form Tutor is the best person to speak to over minor matters and will liaise with other staff as necessary. It is crucial to our success that channels of communication between home and school are clear and that parents feel confident in using them. The cycle of written reporting and parent-teacher meetings establishes the framework within which a child's progress is monitored and discussed. It is important that all parents should feel able to have access to the staff and individual appointments can be arranged if needed.

### **The Form Tutor**

Whilst all teachers are accessible to parents, communication functions primarily through the Form Tutors. It is their role to be aware of all issues, at school or at home, that might affect a child's progress and to ensure that other staff understand the needs of the children in their care. The Form Tutor should be the first point of contact for any concern or query about a child. Heads of Department will be happy to discuss any general curricular matters. Serious concerns of any kind, or concerns that have not been addressed satisfactorily through the above procedure, should be directed to a member of the school's Senior Management Team.

*Paula Bushby  
Assistant Head (Academic)  
September 2017*

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# THE FOREMARKE CODE

*Treat other people as you would wish to be treated*

**C**

COMMON SENSE. USE IT!

**A**

AIM HIGH! ALWAYS DO YOUR BEST

**R**

RESPECT, ENCOURAGE AND BE HONEST

**E**

ENJOY AND APPRECIATE WHAT YOU HAVE

# ENGLISH

English teachers have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively. Language is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.

Our aims throughout Foremarke are to help each pupil to become:

- A shrewd and fluent independent reader
- A confident writer
- An effective speaker and listener

## Structure and Organisation

The Department is large, supported by specialist Learning Enhancement and EAL staff. All members of this hard working and friendly department share a unity of purpose and a common strategy.

1. Children will be taught in small sets according to their ability.
2. Where needed extra in-class support is provided by a team of learning enhancement teachers and EAL staff.
3. All pupils are regularly assessed on their spelling and reading ages.

## Knowledge, Skills and Understanding

Our main aim is to stimulate a love of language and literature and in doing so develop the four fundamental skills of:

Reading  
Writing  
Speaking  
Listening

Each of these skills we aim to develop at the appropriate pace for each pupil.

## Reading

Reading is fundamental to the development of a child's literacy.

Every child is expected to have a novel 'on the go' and at the same time will be reading a class text from which much of the creative work will stem.

**Parents can play a vital role by providing books and encouraging bedtime reading and continuing to hear their child read as often as possible. Reading bedtime stories to children is very important as it encourages children to enjoy stories and helps them to understand story conventions.**

A reading record is provided in the child's prep diary to fill in and keep track of progress. The Recommended Reading list can also be found in the prep diary and on the website, following the link from the English section.

Visits to our well stocked library will take place on a regular basis. English classroom libraries and occasional visiting Book Fairs will also provide further access to literature.

As well as the novel, children will become adept at examining non-fiction and non-literary texts and reading for information and will become increasingly aware of the author's craft. Our well-resourced department will give them access to a range of literature including:

- A range of modern fiction by significant children's authors
- Long-established children's fiction
- A range of good-quality modern poetry
- Classic poetry
- Texts drawn from a variety of cultures and traditions
- Myths, legends and traditional stories
- Play scripts
- Diaries, autobiographies, biographies & letters

### **Writing**

The children will be given the opportunity to practise writing for a range of purposes, readers and forms of writing. The range of purposes for writing should include:

- To imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader
- To inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader
- To persuade, focusing on how arguments and evidence are built up and language used to convince the reader
- To review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it

The range of forms of writing should include narratives, poems, play scripts, reports, explanations, opinions, instructions, reviews and commentaries.

### **Speaking and Listening**

Within the classroom the pupils will be given ample opportunity to voice their opinions, debate and discuss issues and feelings. At the same time they will be taught the importance of listening and responding to other people's ideas and views. In this subject they will be able to join in with:

- Whole class discussion
- Small group tasks
- Role play
- Debates

## **YEAR 5**

### **Writing**

- Revision of work in Year 4
- Metaphors & similes in own writing
- Rewriting own version of popular stories
- Writing for different non-fiction purposes
- Letter writing for different purposes

### **Reading**

- Further investigation into the 'craft of the writer': analysing structure, pace & characters in stories
- More detailed investigation into non-fiction texts.
- Recognising a variety of texts for specific audiences
- Compare & evaluate a novel or play in print & the TV version

### **Speaking and Listening**

- Discussion on books
- Small group activities
- Listening to each other in discussion and making relevant comments

### **Grammar and Punctuation**

- Revision of Year 4 work
- Standard/ non-standard English
- Revision of parts of speech met so far, introduction of other word families
- Understanding of more sophisticated forms of direct and non-direct speech
- Children should discuss, proof-read and edit their own work for clarity & correctness

### **Handwriting**

- *The Handwriting File* scheme by Kath Balcombe if applicable

### **Spelling**

- *The Single Word Spelling Test* scheme
- Spelling Rules & Conventions from The Primary Framework for Literacy

## **YEAR 6**

### **Writing**

- Revision of work in Year 5
- Revision of all aspects of story writing
- To prepare other types of non-fiction writing
- To look at different genres of writing
- To write persuasively

### **Reading**

- Further investigation into the 'craft of the writer': analysing poetry & prose more confidently & in more detail
- More detailed investigation into non-fiction texts, biography & autobiography
- Skimming & scanning skills
- Understanding inference and deduction. Reading between the lines

### **Speaking and Listening**

- Extending the work begun in Year 5
- Introduction to formal debates
- Discussing own work and opinion of peers' work

### **Grammar and Punctuation**

- Revision of Year 5 work
- Securing the knowledge gained so far of different word classes and basic punctuation
- Understanding terms 'active' and 'passive'
- Introduction of more sophisticated punctuation marks

### **Handwriting**

- *The Handwriting File* scheme by Kath Balcombe if applicable

### **Spelling**

- *The Single Word Spelling Test* scheme
- Spelling Rules & Conventions from The Primary Framework for Literacy
- Introduction of KS3 spelling lists for more able spellers



## **YEARS 7 and 8**

### **COMMON ENTRANCE**

The Common Entrance English syllabus for examination at 13+ has been devised in accordance with the reading and writing elements of Key Stage 2 and Key Stage 3 of the National Curriculum for English. At 13+ candidates take two papers.

### **AIMS**

A course leading to these examinations should:

- (i) give candidates opportunities to take part in a broad range of speaking and listening activities, so that oral work becomes the basis for written work;
- (ii) develop the skills of reading to allow study of multi-cultural factual writing and literature suitable for the age ranges;
- (iii) enable candidates to use various kinds of written language effectively for creative expression and practical communication by extending their grammatical and syntactical skills;
- (iv) provide a base for continuing study of language and literature, and encourage independent study and learning, including the use of libraries, reference books and ICT;
- (v) give candidates opportunities to work with a wide variety of poetry, prose, plays and factual material;
- (vi) provide enjoyment and stimulation to encourage a positive attitude towards every aspect of the subject.

### **ASSESSMENT OBJECTIVES**

Candidates should be able:

- (i) to read substantial passages unaided and give independent written responses to questions requiring a range of comprehension skills;
- (ii) to show evidence of independent literary work both with an unprepared text and with one or more texts studied during their time in junior school;
- (iii) to show evidence of original creative work in the form of their choice within the limitation of a timed examination.

## **SYLLABUS CONTENT**

### **READING**

#### **Literary Prose**

Candidates are given a passage of literary prose from a novel, a play, a biography or travel writing. This is followed by questions to test understanding as well as powers of analysis and evaluation. Passages are selected at the setters' discretion without any standard pattern, in order to encourage a variety of approaches to the reading of quality fiction. An introductory line of explanation may precede the extracts. Certain words may be glossed.

Skills to be tested at the appropriate level include the following:

- basic understanding and vocabulary
- use of text to illustrate answers
- drawing of inferences
- evaluation of style, language and purpose
- delivery of opinions/judgements/arguments based on given material
- awareness of how grammar, syntax and punctuation affect meaning
- capacity to make comparisons and evaluate contrasts

Candidates are encouraged to read widely, to acquire and develop the skills of discriminating reading and to express their responses to what they read.

### **Poetry**

Candidates are given one piece of unseen poetry which may be an entire poem or an extract. This is followed by questions – a literary comprehension, in effect. Candidates are expected to show awareness of how language is used and to support opinion by reference to the text. Questions ask for candidates' responses to literature via an understanding of how writers achieve their effects, reveal their feelings and make readers more aware. This assumes knowledge of metaphor, simile, personification, symbol, irony, alliteration, assonance, rhyme, rhythm and metre.

## **WRITING**

### **Response to writing task**

Candidates are required to answer two questions from a range of options. Some options require the use of prose for a practical purpose: to argue, persuade, explain, advise, inform. Other options provoke imaginative, descriptive or narrative responses. In addition, there is the option to write on one or more texts which candidates have studied in class or read for themselves. Questions are general and not related to any specific text. They offer candidates the opportunity to deal with moments of drama, transition, contrast and various other ideas in their chosen texts. Texts studied should range across genre and period. Candidates should be encouraged and helped to discuss their reading and analyse their ideas closely.

## **SCHEME OF ASSESSMENT**

### **13+**

Candidates will be required to take two papers, both comprising a reading section and a writing section. The reading sections will be divided into two levels: **Level 1** and **Level 2**. The passage and the poem will be the same for both levels, although the passage will sometimes be abridged for Level 1. For both the prose and poetry sections, questions will be easier on the Level 1 paper. The writing sections are common to both Level 1 and Level 2 candidates.

### **PAPER 1** (50 marks; 1 hour 15 minutes which includes reading and note-making time)

The paper will be divided into two sections. **Section A: Reading** (25 marks)

This section will contain a passage of literary prose followed by about five questions which seek to test understanding as well as powers of analysis and evaluation.

### **Section B: Writing** (25 marks)

Candidates will be asked to select one of four essay titles. Three essay titles will require the use of prose for a practical purpose; the fourth essay title will be a choice of literary topics. Their planning sheet will not be sent to the senior school.

**PAPER 2:** (50 marks; 1 hour 15 minutes which includes planning time)

The paper will be divided into two sections

**Section A: Reading** (25 marks)

This section will comprise about five questions on an unseen poem to test both understanding of poetic technique and personal response.

**Section B: Writing** (25 marks)

Candidates will be asked to choose one of four essay titles which provoke imaginative, descriptive or narrative responses. Their planning sheet will not be sent to the senior school.

## **SCHOLARSHIP**

Scholarship papers are based on the 13+ syllabus. They are designed to challenge the best students in the close analysis and imaginative interpretation of a variety of literary texts drawn from any genre and period. There are no set texts.

The Common Academic Scholarship Examination (1 hour 45 minutes) will consist of two or more unseen, thematically-related passages with questions on content, style and structure. While inviting sophisticated answers, questions will be sufficiently open-ended to encourage imaginative and personal responses.

# MATHEMATICS

## Year 5 and Year 6

Pupils in Year 5 and 6 follow a Scheme of Work based upon the 2014 National Curriculum. Our main course material is taken from the 'Abacus Evolve' series of textbooks and worksheets, but this is supplemented with activities from a number of other sources. Emphasis is placed upon the consolidation of mental arithmetic skills, and most lessons start with games and activities which focus upon these skills. Pupils are also taught strategies for solving problems, and regularly complete mathematical investigations.

Lessons are taught in streamed sets, and each class receives seven 35 minute lessons per week in a combination of single and double lessons. Year 5 complete one 20 minute prep per week, whilst Year 6 have two 20 minute preps. Pupils may also be asked to complete regular revision activities for prep, but these will only take about 5 minutes per night.

The pupils will complete regular assessments throughout the year to assess their understanding of the key objectives. Pupils may then be asked to consolidate these skills through additional practice. Parents may wish to support this via online games and revision activities. Pupils all have their own log-in details for [www.mymaths.co.uk](http://www.mymaths.co.uk) and [www.ttrockstars.com](http://www.ttrockstars.com) which provide fun ways to revise the key concepts and practice basic numeracy skills.

The schemes of work below represent the planned objectives for the year. Further detail of the work covered is available from the Head of Department if required.

