

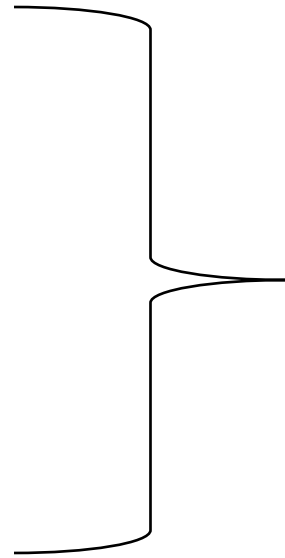


# Year 7 Curriculum Information Evening

Martin Hewitt  
Deputy Headteacher (Academic)

# Year 7 Curriculum Information Evening

Curriculum Philosophy  
Curriculum Breakdown  
Reporting  
Setting  
Homework  
Useful Apps  
Mathematics/English



Martin Hewitt – Deputy Headteacher (Academic)

Communicating with the School

Fiona Hill – Academic Administrator

Personal Development Curriculum

Anna Creedon – Assistant Headteacher

# Curriculum Philosophy



- **ACADEMIC AMBITION**
- **INDEPENDENT LEARNING**
- **INCLUSIVITY**

# Curriculum



Subject	Hours per Fortnight
Science	7
English	6
Mathematics	6
Spanish	6
Physical Education	4
History	3
Geography	3

Subject	Hours per Fortnight
Computing	3
Design Engineering	3
Music	2
Drama	2
Art	2
EPR (Ethics, Philosophy and Religion)	2
Personal Development	1

# Learning Pathways



I KNOW...			I CAN...		
K1	How to identify <b>CROTCHETS, QUAVERS &amp; SEMIQUAVERS</b>		C1	Write 4 bar rhythms using <b>CROTCHETS, QUAVERS &amp; SEMIQUAVERS</b>	
K2	Definitions for <b>RHYTHM</b> and identify key features in my listening work		C2	Combine different 4 bar rhythms together to create a structured piece of music	
K3	Definitions for <b>TEMPO</b> and identify key features in my listening work		C3	Clap different 4 bar rhythms within a group performance	
K4	How to identify Middle C to G in the <b>TREBLE CLEF</b>		C4	Play Ode to Joy melody using the <b>5 FINGER HAND POSITION</b>	
K5	How to identify F to Middle C in the <b>BASS CLEF</b>		C5	Play Ode to Joy bass line using the <b>5 FINGER HAND POSITION</b>	
K6	Definitions for <b>MELODY</b> and identify key features in my listening work		C6	Play Ode to Joy melody and bass line hands together using the <b>5 FINGER HAND POSITION</b>	

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# Reporting

- Settling in report before end of this term.
- Interim reports in the middle of the year – a focus on progress and engagement
- End of academic year – comprehensive report. Full comment from every teacher following end of year exams



# Term 2 Interim Progress Report - Stephen Brown, 7A

Attendance: 98.5%. Late marks: 2

21 achievement point(s), 2 behaviour point(s).

All figures are since September 2023

Visit our website to learn more about [what has been taught this term](#) or [how to read your child's interim report](#).

Key:

Exceeds  
Expectations

Meets  
Expectations

Close to meeting  
Expectations

Below expectations

+

Subject	I know...	I can...	Engagement	Oracy	BBL (Homework)	Optional Teacher Comment
	<i>Knowledge of core facts and ideas</i>	<i>Ability to apply facts and ideas</i>	<i>Focus and participation in lessons</i>	<i>Willingness to participate orally</i>	<i>Quality of work outside of lessons</i>	
Art	Meets	Below	Close	Meets	Below	Stephen is easily distracted by his peers in lessons and has picked up several detentions as a result. Homework is often missed.  1. Ensure you put your equipment down when the teacher is speaking to avoid the temptation to fiddle. 2. Get into a routine at home with homework – aim to complete it at a regular time each evening to stay on top.
Computer Science	Meets	Meets	Meets	Meets	Meets	
Design Engineering	Close	Close	Meets	Meets	Meets	
Drama	Meets	Meets	Meets	Meets	Meets	
English	Meets	Meets	Meets	Meets	Meets	
EPR	Exceeds	Meets	Meets	Meets	Meets	Stephen has performed supremely well in the recent topic on Christianity and has been awarded student of the week twice, for which he is to be congratulated.
Geography	Meets	Meets	Meets	Meets	Meets	
History	Meets	Meets	Meets	Meets	Meets	
Mathematics	Meets	Meets	Meets	Meets	Meets	
Music	Meets	Close	Meets	Meets	Meets	
PE	Meets	Meets	Meets	Meets	Meets	
Science	Meets		Meets	Meets	Meets	
Spanish	Meets	Meets	Meets	Meets	Meets	



# Setting



- Year 7s are taught in mixed ability classes
- Students placed in new classes in Year 8 for Mathematics and English and are setted based upon Year 7 performance
- Setting is done to help students make the best progress possible and to help teachers pitch work at the appropriate level

# Setting



- Mathematics results achieved by set:

	3	4	5	6	7	8	9	Ave. Grade
G5		2	4	3				5.1
S5	1	2	5	1				4.7
G4		1	9	11	1			5.5
S4			12	7	1			5.5
G3			4	13	10	1	1	6.4
S3		1	6	14	5	3		6.1
G2				3	14	14		7.4
S2				8	14	8	1	7.1
G1					1	11	16	8.5
S1				1	3	16	10	8.2
Total	1	6	40	61	49	53	28	

# Homework

- Homework is used to encourage and develop independent learning skills
- Students will be given a breakdown of what is being taught in every subject throughout the year, plus extended reading resources so they can get ahead or recap unclear material.
- All available from home on the BBL Drive.

# Homework

- A minimum of 15 minutes per night is to be spent per subject revisiting notes from that day's lessons
- Students should be bringing you a log to sign to say that they have done this
- Teachers check at the start of the next lesson that the previous content was fully understood
- Students are taught how to work independently through: assemblies, BBL lessons and a programme of tutor-period activities



## My Independent Learning Log

Working independently at home is a vital skill that requires practice and determination.

Return me to your form tutor with all days initialled by a parent/carer and you will be rewarded and entered for a star prize. This form **must** be returned on **Friday 18 October**.

w/c 2 <sup>nd</sup> September	Subject / Time Spent	Subject / Time Spent	Subject / Time Spent	Subject / Time Spent	Subject / Time Spent	Parent/Carer Initials
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

w/c 9 <sup>th</sup> September	Subject / Time Spent	Subject / Time Spent	Subject / Time Spent	Subject / Time Spent	Subject / Time Spent	Parent/Carer Initials
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