## Year 5 Scheme of Work

### Michaelmas Term:

- Place Value; Read & write numbers up to 5 digits; Use  $<$   $>$  symbols; sequence numbers on a number line
- Mental and written addition
- Decimal place value; Comparing decimals; Addition work involving decimals and money
- Bar charts and pictograms
- Mental and written subtraction
- Metric measurement scales; Measuring length; Perimeter
- Mental multiplication skills; Tests of divisibility; Halving and doubling
- Written multiplication
- Circles; Angles
- Fraction notation; Equivalent fractions; Comparing fractions
- Rounding integers and decimals
- Christmas Maths and Problem Solving

### Lent Term:

- Place Value; Multiplying and dividing by 10, 100, 1000
- Calculations revision – addition, subtraction, multiplication
- Triangles
- Types of number (prime, square, cube etc); Algebra function machines
- Measuring mass; Imperial to metric comparisons
- Short multiplication revision; Long Multiplication
- Division
- Polygons; Parallel and perpendicular lines
- Equivalent fractions; Simple addition of fractions; Improper fractions
- Fraction of a number; Simple percentages

### Summer Term:

- Calculations revision – addition, subtraction, multiplication, division
- Negative numbers
- Co-ordinates; Translation; Reflection; Line Symmetry
- Written multiplication and division
- Area and perimeter of 2D shapes; Properties of 3D shapes
- Revision for School Exams
- Capacity and volume
- Time; Converting 12- and 24-hour times; Using timetables
- Probability; Roman Numerals

## **Year 6 Scheme of Work**

### Michaelmas Term:

- Written addition and subtraction sums; Word Problems; Missing addends
- Consolidate place value (up to 9 digits); Decimal place value;  $\times$  and  $\div$  by 10, 100, 1000
- Metric measurements (Length, Mass, Capacity); Metric conversions; Imperial conversions
- Measure & draw angles; Angles in a straight line, at a point, in a triangle, in a quadrilateral
- Short multiplication; Long multiplication
- Bar charts; Pictograms; Grouped data; Conversion graphs
- Fraction notation; Equivalent fractions; Cancelling fractions; Mixed numbers & improper fractions; Fraction of a number
- Adding fractions; Subtracting fractions; Multiplying fractions; Dividing fractions
- Negative numbers; Co-ordinates; 2D shapes & their properties; Line symmetry
- Short division; Remainders as fractions
- Calculation blitz - Addition & subtraction with decimals; Word Problems
- Christmas Maths; Problem Solving

### Lent Term:

- Calculation blitz; Short multiplication; Long multiplication; Word Problems
- Rounding integers and decimals; Sequencing decimals; Estimating & checking
- Area & perimeter of rectangles, triangles & parallelograms; Compound areas; Properties of Polygons
- Factors, multiples, squares, primes, cubes; Prime factor trees; Tests of Divisibility
- Short division; Long Division
- Ratio & Proportion; Solving problems with ratio; Recipes
- Mean, median, mode, range; Properties of circles; Pie Charts
- 3D shapes; Euler's Theorem; Nets; 3D sketches; Volume & surface area
- Number sequences; Nth term; Function machines
- Calculation blitz – addition, subtraction, multiplication, division (with decimals)

### Summer Term

- Calculation blitz (+ - x ÷) with decimals; Order of Operations
- Converting fractions, decimals & percentages; Percentage of a number; Percentage increase & decrease
- Revise co-ordinates; Reflection; Rotation; Translation
- Algebra - Basic notation; Substitution; Solving simple equations
- Revision for School Exams
- 12/24 hour times; Intervals and durations; Timetables
- Probability formula; Changing probabilities; Probability spaces; Bias and fairness
- Calculation blitz (+ - x ÷) with decimals

## **Year 7 and Year 8**

Most of the pupils in Year 7 and 8 follow a Scheme of Work based upon the Common Entrance syllabus, whilst pupils in 8S will work from the Common Academic Scholarship syllabus. Both of these follow on from the work done in Years 5 and 6, and introduce a number of new topics, including algebra, harder fraction work, and geometry. Emphasis is placed upon the development of core numeracy skills as well as the application of these to solve various problems. Our main course material is taken from the 'So You Really Want to Learn Maths' series of textbooks and worksheets, but this is supplemented with activities from a number of other sources. Potential scholars in Year 7 work through an accelerated scheme of work to enable them to tackle additional topics should they be entered for scholarship exams in Year 8.

In Year 7 and Year 8, all pupils receive six 35 minute lessons per week, in a combination of single and double lessons. Pupils in 7/2a, 7/2b, and 7/2c or 8/2a and 8/2b also receive an additional consolidation lesson which will usually take place in one of the ICT suites. They will also complete two 25 minute preps per week, however these will usually be set as a double prep. Pupils in some classes may be expected to complete regular maths revision folders (approximately 5 minutes per night) to help consolidate their skills.

Common Entrance exams now provide three separate tiers in Maths. All pupils complete a calculator paper, a non-calculator paper and a mental arithmetic paper based upon their appropriate level. Staff make decisions about which paper to enter pupils for once they have

completed trial exams in Year 8. Scholarship candidates complete one non-calculator paper lasting 90 minutes. This is split into two sections – the first being similar to the Common Entrance Level 3 paper, with the second section being more challenging Maths problems and investigations.

The pupils will complete regular assessments throughout the year to assess their understanding of the key objectives. Pupils may then be asked to consolidate these skills through additional practice. Parents may wish to support this via online games and revision activities. Pupils all have their own log-in details for [www.mymaths.co.uk](http://www.mymaths.co.uk) which provides fun ways to revise the key concepts. Pupils in Year 7 and 8 who feel they need extra support and practice in maths often attend our morning Boot Camp sessions held on Monday, Wednesday and Fridays (contact Mr Davis for more details).

All pupils in Year 7 and Year 8 require their own calculator. The school make a bulk purchase of scientific calculators at the start of the year, and these are then offered to pupils at cost price. By using the same calculator across all classes it is much easier to demonstrate techniques to the pupils.

The schemes of work below represent the planned objectives for the year. Further detail of the work covered is available from the Head of Department if required.

### Year 7 CE Scheme of Work

Additional activities for potential Level 3 CE or scholarship candidates are shown in brackets. In addition to this, pupils in 7PS will endeavour to complete as much of the Year 8 CE work as possible.

#### Michaelmas Term

- 1 Mental and Written Methods: Revise basic mental arithmetic skills and number facts; Using rounding to estimate calculations; Written methods for addition and subtraction, including decimals and missing addends; Short multiplication; Multiplying by 10, 100, 1000; Multiplying by multiples of 10; Long multiplication; Short division; Decimal multiplication and division; Word problems involving all four operations [L3: Long Division]
- 2 Number Sequences and Patterns: Create and extend number sequences; Visual number sequences [L3: Introduce nth term]
- 3 Introducing Geometry and angles: Drawing and measuring angles; Types of lines; Properties of 2D shapes; Line symmetry; Rotational symmetry; Symmetry; Angle sum of triangles and quadrilaterals; Triangle angle rules; Parallel line angle rules; Multiple rule questions  
[L3: Introduce angles in a polygon rules]
- 4 Data Handling: Revision of pictograms, bar charts and simple line graphs; Pie charts
- 5 Order of operations: Square numbers and simple indices; BIDMAS rules with and without a calculator
- 6 Fractions: Fraction notation; Equivalent fractions; Cancelling fractions; Mixed numbers and improper fractions; Sequencing and comparing fractions; Fraction of a number; Adding fractions; Subtracting fractions; Adding and subtracting mixed numbers; Problem solving  
[L3: Multiplication and division of fractions]
- 7 Directed Numbers: Adding and subtracting negative numbers; Double negatives; Multiplying and dividing negative numbers

9 Co-ordinates: Plotting points in all 4 quadrants

Lent Term:

- 10 Algebra –Substitution & Equations: Missing addend questions; Substitution with positive numbers; Function machines; Simple equation solving [L3: Substitution with negative numbers]
- 11 Multiples, Factors & Prime Factors: Multiples, factors, primes, squares, cubes, triangular numbers; Sieve of Eratosthenes; Rules of divisibility; Factorising numbers; Prime factor trees
- 12 Perimeter and Area: Perimeter and area of triangles and quadrilaterals; Compound shapes; Problem solving [L3: Area of parallelograms, trapezia and kites]
- 13 Decimals, Percentages and Fractions: Convert fractions, decimals and percentages; Sequencing and comparing decimals; Important conversions; Recurring decimals; Percentage of a number (10% method, calculator methods); Percentage increase and decrease; Problem solving [L3: Percentage profit and loss]
- 14 Ratio: Basic ratio concepts; Simplification of ratio; Expanding ratios; Share method; Unitary method; Scale drawings; Problem solving
- 15 Algebra – Simplification, Substitution & Equations: Formation and simplification of expressions; Collecting like terms; Simple equation solving
- 16 Constructions: Construction of SSS, SAS and ASA triangles; Harder constructions



## Summer Term

- 17 Metric Measures & Conversions: Multiplying decimals by 10, 100, 1000; Using related facts; Reading decimal scales; Metric units of measurement; Converting metric units; Converting imperial to metric units; Currency exchange; Conversion graphs
- 18 Data Handling: Mean, median, range and mode; Grouped data [L3: Calculate Mean, median, Mode and Range from a bar chart]
- 19 Transformations: Reflection; Rotation; Translation; Scale factors; Enlarge shapes by scale factors; Calculate area and perimeter of enlarged shapes;
- 20 Probability: Verbal scales; Probability experiments; Calculating theoretical probability; Probability spaces; Tree diagrams; Bias
- 21 Algebra Consolidation: Simplification; Substitution with positive and negative numbers; Single stage equations; Multiple stage equations [L3: Factorisation; Expanding brackets]

Summer Term work will also include Revision for School exams at an appropriate time.

## **Year 8 CE Scheme of Work**

It may be necessary to complete some of the Year 7 coursework prior to starting this scheme. Additional activities for potential Level 3 CE candidates are shown in brackets

## Michaelmas Term

- 1 Revision – Using the Four Operations: Revise basic mental arithmetic skills and number facts; Revise calculations using all four operations including decimals; Long Division; Estimating and checking skills; BIDMAS rules
- 2 Rounding and Approximation: Round whole numbers; Round decimals to dp; Significant figures; Estimating by rounding to 1sf
- 3 Circles: Pi; Name parts of a circle; Circumference and area; Semicircles and sectors; Problem solving [L3: Calculate radius from given area or circumference]
- 4 Algebra – Simplification, Substitution & Equations: Simplifying algebraic expressions; Collecting like terms; Indices rules for multiplication and division; Expanding brackets; Factorising by common factors; Negative number rules; Substitution into expressions and formulae; Writing formulae; Single stage equations; 2 stage equations; Double sided equations; Equations involving brackets; [L3: Changing subject of a formula; Introduce inequality rules; Solving inequalities; Graphing results on a number line; Start to solve problems using algebra]
- 5 Transformations: Reflection; Rotation; Translation
- 6 Algebra – Straight Line Graphs: Revise co-ordinates; Substitution into tables of values; Plotting points; Point of intersection; y intercept method;  $y=mx + c$  formula [L3: Plot points for graphs in the form  $y=mx^2 + c$ ; Points of intersection]
- 7 Fractions: Equivalent fractions; Cancelling fractions; Mixed numbers and improper fractions; Using the four operations with fractions; Fraction of a number [L3: BIDMAS involving fractions]
- 8 Fractions, Decimals & Percentages: Convert fractions, decimals and percentages; Percentage of a number (10% method, calculator methods); Percentage increase and decrease; Profit and Loss; Problem solving
- 9 3D shapes & Volume: Name 3D shapes; Sketch shapes on isometric paper; Nets; Surface area of cuboids; Volume of a cuboid; Calculate missing measurements; Volume and

- capacity; Volume of a prism; Euler's Theorem [L3: 3D enlargement by scale factor; Calculate missing measurements when given a volume]
- 10 Angle Chasing & Polygons: Revise angle chasing rules; Naming polygons; External angles; Internal angles; Angle sums; Problem solving

### Lent Term

- 11 Factors and Multiples: Listing factors and multiples; Prime factors using indices; HCF and LCM; Squares and square roots using prime factors; Long Division using factors

Work at this time will also include Revision for CE Mock exams.

- 12 Number Sequences and Patterns: Create and extend number sequences; Visual number sequences; nth term
- 13 Data Handling: Revise graphs; Mean, median, mode & range; Pie charts; Scatter graphs
- 14 Time & Speed: Read and write 12 and 24 hour times; Timetables; Durations; Speed formula; Fractional times; Speed problems; Travel graphs
- 15 Algebra – Problem solving: Formation of algebra expressions and equations; Double sided equations; Solving problems using algebra [L3: Solve problems using Trial & Improvement; Solve simultaneous equations using elimination, substitution and graphical methods]
- 16 L3: Pythagoras Theorem: Identify hypotenuse; Pythagoras theorem; Problem solving

### Summer Term

- 17 Bearings & Constructions: Compass directions; Bearings; Scale drawings; Problem solving; Construction of SSS, SAS and ASA triangles; Harder constructions

Once the CE syllabus work has been completed the students will start to revise all of the topics following a structured revision programme. This will involve revision of the appropriate methods as well as a variety of activities designed to consolidate these topics. Students will also complete past CE papers (approx 1 per week) and the results of these will be used to plan further individual or group revision tasks.

## **8S Scheme of Work**

### Michaelmas Term:

1. Working with powers and square roots; Simplifying surds
2. Equations and Inequalities – solving equations, solving problems using algebra, equations with fractions, equations with two fractions, solving inequalities
3. Indices & Algebra – laws of indices, simplifying algebraic expressions, indices & brackets, factorising
4. Using Formulae – substitution, area & volume formulae, finding an unknown, polygon formulae, distance/speed/time formulae, average speed, rearranging formulae (including factorising and roots)
5. Equations & Brackets – expanding brackets, factorising, difference of two squares, solving quadratics through factorisation
6. Simultaneous Equations – graphical solutions, elimination method, substitution method, worded problems.
7. Sequences – square number, triangular number & Fibonacci type patterns, nth terms, sequence notation, quadratic sequences.

8. Working with numbers – natural/cardinal numbers, long multiplication, long division, integers, fractions, negative numbers, factors & multiples, prime numbers & prime factors, product, HCFs and LCMs, using a calculator & BIDMAS (brackets & memory keys)
9. Decimals – four rules of decimals, money problems, metric units, decimal places & significant figures
10. Fractions – equivalent fractions, mixed numbers & improper fractions, addition & subtraction of fractions/mixed numbers, fraction of an amount, multiplication & division of fractions/mixed numbers, reciprocals, fractions on the calculator.
11. Percentages – rules of conversion, finding a percentage of a quantity, V.A.T., percentage increase/decrease, percentage change, finding the original amount,
12. Ratio & Proportion – comparing area and volume, volumes of enlargements

#### Lent Term:

13. Pythagoras' Theorem – finding the hypotenuse, finding a shorter side, worded problems, isosceles triangles, Pythagorean Triples, worded problems
14. Area & Volume – circles, perimeter, finding the radius, circle problems, volume of prisms, cylinders, units of area & volume,
15. Looking at Data – pie charts, bar charts, scatter graphs & correlation, mean, median, mode, range
16. Graphs – travel graphs, everyday graphs, equations to graphs, graphs of curves, points of intersection
17. Probability – theoretical probability, probability of two events ('OR' & 'AND' rules), probability space diagrams
18. Transformations – reflections, rotations, translations, enlargements, transformations on a grid

#### Summer Term:

There should be plenty of opportunity to practise past papers and there needs to be an emphasis on problem-solving work for this group. Since the Scholarship Examinations are taken early in May, the formal summer term maths curriculum is light for 8S and much of their final few weeks is spent 'off timetable'. Where maths lessons do take place, the emphasis tends to be more on problem-solving activities rather than the teaching of additional maths concepts.

John Davis  
Head of Maths

# SCIENCE

## YEARS 7 and 8

In Years 7 and 8 the pupils follow the 13+ Common Entrance Syllabus which incorporates Key Stage 3 of the National Curriculum. Science is taught in topics (see below). The skills, knowledge and understanding of the pupils will be developed and expanded in the hope that pupils will see that Science is the desire to understand the world around them. The pupils will explore concepts through experimentation wherever possible.

### BIOLOGY

Cells  
Variation and Classification  
Relationships in an Ecosystem  
Reproduction  
Healthy Living  
Nutrition  
Photosynthesis  
Respiration, Breathing and Circulation

### CHEMISTRY

Acids & Alkalis  
World of Matter  
Chemical Reactions  
Atoms, Elements, Compounds  
Metals and Reactivity  
Mixtures

### PHYSICS

Energy  
Forces  
Space Physics  
Light & Sound  
Electricity and Electromagnets

Pupils have 6 lessons per week. They have one prep per week of 25 minutes.

The Common Entrance candidates will sit three 40 minute examinations; Biology, Physics and Chemistry at the end of Year 8.

The Scholarship candidates will sit a 90 minute Science examination in May.

## YEARS 5 and 6

We follow broadly the National Curriculum at Key Stage 2 but include elements of the 11+ Common Entrance Syllabus where appropriate.

The aim is to build on the experiences and knowledge of the pupils, and scientific enquiry is an integral part of the work. Good laboratory practice and practical skills will be established with the emphasis on safety. This work will provide a base for the 13+ Common Entrance work to follow in Years 7 & 8.

The topics covered are:-

Safety and Lab equipment  
Keeping Healthy  
Gases All Around  
Earth, Sun & Moon  
Adaptation  
More about Dissolving  
Forces  
Changing Circuits  
Light

Variation & Classification  
Life Cycles  
Changing State  
Sound All Around  
Microbes & Health  
Reversible & Irreversible Changes  
Environment & Feeding Relationships  
Energy Transfers & Alternative Energy  
Forensic Chemistry

Years 5 & 6 have 5 lessons per week. They have one 20 minute prep per week.

# FRENCH

## YEAR 5

We recently introduced the Accelerated Integrated Method (AIM) to Year 5. AIM is a method of teaching centred upon the use of stories and music as context for language acquisition. Specifically designed stories that are also theatre pieces become the focus for a range of integrated scaffolded language activities that push students to a higher level of fluency as they progress through each story unit. The vocabulary and structure is targeted for acquisition through the kinaesthetic method of gesture. This accelerates the acquirement of the target language as students respond to vocabulary and structures kinaesthetically, visually, physically and auditorially.

The reason for adopting the AIM method was:

- To ensure target language *only* in the classroom.
- To increase and accelerate the acquisition of French as a second language and to ensure rapid fluency development.
- To target age-specific learning previously encumbered by heavy grammatical learning (non-age specific).
- To encourage higher order skills through the story process (creativity, analysis, evaluation).
- To cultivate an environment of appreciation of learning a foreign language.

## Course Overview 2017/18

- Review and build on previous year's language.
- Follow and give basic classroom instructions.
- Acquisition of new vocabulary and gestures
- Demonstrate an understanding of oral French containing familiar words and expressions with visual support.
- Use language in different contexts.
- Understand and enact The Three Little Pigs
- Summarise/retell story
- Expand language within the framework of the play.
- Compare and contrast and discuss characters and story.
- Apply knowledge of story to create class story.
- Use of questions.
- Read for meaning - read a variety of texts and demonstrate understanding.
- Complete a variety of writing activities carefully sequenced and modelled.
- Develop writing skills -responding to closed and open questions
- Write ideas and facts or provide written responses to simple questions using simple and extended sentences.
- Identify and use the vocabulary and grammar appropriate for this level.

### Evaluation and Assessment

Assessment follows the AIM method and is an integral part of the learning process. Assessment at this level is mainly on-going formative assessment supported by a cumulative record of student achievement; enabling the teacher to provide immediate, frequent and regular feedback to ensure constant and consistent development of language skills. Assessment is both formative and summative and incorporates some written assessment.

Formative assessment includes informal teacher observation during whole-class and pair activities, *gesture reviews (oral and kinaesthetic)*, play preparation and rehearsals, listening and reading comprehension tasks and includes opportunities for peer and teacher feedback and feed forward.

Summative assessment includes listening and reading comprehension activities, writing projects and the presentation/performance of the play.

All four language skills (reading, listening, speaking and writing) are assessed.

Assessment activities include:

- role playing
- responding to visual images
- responding to instructions
- one-to-one interviews
- play rehearsal and performance
- written exercises designed to move students from supported to partially supported writing

*Lesson allocation:* 3 x 35 minutes per week.

### **YEAR 6**

The Year 6 course is based around the new and demanding Oxford University Press course, 'Allez'  
The course will include;

- Revision of Year 5 Work
- Personal description
- Family
- Personality and Appearance
- School
- Likes / Dislikes
- Hobbies and interests of self and others
- Meals and mealtimes
- Food and Drink
- Eating Out and Ordering Food
- Following Recipes

There will also be much more of an emphasis on grammar than previously to include regular and irregular present tense verbs, nouns, articles, adjectives and agreements, negatives and familiarisation with the perfect tense.

The end of Year exam set in **CE style** will include:

- Listening Comprehension,
- Reading Comprehension,
- Short pieces of written work.
- A speech and some questions on familiar topics.

*Skills:* The emphasis remains on listening and speaking and now the children are introduced to basic written comprehension work and some structured writing.

*Text Books:* Allez 1

*Lesson allocation:* 3 x 35 minutes per week. Prep 20 minutes

## YEAR 7

Revision and extension of Year 6 work  
Clothes and fashion  
Body, Sport and Healthy lifestyle  
Illness!  
Freetime, leisure, pocket money  
Introduction to talking about events in the past  
Describing days out

Exam preparation and technique

**End of Year exam** set in **CE style** will include;

- Listening Comprehension (25%)
- Reading Comprehension (25%)
- Written sentences and longer essay question (25%)
- A speech, role-play and questions on familiar topics (25%)

*Grammar:* adjectives, irregular plurals, negatives, numbers over 100, ordinal numbers  
ER, IR, RE verbs, être, avoir, aller, faire, pouvoir, prendre, mettre, vouloir,  
imperatives, infinitives, reflexives, conjunctions, 'depuis,' this/that,  
emphatic pronouns, prepositions, introduction to perfect tense  
7S will study the Past and Future Tenses in greater detail

*Skills:* Listening, speaking, reading and writing

*Text Books:* Clic 2 (Star and Plus) and numerous supplementary resources

*Lesson allocation:* 4 x 35 minutes per week

*Prep:* 2 x 20 minutes

## **YEAR 8**

Revision and extension of topics in preparation for Common Entrance or Scholarship Exams. Time will be divided equally between the four skills of listening, speaking, reading and writing.

*Grammar:* Previous grammatical ideas will be revised, with lots of emphasis on correct verbal and adjectival endings. Irregular verbs in the 1<sup>st</sup> person singular, and 3<sup>rd</sup> person singular and plural need to be thoroughly understood. Some children will be encouraged to use past and future tenses. Scholars will require a command of all tenses and a variety of construction

*Skills:* There is an equal balance of listening, speaking, reading and writing.

*Topics for study:* TV, Cinema and Music  
Hotels, Camping and travel (CE)  
Describing past and future holidays, weather (8S)  
Revision: house and home, school, family, town, holidays, weather, travel, transport, directions, clothes, shopping, food and drink, sport and leisure, pocket money, helping at home

*Text Books:* Clic 2, Equipe 2 and 3, GCSE revision guides and numerous supplementary resources

*Lesson allocation:* 4x 35 minutes per week

*Prep:* 2 x 25 mins per week  
2 x 30 mins per week (8S)

### **French at CE**

Listening, Speaking, Reading and Writing (25% each)

Listening: Questions in English about texts of increasing length played on a CD

Reading: Matching of pictures to words and phrases, putting sentences in order, true/false, questions in English

Speaking: Exam carried out with class teacher. 10 minutes preparation time for role play, short presentation for 2 of 3 prepared topics (one chosen by student), followed by questions

Writing: 1-2 sentences describing a picture, essay question of circa 150 words

### **Scholarship French**

The Independent Schools Examining Board states that the Scholarship Exam is set on the CE syllabus. That said, the degree of difficulty and the expectations of performance are considerably higher, especially with range of vocabulary, idiom, tense work and grammatical knowledge and understanding. Elements of the final paper are on a par with that expected at GCSE. Children who are deemed able to tackle scholarship work need to be well on top of the CE syllabus by the end of Year 7. To this end, the timing and order of topics taught varies from that of CE and grammar is taught in much more detail.

Further details of all courses are available from Head of MFL, Rachel Newham  
rnewham@foremarke.org.uk



## GEOGRAPHY

The following information provides an overview of topics studied in Geography from Years 5-8. The syllabus in years 6-8 is specifically designed to meet the demands of the ISEB Common Entrance and Scholarship programmes leading to examinations taken in Year 8. Work covered in Years 3-5 provides an excellent foundation for these exams.

We have endeavoured to create a diverse and stimulating package which should not only facilitate examination success, but should also lead to continued study and enjoyment of the subject well beyond 13+. Cross curricular and interactive learning continues to develop, opening up the real geographical world for children. Anyone wishing to review more detailed planning of these units can contact me at [ahobson@foremarke.org.uk](mailto:ahobson@foremarke.org.uk)

<b>YEAR GROUP</b>	<b>MICHAELMAS TERM</b>	<b>LENT TERM</b>	<b>SUMMER TERM</b>
Year 5	Antarctica	UK and World Geography	Peak District National Park Map skills / orienteering
Year 6	LEDCs & MEDCs Brazil	Advanced Map skills	Weathering and Erosion Limestone Scenery
Year 7	Tectonic Processes (Volcanoes and Earthquakes)	Weather and Climate (With fieldwork exercise)	River and Coastal Processes
Year 8	CE Fieldwork and Write Up Globalisation, Economic Processes	Population and Settlement	CE and Scholarship revision

## HISTORY

We aim to teach History in a way that is relevant, interesting and enjoyable. History is about more than just knowledge. Our aim is to develop resourceful, resilient learners who can function independently or as team players, and who will listen carefully and communicate clearly with confidence.

### YEAR 5

In the last academic year, Foremarke children looked at history from 'early times to circa 1066.'  
This academic year children will be taught, at a level and in language suited to their age and ability, about medieval history. By the end of the year we hope children will be able to offer informed opinions on much of the following:

- The Norman Conquest, including the build up to the Battle of Hastings, the events of the battle itself and how William gained control of the country.
- Life after the Norman Conquest, including the Bayeux Tapestry, the Feudal system and the Domesday Book.
- The evolution and adaptation of castles, including the study of Motte & Bailey castles, the defensive features of a castle, siege weapons used during the era and Edward I.
- Law and Order during The Middle Ages, trials by ordeal and whether or not the systems used were fair.
- The importance of medieval religion and people's views on life after death (Heaven & Hell).
- The Black Death; how it spread to the country, its symptoms, how it affected the population at the time and the subsequent improvement in the quality of life post the disease.
- Knighthood. The education of a knight, what was expected of them and the representation and significance of a coat of arms.
- The Crusades and the significance of the Holy Land.

## **YEAR 6**

Children in Year 6 embark on a programme of historical study of the early modern period (circa AD1485-1714) with Mr Masters. By the end of the year we hope children will be able to offer informed opinions about some or all of the following:

- Year 6 start the year learning about [the](#) end of the [Wars of the Roses](#) and [the controversial figure](#) of Richard [III](#).
- Bravery or betrayal? How was the Battle of Bosworth won in 1485?
- Was Henry Tudor the best businessman ever to sit on the throne of England?
- Did Henry VIII have a problem with relationships?
- What part did Repton play in the Reformation?
- Did 'Bloody Mary' Tudor deserve her nickname?
- How did life in the first Elizabethan era compare with life in the second? Was either a golden era?
- Guy Fawkes - the greatest villain in - or the greatest victim of - history?!?
- Why is the 'Red hand of Ulster on the Burdett coat of arms?
- Crown or Parliament? Did Charles I deserve to die?
- Differences between life in the seventeenth century, earlier periods, and now?
- Was Oliver Cromwell 'God's greatest Englishman'?
- What was 'restored' in 1660?
- The Foremarke Code and witchcraft - is it right for us to judge people of the past by today's values?

## **YEAR 7**

Children in Year 7 **continue their chronological coverage by charging through the 18th, 19th and first few decades of the twentieth century with Mrs Coombs and Mr Masters.** By the end of the year we hope children will be able to offer informed opinions on some or all of the following:

- Introduction to the 18<sup>th</sup> and 19<sup>th</sup> Century.
- An analysis on population growth in the period 1750-1900
- Changes in farming methods and the impact of the Agricultural Revolution.
- Study of the Cotton Mills and Richard Arkwright 'The Father of the Industrial Revolution'.

- Impact of the Industrial Revolution upon families and society.
- How did coal production change during this period?
- What was Watt's contribution to the industrial revolution?
- Which came first, roads, railways or canals and how did they change things?
- Empire and Britain's role in the slave trade.
- French Revolution – why did this worry the British hierarchy?
- Why should we care about the Battle of the Waterloo?

### **YEAR 8**

In the final year at Foremarke Hall, expectations rise as ever, term by term. We start the school year with a study of Victorian Britain and Public Health before embarking on a period of developing essay writing skills and source analysis work.

Children are prepared to sit the Common Entrance Examination and Scholarships to the schools of their choice. The Common Academic Scholarship used by Repton School, among others, is based on the CE Syllabus, which in turn, is based on Key Stage 3 of the National Curriculum.

As in previous years, basic educational and specific historical skills continue to be practised and developed. Children are expected to display quite sophisticated chronological thinking. They should understand continuity and change and have learned that every action has cause(s) and effect(s) so nothing happens in isolation. They should be able to deal with different interpretations, analyse evidence, make and communicate judgements effectively. They should gain an insight into human values, beliefs and motives.

Children are expected to take a growing responsibility for their own learning and to have a growing awareness of how they learn best and which revision techniques work most effectively for them.

For the **COMMON ENTRANCE EXAMINATION** most pupils will draw on the knowledge gained in Year 7 and 8 as well as the historical periods and events that may arise in the Evidence Question.

The **COMMON ACADEMIC SCHOLARSHIP** takes the content and expectations of Common Entrance as its minimum bench mark and both evidence and essay questions can extend the brightest pupils in every sense.

**CAS** is less prescriptive in its guidance for teachers, and children really need to display commitment, initiative and mastery of the material.

Any query concerning History at Foremarke Hall should be addressed to the Head of Department, Ian Masters, either in person or via email to: [imasters@foremarke.org.uk](mailto:imasters@foremarke.org.uk)

# RELIGIOUS STUDIES

Religious Studies provides rich opportunities for pupils at Foremarke to learn about things that matter in the lives of many people in the local area and the wider world. Our pupils study beliefs, teachings and ways of living, and so that they can explore a range of responses to questions of identity, meaning, purpose, values and commitments. In the process they can examine and reflect upon their own ideas and values. Understanding people's beliefs can be a first step to recognising and appreciating diversity. At a time when religious beliefs guide the lives of billions of people worldwide, this is still of vital importance. Religious education does not hide from the controversies, however, and as children and young people grow up, they will encounter religious and non-religious responses to some difficult questions about how we should live in a world of difference. We also aim to help children understand spiritual values and show how belief may have a bearing on their lives too. It is hoped that this approach at the preparatory school stage will provide a firm foundation for the future.

## **YEAR 5**

In Year 5 children follow the recommendations of the Independent Schools Examination Board by studying narratives taken from both the Old and New Testaments. Stories from the Old Testament include those relating to founders of the Jewish faith like Moses, heroes such as Ruth and David, and, the prophets of Israel. Whilst, from the New Testament, selected incidents from the life and work of Jesus are studied, together with episodes relating to the beginnings of the Christian church. When assessing what has been learnt, approximately 85% of the procedure will test knowledge and understanding, whilst 15% will test the skills of analysis and evaluation.

## **YEAR 6**

In Year 6 children study the key aspects of Islam, Hinduism and Sikhism, spending approximately a term on each religion. By using the skills of analysis and evaluation the children will gain an understanding of the following aspects: where in the world each religion is practised, beliefs and how they are expressed, lived and valued. We also examine key figures in each faith, holy texts and places of worship. When assessing what has been learnt, approximately 85% of the procedure will test knowledge and understanding, whilst 15% will test the skills of analysis and evaluation.

## **YEAR 7**

In Year 7 we begin the CE course in earnest and pupils are taught about some of the beliefs, practices and attitudes of the Jewish faith in order to develop a knowledge and understanding of Judaism. We also examine over a dozen Old Testament stories (see below). The aim of the course over the next two years is to:

- Study the foundational biblical texts of the Judeo-Christian tradition.
- Acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religion(s).
- Consider the influence of the beliefs, values and traditions associated with one or more religion(s).
- Consider religious and other responses to moral issues.

- Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life.
- Develop skills relevant to the study of religion.

Pupils are expected to know and understand the selected texts listed below and have the necessary skills to evaluate the role of the biblical material in relation to contemporary issues (both ethical and theological). Biblical quotations included in the examination questions are taken from New International Version.

- God, Human Nature and Covenant
- The Creation Accounts: Genesis 1: 1-2: 25
- The Garden of Eden and The Fall: Genesis 3
- Cain and Abel: Genesis 4: 1-16
- The Near Sacrifice of Isaac: Genesis 22: 1-19
- The Exodus and Passover: Exodus 12: 1-13
- The Ten Commandments: Exodus 19: 1-8 and Exodus 20: 1-17
- Leaders and Prophets of the Old Testament
- Moses: Exodus 3: 1-17
- David: David and Bathsheba; 2 Samuel 11: 1-17
- Nathan: 2 Samuel 12: 1-14
- Solomon: 1 Kings 3
- Elijah: 1 Kings 18: 19-46 and 1 Kings 19: 1-18
- Isaiah: Isaiah 1: 10-20 and Isaiah 5: 1-7

When assessing what has been learnt, approximately 80% of the procedure will test knowledge and understanding, whilst 20% will test the skills of analysis and evaluation.

## **YEAR 8**

In Year 8 we continue to build on skills developed in Year 7 but focus now switches to Christianity and the New Testament. Pupils are taught about some of the beliefs, practices and attitudes of the Christian faith in order to develop a knowledge and understanding of Christianity. Pupils will be encouraged to develop their skills of analysis and evaluation by exploring questions of morality and the values of contemporary society. When assessing what has been learnt, approximately 80% of the procedure will test knowledge and understanding, whilst 20% will test the skills of analysis and evaluation.

New Testament stories covered include:

- Jesus' Teaching
- Zacchaeus: Luke: 19: 1-10
- The Paralysed Man: Mark 2: 1-12
- The Calming of the Storm: Mark 4: 35-41
- The Rich Young Man: Mark 10: 17-31
- The Woman and Simon the Pharisee: Luke 7: 36-50
- The Good Samaritan: Luke 10: 25-37
- The Lost Son: Luke 15: 11-32
- The Sower: Luke 8: 4-8, 11-15

- Jesus' Life, Death and Resurrection
- The Birth of Jesus: Matthew 1: 18-25
- The Temptations: Luke 4: 1-13
- The Call of the Disciples: Luke 5: 1-11
- Peter's Declaration: Mark 8: 27-33
- The Transfiguration: Mark 9: 2-13
- The Sentence, Crucifixion and Burial: Mark 15: 6-47
- The Resurrection: John 20: 1-29

### **Scholarship**

Candidates are expected to demonstrate a wider knowledge and understanding of the syllabus than candidates for Common Entrance. The paper is 60 minutes in length and will consist of two sections with six questions in Section 1 and nine questions in Section 2.

#### **Section 1: Contemporary Issues (25 marks)**

These questions will explore issues of religion, morals and values within today's society. Questions will require an essay-style response. Six questions will be set; candidates must answer one question.

#### **Section 2: Old Testament, New Testament and World Religions (25 marks)**

Three structured questions will be set on each area (Old Testament, New Testament and World Religions). Candidates must answer one question.

The scholarship course in Religious Studies is extremely challenging, especially given the brief amount of contact time given, and therefore scholars are expected to spend more time on work outside of the classroom (for both research and essay writing). However, the course is also very rewarding and it gives pupils the opportunity to find their own voice, as well as honing both their essay writing and critical thinking skills.

## CLASSICS

The Classics department at Foremarke Hall offers Latin and Classical Studies as a part of the curriculum. Classical Greek may also be offered, as part of the Activity Programme, to pupils who express a keen desire to learn it. Pupils may be introduced to Latin from Year 6, depending on form placement arrangements and setting for English. In Years 7 and 8, pupils will follow a course in either Latin or Classical Studies, again depending on their setting arrangements.

Although exceptions may be made for those whose native language is not English, overseas pupils taking Latin generally do very well. Latin is also considered to be a 'dyslexia' friendly language, as the primary emphasis in Latin is placed upon reading rather than speaking the language.

In Year 6 the curriculum allows for two thirty-five minute periods a week. In Year 7 pupils in 7PS and 7/1 have four periods of Latin per week, leading to the Common Academic Scholarship or the Common Entrance examinations; those in the 7/2s have two periods of Classical Studies, and will sit the Repton Classical Studies paper at the end of Year 8.

The Latin course we follow at Foremarke Hall is *So You Really Want To Learn Latin*, by Nicholas Oulton. This course has been written with the particular needs of the Common Academic Scholarship and the Common Entrance examinations in mind. It is used in many preparatory schools in the country, and is one which provides a thoroughly systematic approach to Latin grammar, including the translation of English into Latin.

The Classical Studies course will follow the non-linguistic topics from the Latin Common Entrance syllabus. This will not only give the pupils a good understanding of the world of Ancient Rome and of Greek mythology, but will prepare them very well for the GCSE in Classical Civilization offered at Repton and other schools. As well as *Greeks and Romans* by A M Wright, the basic course book, we use R L Green's *Tales of the Greek Heroes; Black Ships Before Troy* and *The Wanderings of Odysseus* by Rosemary Sutcliff for Greek mythology; and Peter Connolly's *Ancient City* for the Roman background material.

The Classics Department is situated in a modern classroom dedicated to classics. It is very well-resourced indeed: there is a wide selection of books on classical subjects, excellent provision of notice boards for grammatical teaching aids, maps, plans, photographs, and for displays of the work done by pupils; the classroom is also equipped with a computer, projector and interactive white board.

### WHY WE LEARN LATIN

To those who ask - and there are an odd few - 'Why learn a 'dead' language?' much can be said in reply. Latin is the mother of modern languages such as French, Spanish, and Italian. Latin did not 'die' it 'developed', and it certainly has not been buried! All languages change. Indeed, it is interesting to ponder whether an English speaker today travelling back in time to the world of Geoffrey Chaucer in the fourteenth century would recognize as much 'English' as a Frenchman or Spaniard, or Italian, would recognise of his own language if he were to travel back two thousand years and hear the classical Latin of ancient Rome. Is Latin then as dead as the English of Chaucer? It has been said that the study of Latin reaches parts of the brain that other subjects on their own do not reach: it is a combination of Maths, English, Romance Languages, and the logic which accompanies these other disciplines. Nicholas Oulton, in his introduction to our course book *So You Really Want To Learn Latin*, says of the study of Latin:



‘It provides an excellent basis for learning language, both our own language and other modern languages which are formed from Latin. It provides an excellent form of mental gymnastics, exercising our brains and training them to memorise, analyse, and deduce.’

It also is good for those young aspiring detectives who must find out in each sentence ‘Who’ is doing ‘What’ to ‘Whom’ and ‘When’.

The study of Latin trains pupils to read texts carefully, it develops their powers of observation and awareness, it encourages them not to jump to the wrong conclusion, and, above all, it teaches them to be patient. Pupils will find that Latin is the easiest thing in the world if only they follow the rules!

Is Latin useful, compared to other important subjects in the curriculum? How many of us use the mathematics we learned at school in our daily lives? Most of us have abandoned the trigonometry or geometry, the algebra or calculus of our school days, and are content with arithmetic. Yet we speak English every day and those with even a small amount of Latin may find that their understanding of their vernacular is enriched enormously. Pupils are always very surprised to discover that the roots of seventy-five per cent of English words are to be found in Latin or Greek - very much down to William the Conqueror who brought French (the modern Latin of its day), as well as the official Latin of the law courts and the Church, into England with his Normans. The study of Latin - and Greek - can give pupils that X-ray vision which penetrates to the deeper meaning of the English word. Even the mathematical terms above are from Greek: ‘trigonometry’ is the measuring of triangles and ‘geometry’ the measuring of the earth. Other words in English, like ‘defenestration’ - as in ‘The Defenestration of Prague’ which began the Thirty Years’ War in 1618 - began with two basic Latin words: when pupils are presented with the Latin *de* meaning ‘down from’ and *fenestra* meaning ‘window’, they can then *deduce* what defenestration means. Derivations form a significant part of the ‘fun’ of Latin. Accompanying their linguistic studies is the paralinguistic material - the background, the classical civilization: history, art, architecture, archaeology, religion, myths and legends, and the rich literature of two fascinating civilizations.

## **THE CURRICULUM**

### **YEARS 6 to 8**

*Preparation for the Common Entrance Examination or the Common Academic Scholarship Examination*

Not all pupils will have been at Foremarke since Year 6, and so provision is made for the Latin beginners who join us in Year 7. Pupils new to Latin in 7PS will follow an accelerated course which will bring them to the same level as their peers who may have been studying Latin from Year 6 by the end of the Michaelmas Term. Pupils who arrive in Foremarke in Year 8 without having studied any Latin before, and find themselves placed in a Latin teaching group, do not begin Latin at this stage, but follow the Classical Studies course.

## NON-LINGUISTIC STUDIES

Pupils will study many and varied background topics in the course of their Latin studies. The topics listed below are the examinable subjects at Common Entrance.

<b>Domestic Life</b>	daily life in Rome and Pompeii, Roman housing, slavery in the ancient Roman world, Roman baths.
<b>The City of Rome</b>	the foundation of Rome, Romulus and Remus and other early legends; entertainment in ancient Rome: theatre; amphitheatre; the circus; the baths.
<b>Roman Britain</b>	general historical outline; Julius Caesar; Claudius; Caratacus and Boudicca; towns; villas; Hadrian's Wall.
<b>Greek Mythology</b>	Perseus and Medusa; Theseus and the Minotaur; The Labours of Hercules; Jason and the Golden Fleece; The Trojan War; The Wanderings of Odysseus.

## PREP POLICY

Prep is set regularly in accordance with school policy:

Year 6	one twenty-minute session per week
Year 7	one twenty-minute session per week
Year 8	two twenty-five-minute sessions per week

This guide to time spent on prep will of course vary according to the ability of the pupil and the conditions under which he/she does the homework and should not, therefore, be seen as inflexible.

The aims of prep are:

- to reinforce work done in class;
- to give additional practice in handling the language;
- to enable preparatory work to be done for class work;
- to engender a sense of responsibility in each pupil for his/her own progress;
- to encourage pupils to develop their independent study skills - dictionary work or research.

The prep task is often open-ended which allows pupils of differing ability to work at their own pace and level.

Prep may consist of the following:

- Translations, comprehensions and exercises;
- Learning vocabulary and grammar;
- Preparation of work, e.g. translation, for the next lesson;
- Reading and answering questions on the background sections in each stage or writing about topics featured in the background sections;
- Research on a topic in preparation for class work.

All prep tasks are assessed through formal or informal testing, and marking either by the teacher or the pupils themselves. All Latin pupils will have the Marking Feedback code glued into their exercise books to which they can refer easily, and which gives help on the analysis of their mistakes. The Classical Studies pupils will have Mark Descriptors which indicate how the marks are awarded for their work.

## **THE SYLLABUS**

The Syllabus for the Common Entrance Examination and the Common Academic Examination is available from the Classics Department.

# ICT

## **Aims and Objectives-**

It is the aim of the ICT department to encourage confident and competent users of ICT who can use their common sense when assessing ICT solutions.

Through a variety of experiences we aim for each child to develop skills in the following areas:

- Communicating ideas through words, pictures, and sounds.
- Entering, storing and classifying information.
- Accessing and obtaining information
- Programming, giving signals and commands

By the end of Year 8 children at Foremarke should be competent in the use of

- Word Processing
- Spreadsheets
- Charting
- Presentations
- Art

By the end of Year 8 children at Foremarke should have experience of work in:

- Web Pages
- Control and programming
- E-Mail
- Databases

We believe that teaching and learning can be improved by the appropriate use of computers. Children should be given opportunities, where appropriate, to develop and apply their information technology capability in their study of each subject. We encourage children to use their common sense when evaluating when to use (or not to use) particular ICT solutions. Children at Foremarke Hall should appreciate the opportunities they have to explore ICT. Children should be encouraged to respect both the people and the equipment the use in ICT. It is our intention that children will experience a wide range of ICT applications, enjoy using computers and grow in confidence and competence as they progress through the school. ICT will be used to support each area of the curriculum. Computer technology can both support and enhance the curriculum through application of databases, word processing, control and simulations and the use of communications technology. ICT can also greatly enhance quality of presentation both on the whiteboard and of displays. At Foremarke Hall the use of ICT as one way in which children's communication skills can be developed through letter writing, group work creating class newsletters, group problem solving, communicating with children in distant places by e-mail, retrieving information via the Internet, researching and reporting searches.

The emphasis in our teaching with Information Technology is on the use of computers as tools to support learning. Thus all pupils are made familiar with basic aspects of disc and printer management and efficient use of the keyboard and mouse. Word processing is the application most widely used. Throughout the school most activities using ICT are allied to other work carried out away from the computer. As pupils progress through the school they are given increasing control of their use of ICT, gaining growing independence in their use of ICT as a tool appropriate

to any given activity and in their choice of software required. ICT is a means for developing group work, autonomy and confidence and encouraging the consideration of the limitations of the process, and a reflection of work.

It is our aim that children should work on a computer regularly. Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.

Homework is not relied upon to support ICT work as access to home computers is variable.

In some homes the quality and level of ICT resources outstrip those available in school. Teachers will gauge the ICT experience of their pupils and planning will take into account of ICT resources available at home.

The work children do in ICT (Information and Communication Technology) may be with computers, digital cameras, video cameras, the internet and microbits. This document is a statement of aims, strategies and intentions in this area, but it largely centres on the use of computers.

IT (Information Technology) is the term used to cover a number of artefacts and systems which retrieve data electronically. It can mean tape and video recorders, calculators and robots but its major use at Foremarke Hall is the use of computers. ICT is similar to IT but emphasises the communication aspect of the technology.

Information technology capability is characterised by an ability to use effectively ICT tools and information sources to analyse, process and present information, and to model measure and control external events. Since the introduction of ICT at Foremarke a significant proportion of the syllabus has been used for programming activities.

Staff at Foremarke Hall believe that it is important that children's studies be enhanced by the use of computer technology as its use is widespread throughout the world today and is likely to become more so before our children mature and leave school.

All children will be encouraged to develop positive attitudes towards information and communications technology. They will be helped to develop confidence and enjoyment in, and an understanding of, the potential of computer applications including e-mail and the World Wide Web.

## Outline Programme

Y	Michaelmas	Lent	Summer
8	Charts and Projects 81a E Safety	Project Work 82a	Excel 3 Off Timetable.
7	Presentations 71a Microbit 1 71b	Evaluating Data 72a Databases 72b	E Safety 73a Computng 73 b Alice Programming
6	Multimedia Text, Graphics and Sound / Still movies 61a	Spreadsheet Modelling 62a HTML Programming 62b	Control Logo 63 Powerpoint E safety
5	E- Writing For Mail Different 51a Audiences 51b Internet safety	Programming Scratch Spreadsheets 52a	Spreadsheets E-safety 52b Repeating Patterns 53a Graphical Modeling 53b Animations 53c
4	Word Processing Collecting and presenting Data	Modelling Effects	Word skills in Context Branching Databases Moving Images Word skills Presentation
3	Touch Typing Word Processing	E-Mail Drawing Pictures in Frames to create movement	Exploring Simulations Linking Pages and showing work through a presentation
2	Communicating using text Control devices	Creating Pictures	Finding Information
1	Labelling and Classifying	Graphical Representation of Data	Instructions and making things happen
R	Everyday technology and programmable toys	Basic computer knowledge	Basic word processing
N	Classroom use of technology	Basic mouse skills	Extending and developing mouse skills

### Assessment

Assessment of pupil's attainment is a continuous process and integral to all teaching and learning. It will inform teachers, children and other interested parties and help to identify learner's strengths, weaknesses and needs.

### Cross Curricular Issues

Consideration will be given to the elements of cross curricular themes and skills and how they can be integrated into the ICT programme.

ICT experiences should reflect the whole school policy on promoting 'Learning powers'.

# DESIGN & TECHNOLOGY

## Outline of learning experience

*"Tell me and I forget - show me and I may remember - let me do it and I learn.  
Learning through making works!" (Prue Leith & others)*

The nature of Design & Technology is such that it can provide opportunities for children to engage in activities that are challenging, relevant and motivating. They will be encouraged to enjoy the subject, seek satisfaction and purpose, as well as experience a sense of wonder at their ability to design and make. Any design and technological activity will be a learning experience whereby children's repertoire of knowledge, skills and understanding is extended and applied in increasingly more diverse and sophisticated ways.

### **YEAR 3**

In Year 3 children will be introduced to the equipment that they will be using and familiarised with the room layout. There will be a strong emphasis on expected appropriate behaviour and safe work practices in the workshop environment.

Work over the coming year will involve children in a range of practical skills and will experience the use of a selection of materials appropriate to their age group with the intention of motivating enthusiasm for the subject. Initial work will introduce materials in general so that they are able to appreciate and compare their different properties, whether they are hard, soft, rigid or flexible. Project-work will tend to be fairly proscribed at this level to ensure success and satisfaction with their completed work but there will always be opportunities to input some personal creativity so they have a sense of ownership of their work.

Children will be encouraged to put their ideas down on paper and taught simple drawing skills to illustrate their ideas. On the practical front they will be taught how to measure, mark out and cut accurately using hand tools, progressing to power machinery as appropriate. They will learn how to join different materials together by selecting appropriate bonding techniques. By the end of the year they will be reasonably competent in using a variety of hand tools, the electric jig saw, pillar drill and sanding machine under teacher supervision.

There will be a diverse selection of projects designed to introduce new skills and understanding where there will always be opportunities to develop individual creativity. Past projects have included such products as a pull-along winged dragon, felt hand puppet, a jointed manikin, swing top pencil box, pneumatic jack-in-box and a puppet theatre.

### **YEAR 4**

Safe work methods and practices will be further encouraged and reinforced from children's previous experiences in Year 3.

Work over the year will involve children in a wide range of practical skills and experience the use of materials and the processes by which they can be cut, joined and formed. There will be three main areas of study and practical projects that will introduce commonly used mechanisms, namely pulley systems, cam systems and gear systems. These systems will be integrated into structures

that will form part of an interesting artefact to demonstrate how the mechanism can be practically applied. For instance, the pulley system can be used to create a fully working zoetrope and the gear system to drive a model of a fairground carousel.

Structures are an important element within these projects and to ensure accuracy of construction, children will be introduced to the 'Lynx' jointer, a specially made plastic template to hold the timber sections in place whilst the glue is drying. They will also construct their own gear systems, again using specially provided templates.

Drawing skills will continue to be encouraged and retrospective drawings made of completed project work to stimulate their ideas in designing in two dimensional forms.

Safe work methods will always be encouraged and reinforced from children's previous learning experiences in the workshop environment. New pupils will be introduced to these work practices at an early stage and taught how to use equipment and tools as and when appropriate to their tasks.

## **YEAR 5**

Work over the year will involve children in a wide range of practical skills and experience the use of materials and the processes by which they can be cut, joined and formed. Project work will cover practical solutions to environmental issues as well as an introduction to electrical circuits and soldering skills. The garden environment, for instance, provides some interesting opportunities for design, one such being, for example, a feeding station for wild birds or perhaps a nesting box. Litter is another environmental issue within the community and a project design utilizing knowledge of lever and linkage systems can provide the construction of a useful tool to pick up litter. Similar lever and linkage systems could also be employed in the construction of a mechanical toy product.

Electronic work proves to be popular and here we introduce skills in using soldering equipment safely. An understanding of the principles of simple electric circuits is dealt with along with the working characteristics of certain electronic components. When used in conjunction with the construction of a suitable mechanical system, similar to that used in the previous year's work, a worthwhile electro-mechanical product can be designed and made with considerable success.

Drawing and designing skills will continue to be encouraged, particularly in the early stages of the project so that ideas can be formed and clarified before starting the practical aspects of the project brief. Retrospective drawing of the completed work could also be undertaken to reinforce 2-D drawing skills of what they have made.

If time permits, other shorter projects may be undertaken to focus on particular skills.



## **YEAR 6**

Work over the year will involve children in a wide range of practical skills and experience the use of materials and the processes by which they can be cut, joined and formed. The general focus in this year is to further develop individual creative skills matched to the given design briefs. An early project would introduce the vacuum former that allows thermo-plastics to be formed from a former designed and made by each pupil in order to create a hanging wall clock.

Further work will encourage creative designs in timber materials based on a simple product such as a paper note dispenser that has a practical application to everyday life. Pupils will be encouraged to expand the basic project brief to include other useful elements such as to include a drawer or perhaps a desk tidy. Should time permit, other shorter focused projects may be undertaken to develop particular skills and understanding and which could include using appropriate software to create a simple artefact, such as an acrylic key fob, that can be cut out using the LaserCam.

Drawing skills will continue to be encouraged at the design stage and then retrospective drawings produced of the completed project.

## **YEAR 7**

Work over the year will involve children in a wide range of practical skills and experience. Projects experienced during this year will focus not only on individual creativity but also on innovation. Computer Aided Design and Manufacture (CAD/CAM) will be introduced and familiarisation in using the '*Techsoft 2-D Design*' software. Developing skills with the more advanced designing tools on screen will be undertaken to encourage more scope for creativity in the final product to be made. These new skills will be utilised in a project to produce artefacts from acrylics and other plastics that can be cut and formed on the laser cutter.

Through practical projects, pupils will develop an understanding of materials classification with respect to polymers, metals and metal alloys and wood based materials. Pupils will be expected to identify why specific materials are chosen for specific purposes based upon the properties of that material.

Formal technical drawing skills will be introduced to aid the design process and that will include both isometric and orthographic projection drawings. The latter demonstrates three scale views of the product to be made, complete with dimensions.

In the latter part of the summer term, candidates are selected for the D&T Scholarship programme that starts when they return in the Michaelmas term in their Year 8. This gives them time to start work on their chosen project earlier.

## **YEAR 8**

A real focus of this year is to explore the pupil's creativity and encourage independence in the workshop through a range of carefully chosen projects which have very open briefs allowing students a free hand in the design process. Pupils will also explore the concept of 'designing for a client', where the needs and wants of others will be a major design consideration.

The year starts off with a major project on product design with an electronics element, taking on board all the skills that have been learnt in previous years. 'Systems and Control' will generally be a major component of the work at this level. There is always the potential to integrate CAD/CAM skills into the project work and any other appropriate ICT skills that have relevance to the work in hand.

Pupils will start the year making a desk lamp which integrates the three main material groups – metals, wood and plastic.

Following on from this project, other work can be set, again product design based, but there will also be an opportunity for individuals to develop their own design briefs as long as it is appropriate and to the expected standards. This would normally occur in the final summer term or perhaps the latter half of the Lent term after the main project has been completed.

In this year group, D&T Scholarship candidates (selected the previous term in Year 7) work independently to complete a presentation for an award to their chosen senior school. These candidates would be expected to produce work of a very high calibre, not only in the completion of a practical project but also a detailed portfolio of the work involved. To facilitate this, the group would drop Art and concentrate on their DT work on a full time basis rather than for the timetabled half a term. In addition, extra curricular activity sessions are provided to work as a small group with extra teacher support.

# ART

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables pupils to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Pupils become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Art and design is a foundation subject in the National Curriculum. At Foremarke Hall we use the National scheme of work as the basis for our curriculum planning in Art and Design. We have adapted the National scheme to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.

<b>Year</b>	<b>Michaelmas term</b>	<b>Lent term</b>	<b>Summer Term</b>
Year 4	Pupils will primarily study some colour techniques, colour blending and pencil tone drawing. Developing into perspective drawing. A study of Roman culture will develop into Roman ceramic vases.	Pupils will study the work of Indian pattern and culture and produce a piece of cloth using the technique batik. Drawing and studies will develop in their sketchbooks.	Pupils will explore the art of the Viking, producing a clay mask. Pupils will have close links to History curriculum. Main focus on research and annotation.
Year 5	<b>Basic colour theory</b> , Colour wheel using extended method of tertiary colours and complementary colour collages. Pencil crayon blending developing into architectural mosaics in pencil crayon and realistic tonal pencil pieces of buildings.	Pupils will look at <b>Architectural features</b> of Foremarke Hall and combine with the work of Antoni Gaudi. Pupils will produce a mixed media painting based on the Architectural features. The work will be developed in their own sketchbooks.	Pupils will develop <b>Gaudi architectural ceramic sculptures</b> . The pieces will be decorated using small coloured mosaic tiles.
Year 6	The work of the <b>Impressionists</b> will be looked. With the emphasis on colour, tone and mark making. Pupils will set up still life sets and photograph. Digital manipulation will be the basis of expressive paintings	<b>Aboriginal paintings</b> . Dreamtime stories and paintings will be developed using a central motif of an animal. The outcomes will be long paintings using paint and mark making	The topic will be developed into small <b>Aboriginal ceramic</b> lizards made from clay. They will be decorated using mosaic egg shells and paint.
Year 7	<b>Jigsaw portrait project</b> . Pupils will look at face proportion and tonal blending. Various artists such as Picasso, Seurat and Van Gogh will be studied to encourage a montage of different effect on the self portrait.	<b>Cubist portraiture</b> will encourage the pupils to explore different facial proportion. Abstract images in paint will be developed into Cubist clay pieces.	<b>Cubist clay pieces</b> of self
Year 8	Pupils will look at the work of <b>Henri Rousseau</b> . Animals will be closely observed through tonal painting techniques and then composed into a final painting.	<b>Tonal painting</b> of animals in jungles, continued from the previous term.	Pupils will look at logos. They will develop a suitable logo for a Natural café company and the takeaway bags will be made using <b>lino print</b> .

**Art Scholarships**

Pupils of high attainment in the Arts may be invited during Year 7 to become an Art Scholar. These pupils will receive extra lessons and participate in a tailored scheme of work similar to that of a project-style project. The pupils are selected from their assessment in class and on merit of their work. They will receive an A3 hard spiral bound sketchbook where they will work on one topic throughout the year producing work where they demonstrate different media and techniques.

Pupils will also have an opportunity to visit Art galleries and experience first-hand artists and cultures to enhance their knowledge and understanding.

**Exhibition**

At the end of the Summer term, pupils will contribute to an end of year exhibition. Parents will be invited to view the art work which will be displayed within the Art and Design & Technology building. This will showcase work throughout the year ranging from paintings, canvases, sculptures, ceramics and textiles.

# DRAMA

## **Introduction**

Pupils in Years 5 & 6 have two Drama lessons per week, whereas pupils in Years 7 & 8 have just one. In addition to their Drama lessons pupils in Years 5 & 6 all participate in small-scale class productions. Year 5 perform for their peers and parents. Year 6 present their plays to the school in the form of an assembly. Pupils in Years 7 & 8 have the opportunity to participate in the school production if they want to.

Drama is fun: it is a collaborative experience which encourages cooperation and develops their interpersonal skills in the course of their activities. It also teaches them the importance of compromise. The goal is to produce happy, confident children.

There is a syllabus for Drama but it is not intended that it should be rigidly adhered to. Instead, pupils can take their work in any direction that interests them. The activities that the pupils participate in are vehicles for the creative process rather than things of importance in their own right.

Drama up to the end of Year 6 is very much educational drama rather than theatre studies. We will however touch on some theatre skills in the course of our work. In the top two years there is a theatre studies component with greater focus on stage skills and closer scrutiny of texts.

Film making is an integral part of the Drama experience at Foremarke. All year groups will have the opportunity to make short films of some kind over the course of a year.

## **YEAR 5**

Over the year, amongst other things, we will look at some traditional tales from Africa. There will be an opportunity to write a script. We will base some work on 'Boy' by Roald Dahl. We will work in the woods and make some short films. We will finish the year with some form plays.

## **YEAR 6**

Over the year, amongst other things, we will look at news and make some news programmes which will be filmed. There will be an opportunity to write a script. We will base some work on the play 'The Demon Headmaster'. We will finish the year with some form assemblies.

## **YEAR 7**

Over the year, amongst other things, we will produce some work based on 'The Secret Life of Walter Mitty'. We will make some short black and white silent movies. We will look at the play 'Ernie's Incredible Illucinations'. We will work on improving improvisational skills.

## **YEAR 8**

Over the year, amongst other things, we will produce some work based on Phillip Pullman's adaptation of 'Frankenstein'. We will make some films around the school grounds following the visit of the Young Film Academy in January. We will work on improving improvisational skills.

# MUSIC

Music is a highly valued part of Foremarke life. In addition to the Director of Music and Assistant Director of Music, a team of 25 visiting staff help to inspire and encourage our pupils in their individual and group music making, aiming to initiate a great love for and interest in music. At Foremarke we believe that music is to be enjoyed by all, whatever their age, ability or musical preferences.

The music department at Foremarke Hall aims to encourage all pupils to actively participate in musical activities and to listen to music with interest and enthusiasm. We aim to promote confidence and enjoyment in performance.

We believe in offering a broad and balanced curriculum, catering for all abilities and needs. Music is a unique form of communication and is able to influence the way in which we feel, think and behave. Music combines feeling and expression thus enabling reflection and personal development. As an integral part of culture, past and present, music assists pupils in understanding themselves and the way in which they relate to others. The teaching of music develops pupils' listening and appraising skills and their appreciation of music worldwide. Active involvement in music making broadens social skills and helps to build confidence. Research has repeatedly shown that musical activity stimulates the cooperation of both parts of the brain which in turn can lead to improved performance in other subject areas.

All children receive theory tuition during their class Music lessons. We use the Associated Board of the Royal Schools of Music theory syllabus and children are entered for external theory exams. Additional theory classes are organised by the Director of Music.

Singing is an important part of music at Foremarke. In class vocal music includes hymns and songs to be performed in assemblies and on other occasions for example Service of Remembrance, Carol Service, House Music Competition and Speech Day. Songs for any forthcoming music/drama production are also taught in class. More advanced pupils have the opportunity to work with the Director of Music during class Music lessons, to prepare for ABRSM Singing examinations.

Instrumental performances are a feature of class music. Children are encouraged to play or sing as soloists [particularly if they have a forthcoming examination or concert] and class instrumental ensembles prove extremely popular. Playing in an ensemble helps to develop confidence, and the all-important ability to listen. Along with our many internal and external evening concerts, lunchtime concerts provide an additional performing opportunity.

Specific topics to be covered by years 5-8 are as follows. [Composition projects in class are linked to the music which the children listen to and appraise. Pupils compose for an instrument which they play or for the keyboard / tuned percussion] Time is allocated to theory work as appropriate during composition lessons – more advanced pupils will work with the Director of Music towards ABRSM theory examinations.

## YEAR 5

### Michaelmas

*Weeks 1-8: Theory and Music History*

*Weeks 9-15: Form and Structure. To include:*

- Hymns
- Binary form
- Ternary form
- Popular songs – verse/chorus/bridge/middle 8 etc.

### Lent

*Weeks 1-2: theory and singing*

*Weeks 3-7: Periods and Composers. To include:*

- Early and Renaissance
- Baroque
- Classical
- Romantic
- 20<sup>th</sup> century

*Week 8: composition activity*

*Weeks 9 and 10: theory and singing*

### Summer

*Weeks 1-10: Instruments and Timbre*

To include:

- *Strings:* Vaughan Williams, Mozart
- *Brass:* Liberty Bell, Fanfare for the Common Man
- *Woodwind:* L'Après Midi d'un Faune
- *Percussion:* Bolero, 1812
- *Vocal:* The Lamb, Montiverdi, Bruckner, Mozart

## YEAR 6

### Michaelmas

*Weeks 1-8: Theory and Music History*

*Weeks 9-15: Melody*

To include:

- Arpeggios/broken chords
- Passing and auxiliary notes
- Adding rhythmic interest
- Sequences

## **Lent**

*Weeks 1-2: Theory and Singing*

*Weeks 3-6: Timbre and Texture.*

To include:

- Allegri - Miserere, Beethoven - Moonlight Sonata, Wagner - Ride of the Valkyries, Oasis – Don't Look Back in Anger.

*Weeks 7-8: Composition and Assessment*

*Weeks 9 – 10: Theory and Singing.*

## **Summer**

*Weeks 1- 6: Harmony*

To include:

- Building chords
- Major and minor
- Tonic, dominant, sub-dominant – primary triads and their use in popular music and cadences
- Pedal notes
- Composing to harmony

*Weeks 7-10: Theory and Singing*

## **YEAR 7**

### **Michaelmas**

*Weeks 1-8: Theory and Music History*

*Weeks 9-15: Rhythm*

To include:

- African drumming and polyrhythms
- Syncopation
- Rock and pop

### **Lent**

*Weeks 1-2: Theory and Singing*

*Weeks 3-8: Programme Music.*

To include: Berlioz, Saint-Saens, Mendelssohn etc.

*Weeks 9-10: Theory and Singing*



## **Summer**

*Weeks 1-6: Styles from the 1900s onwards*

To include an exploration of:

- Blues
- Jazz
- Reggae
- Compositions based upon the above styles

*Weeks 7-10: Theory, singing and music history*

## **YEAR 8**

### **Michaelmas**

*Weeks 1-6: Minimalism and Composition*

- Imputing into Sibelius
- Introduction to minimalistic techniques.
- Minimalist techniques programed into Sibelius.
- Building on minimalist techniques to produce a minimalist composition.

*Weeks 7-14 Film Music*

- Analysis of famous scenes and their accompanying music/sound effects.
- Short scenes are taken from different genres of film e.g. horror, comedy, action to which students create original sound tracks.
- To include experimentation with pitch, instrumentation, harmony.
- Experiment with building a sound track using loops and sound effects in real time to accompanying film in MixCraft.

### **Lent**

*Weeks 1-5: Dance Music*

- Investigate the history of Dance music from the 1940s to the present, identifying key musical characteristics of each genre.
- Introduction to Mixcraft and basic music technology techniques.
- Short original composition to implement key skills such as fading, drops, layering, fills etc.

*Weeks 6-10: Dance Music*

- Move through key musical genres building short compositions to showcase main characteristic and music technology skills.
- Approximately 2 weeks per composition. Students will assess the work of others.

### **Summer**

*Weeks 1-5: Original composition*

- Students are encouraged to use the range of musical and technological skills they have acquired in the past term to create a wholly original composition using Mixcraft.

- Students must structure and layer their composition to aim for a duration of one to two minutes, ensuring that instrumentation, texture and structure has been utilised to maintain interest.
- Stronger students will use mainly their own loops to do so.
- Students will assess each other's compositions.

## EXTRA CURRICULAR

At Foremarke Upper School children have the opportunity to participate in a wide variety of extra curricular musical ensembles and activities. Those on offer to Prep School pupils during 2017 – 2018 are as follows:

### FOREMARKE HALL MUSIC DEPARTMENT ENSEMBLES / CHOIRS 2017 – 2018

Ensemble	Time	Day	Room	Staff
Girls' Choir	13:10	Monday	Music Room	Mrs Bloor
Clarinet Ensemble	10:20	Monday	M1	Miss Wilson
Chamber Choir	08:00	Tuesday	Music Room	Mrs Bloor
Brass Ensemble	10:20	Tuesday	Music Room	Mr Spalton
Boy Trebles	13:10	Tuesday	Music Room	Mr Walker
String Quartet 1	13:40	Tuesday	Music Room	Miss Miller
Theory grades 3-5	16:10	Tuesday	Music Room	Mrs Bloor
String Quartet 2	16:10	Tuesday	M1	Miss Miller
Training Band	08:00	Wednesday	Music Room	Mrs Benson
Sax Ensemble	08:00	Wednesday	M2	Mrs Young
Lower School Orchestra	12:35	Wednesday	Music Room	Mrs Bloor & Miss Miller
String Ensemble	08:00	Thursday	Music Room	Miss Miller
Percussion Ensemble	10:20	Thursday	M2	Mrs Lee
Guitar Ensemble	10:20	Thursday	M1	Mrs Copley
Jazz Band	13:10	Thursday	Music Room	Mr Fairbrother
Concert Band	16:10	Thursday	Music Room	Mr Spalton
Theory grades 3-5	16:10	Thursday	Music Corridor	Mrs Bloor
String Quartet 3	16:10	Thursday	M1	Miss Miller
Orchestra	08:00	Friday	Music Room	Mrs Bloor
Flute Ensemble	10:20	Friday	M1	Mrs Hardy
String Orchestra	13:10	Friday	Music Room	Miss Miller
Boys' Choir	10.20	Saturday	Music Room	Mrs Bloor

There are numerous performance opportunities throughout the year. Performances planned for 2017 - 2018 include the following:

Boarders' Harvest Service [at St Saviour's Church where children attend regularly for services]  
 Services of Remembrance [National Memorial Arboretum , Foremarke Hall, St Saviour's Church]  
 Michaelmas Concert

St Wystans Church Concerts [Autumn and Summer]  
Concert in aid of the Air Ambulance , Friday 8<sup>th</sup> December  
Carol Services [St Saviours Church and Repton School Chapel]  
Five Young Musician of the Year Preliminary Concerts –  
Strings, Brass, Woodwind, Piano, Percussion.  
Joint Services with Repton School.  
Foremarke Young Musician of the Year Competition Final and the House Music Competition.  
Repton Concert Band workshop  
Uppingham Choral Day  
Pro Corda workshops  
Foremarke Singer of the Year Competition  
Lunchtime Recital at Derby Royal Hospital  
Christmas Performance at the National Memorial Arboretum  
Summer Charity Concert at Lichfield Cathedral  
Speech Day including the Summer Concert.  
Piano recitals throughout the year.  
Lunchtime concerts

### **FOREMARKE HALL MUSIC STAFF 2017 - 2018**

**Director of Music – Mrs Susan E. Bloor GRSM [Royal Academy of Music], LRAM, PGCE - Piano**

#### **STRING TEACHERS**

**Miss Christine Miller BMus [Royal Academy of Music] LRAM PGCE [Assistant Director of Music] –  
Violin**

Miss Ruth Woolley BMus MMus – Violin / Viola  
Miss Kelly McCusker BA MA– Violin  
Miss Stephanie Bloor BMus LRAM– Cello / Harp  
Miss Gemma Ashcroft BMus PGDip - Double Bass  
Miss Sarah Whittingham GRNCM - Violin  
Mrs Selina Copley GMus PGDip- Guitar  
Mr Anthony Young – Electric Guitar

#### **WOODWIND TEACHERS**

Mrs Heather Gordon–Redfearn MMus BMus– Clarinet \* *Maternity leave Lent term 2017*  
Miss Emily Wilson –BA [Hons]MMus - Clarinet  
Mrs Alison Hardy GBSM ABSM DipOrchSt- Flute  
Mrs Julie Young FTCL– Flute  
Mrs Sophie Young BA DipABRSM- Saxophone  
Mrs Laura Ashton - BA RSAMD Dip RCM ARCM - Oboe

#### **BRASS TEACHERS**

Mr Robert Spalton BMus ATCL– Trumpet, Cornet  
Mrs Lynda Benson BMus ABSM PGCE– French Horn, Trombone

#### **PERCUSSION TEACHERS [Drum Kit and Orchestral]**

Mrs Victoria Lee BMus  
Mr Tom Peverelle BMus

PIANO/ORGAN TEACHERS.

**Mrs Charlotte Wood [also teacher of Singing and Pre Prep Music Teacher] GRSM [Royal College of Music] ARCM PGCE**

Miss Petra Milarova MgA BcA Dip

Mrs Liliya Peters BA PGCE Dip MRCM

Mrs Sue Parker GRSM LRAM MTC

Miss Stella Roberts BMus (Jazz)

Miss Katie Riddle BMus

SINGING TEACHERS

**Mrs Charlotte Wood [also teacher of Piano and Pre Prep Music Teacher] GRSM [Royal College of Music] ARCM PGCE**

# PHYSICAL EDUCATION

## General Comments

All children follow a PE/games syllabus that offers a breadth of activity whilst focusing on the main sport (game) of the term.

The focus in the younger years is on technical development and skill acquisition. Children are taught the core skills in the relevant activity and shown how to apply these skills in a game situation. They are also encouraged to develop their understanding of some tactical aspects of each sport. Each lesson is delivered by specialist, qualified physical educationalists. The programme in the Michaelmas and Lent term follows a half termly block of PE. This is followed by athletics in the summer term. Within all PE and games lessons the pupils are taught the importance of health and fitness; the need to warm up and cool down, as well as how to exercise safely. Children are grouped where possible according to their ability in swimming in their junior years and are predominately mixed ability in the senior school.

During the course of each term some children are selected for representative teams. Children who are selected for sports squads are expected to commit to their team and be available for all published matches on Wednesday and Saturday afternoons. The criteria for selection are based on the pupils' effort and ability in the sport of the term. Team coaches will always select the team that they believe has the best chance of winning the fixture. In the fourth, fifth and sixth teams a rotation policy may apply for fringe players in order to involve as many children as possible. All children experience sporting competition through the House system irrespective of ability. Each pupil is given the opportunity to compete in year group House events in Football, Hockey, Swimming, Netball, Rounder's, Cricket and Athletics. Sport also forms a part of the school's activity programme with sessions taking place in many games.

Our Wednesday afternoons provide a varied programme which enable those not selected for a matches to train in the game of the term when possible, or the opportunity to take part in fencing, life-saving skills, dance, cross country and sailing. The boys and girls also have an option to take part in golf at Branston Golf Club.

## YEAR 5

### Term 1

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Football</u>	<u>Gymnastics</u> /OB <u>Swim</u> /Tennis
<u>Girls</u>	<u>Hockey</u>	<u>Gymnastics</u> /OB <u>Swim</u> /Tennis

### Term 2

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Hockey</u>	Gymnastics/OB/ <u>Swim</u> / Tennis
<u>Girls</u>	<u>Netball</u>	Gymnastic/OB <u>Swim</u> /Tennis

### Term 3

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Cricket</u>	<u>Athletics</u>
<u>Girls</u>	<u>Rounders</u>	<u>Athletics</u>

## YEAR 6

### Term 1

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Football</u>	<u>Gymnastics</u> / X-C/Tennis/ <u>Swim</u>
<u>Girls</u>	<u>Hockey</u>	<u>Gymnastics</u> / X-C/Tennis/ <u>Swim</u>

### Term 2

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Hockey</u>	Gymnastics/Tennis/ X-C/ <u>Swim</u>
<u>Girls</u>	<u>Netball</u>	Gymnastics/Tennis/ X-C/ <u>Swim</u>

### Term 3

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Cricket</u>	<u>Athletics</u>
<u>Girls</u>	<u>Rounders</u>	<u>Athletics</u>

## YEAR 7

### Term 1

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Football</u>	Basketball/ <u>X-C/Swim</u> /Tennis
<u>Girls</u>	<u>Hockey</u>	Basketball/ <u>X-C/Swim</u> /Tennis

### Term 2

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Hockey</u>	Basketball/ <u>Swim</u> /X-C/Tennis
<u>Girls</u>	<u>Netball</u>	Basketball/ <u>Swim</u> /X-C/Tennis

### Term 3

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Cricket</u>	<u>Athletics</u>
<u>Girls</u>	<u>Rounders</u>	<u>Athletics</u>

## YEAR 8

### Term 1

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Football</u>	<u>Swim/Fitness</u> /X-C/Badminton/Tennis
<u>Girls</u>	<u>Hockey</u>	<u>Swim/Fitness</u> /X-C/Badminton/Tennis

### Term 2

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Hockey</u>	<u>Health &amp; fitness</u> <u>Swim</u> /Badminton/Tennis
<u>Girls</u>	<u>Netball</u>	<u>Health &amp; fitness</u> <u>Swim</u> /Badminton/Tennis

### Term 3

	<u>Focus Game</u>	<u>Subsidiary PE activity</u>
<u>Boys</u>	<u>Cricket</u>	<u>Athletics</u>
<u>Girls</u>	<u>Rounders</u>	<u>Athletics</u>

# PSHE

## Personal, Social and Health Education (PSHE) and Citizenship Statement

The PSHE and Citizenship curriculum of Foremarke Hall aims to prepare the children for the opportunities, responsibilities and experiences of modern life, so that they can progress to their next schools at 13 with the technical abilities, knowledge and ideals to allow them to take advantage of every opportunity presented to them.

Through the PSHE curriculum we aim to develop children's integrity and autonomy and give them the skill, knowledge and understanding to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We aim to promote the children's understanding of different cultures and beliefs, including an appreciation of their diversity and of their influences on individuals and on societies. We aim to develop children's awareness, understanding and respect for the environments they live in and secure their commitment to sustainable development at a personal, local, national and global level.

### Aims of the PSHE and Citizenship curriculum at Foremarke

- To teach pupils to live healthily and safely and to reflect on their experiences.
- To develop the well-being and confidence of our pupils.
- To encourage self-belief.
- To enable children to take responsibility for their learning and future choices.
- To encourage the pupils to be responsible and caring members of the school community and their local communities.
- To prepare children for the moral, social and cultural dilemmas they face as they approach adulthood.
- To develop each child's understanding of relationships and help them to manage responsibly a wider range of relationships as they grow up.
- To promote in each individual a respect for others and for the differences between people and cultures.

## YEAR 5

### Term 1

UNIT 1	Climate building (building trust within the group)
UNIT 2	Getting To Know Yourself
UNIT 3	Friendship and developing confidence- peer pressure
UNIT 4	Teasing & Bullying
UNIT 5	You & your family



## **Term 2**

- UNIT 6 Health – Drugs and medicine
- UNIT 7 Disability
- UNIT 8 Healthy eating
- UNIT 9 Family rules, school rules, & Laws

## **Term 3**

- UNIT 10 Me and my body—changes from baby to adult
- UNIT 11 Study Skills
- UNIT 12 Coping with change & loss
- UNIT 13 Keeping safe
- UNIT 14 Citizenship (making decisions)
- UNIT 15 Citizenship (anti-social behaviour)

## **YEAR 6**

### **Term 1**

- UNIT 1 Self evaluation
- UNIT 2 Group relationships
- UNIT 3 Citizenship – groups & gangs  
Citizenship – bullying consequences (anti-bullying week)
- UNIT 4 Developing responsible behaviour

### **Term 2**

- UNIT 5 Personal Safety (link with Fire Service talk)
- UNIT 6 Social awareness
- UNIT 7 Citizenship – prejudice & discrimination
- UNIT 8 Coping with change & loss
- UNIT 9 Developing self-control

### **Term 3**

- UNIT 10 Growing up; Body Image and Physical changes (linked with external talk)
- UNIT 11 Study Skills
- UNIT 12 Citizenship – Laws, crime & punishment
- UNIT 13 Personal finance
- UNIT 14 Citizenship – Animal Rights

## **YEAR 7**

### **Term 1**

UNIT 1	You and your feelings
UNIT 2	You and your body
UNIT 3	You and your time
UNIT 4	You & other people -bullying
UNIT 5	You and your family
UNIT 6	You & your values

### **Term 2**

UNIT 7	You and your body - smoking
UNIT 8	The Law
UNIT 9	You & the community

### **Term 3**

UNIT 10	You & your body - puberty
UNIT 11	Study Skills
UNIT 12	You as a citizen
UNIT 13	Personal finance
UNIT 14	You & global issues

## **YEAR 8**

### **Term 1**

UNIT 1	You and your feelings- self esteem & confidence
UNIT 2	You and your body – alcohol & healthy eating
UNIT 3	You and other people – friendships/bullying
UNIT 4	You and your values
UNIT 5	You & your responsibilities

### **Term 2**

UNIT 6	You and your body – smoking & drugs (linked with talk in Term 3)
UNIT 7	You and your safety
UNIT 8	You and your body – conception, pregnancy, birth
UNIT 9	You and the community

### **Term 3**

UNIT 10	You and your family – marriage & divorce
UNIT 11	Personal finance
UNIT 12	You & your body – sexual relationships, contraception, STIs
UNIT 13	You and the Law
UNIT 14	You as a citizen

## SEX EDUCATION POLICY

*'Sex and relationships education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.'* (DfEE Guidance definition 2000)

- It is the policy of Foremarke Hall that sex education should form part of the formal Personal, Social and Health Education Curriculum.
- The PSHE curriculum of Foremarke Hall aims to prepare children for the opportunities, responsibilities and experiences of modern life, so that they can progress to their next schools at 13 with the abilities, knowledge and ideals to allow them to respond positively to every opportunity presented to them. Through PSHE and sex and relationships education, we aim to promote a sense of right and wrong, develop children's integrity and autonomy and help them to become responsible and caring citizens capable of contributing to the development of a just society. Pupils must learn the nature of marriage and its importance for family life and the bringing up of children.
- Sex and relationships education (SRE) in schools is a legal requirement and at Foremarke we will aim to teach this area sensitively and appropriately. By working closely with parents our experience has shown that we have convinced them of the value of sex education for their children. Parents do however have the right to withdraw their children from sexual health and relationships education lessons, **although not those elements that are in the National Curriculum orders for Science.** Sex education in the National Science Curriculum covers anatomy, puberty, and biological aspects of sexual reproduction. These elements are mandatory for all pupils. A brief outline of the content of the SRE programme within the PSHE curriculum is attached at the end of this policy.
- If a parent does wish to withdraw a child from SRE, it is requested that this is discussed with the Headmaster, so that arrangements can be made for the child during that time.
- At Foremarke SRE will include the understanding that a positive, loving environment is essential for the development of self-esteem and respect for oneself and others, at home, at school and in the wider community. It will promote the idea that children should accept increasing responsibility for the health and well being of their own bodies. It will provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It will encourage the development of attitudes which allow pupils to make and sustain relationships in a responsible and healthy manner. Pupils will be protected from teaching materials which are inappropriate – having regard to age and the religious and cultural background of the pupils concerned.
- Confidentiality  
As a general rule a teacher will maintain a child's confidentiality. If, however, the person concerned believes that a child is at risk or in danger he/she will discuss the situation with the Headmaster or the Child Protection Officer before any decision is made. The child concerned will be informed that the confidentiality is to be breached and the reasons why. The teacher or member of staff will support the child through the process.

### Answering difficult questions

Sometimes during the delivery of SRE, a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately. It may sometimes be more appropriate to see a child individually later. The staff believe that in these circumstances individual teachers must use their discretion and refer to the Headmaster or Assistant Head (Pastoral) if they are concerned. No teacher or adult supporting the delivery of the PSHE programme should feel obliged to answer personal questions from children.

- Dissemination of the SRE Policy

All members of staff and Governors will have access to a copy of this policy statement. The statement has been discussed with the Headmaster and approved by the Governing Body.

- The SRE Curriculum within PSHE

The children will be taken through each stage of the SRE curriculum at a rate and a level appropriate to their needs and maturity. **The following outline is only a guide as the teacher will assess the needs of the group throughout the course.**

### **What will be included in the SRE Curriculum for each Year Group?**

#### **YEAR 5**

##### **Term 3**

- Changes as we grow: Baby to adult

#### **YEAR 6**

##### **Term 3**

- Growing up: Taking responsibility
- Approaching puberty
- Physical and emotional changes to boys and girls (pupils will have a talk in the Summer Term)
- Personal hygiene at puberty (girls will have a chance to discuss menstruation issues with a female member of staff)
- Friendship to relationship
- Respect and Trust
- Peer Group Pressure

#### **YEAR 7**

##### **Term 1**

- The process of puberty
- Becoming a man, becoming a woman and responsibility that this involves.
- Dealing with emotional changes
- Internal conflict
- Relationships and values

## **YEAR 8**

### **Term 1**

- Learning to deal with emotional changes within a relationship
- Dealing with internal tensions and conflicting values in a relationship

### **Term 2**

- Conception through to birth

### **Term 3**

- Sexual Relationships (including factual information on legal issues regarding sex and contraception)
- Contraception
- STIs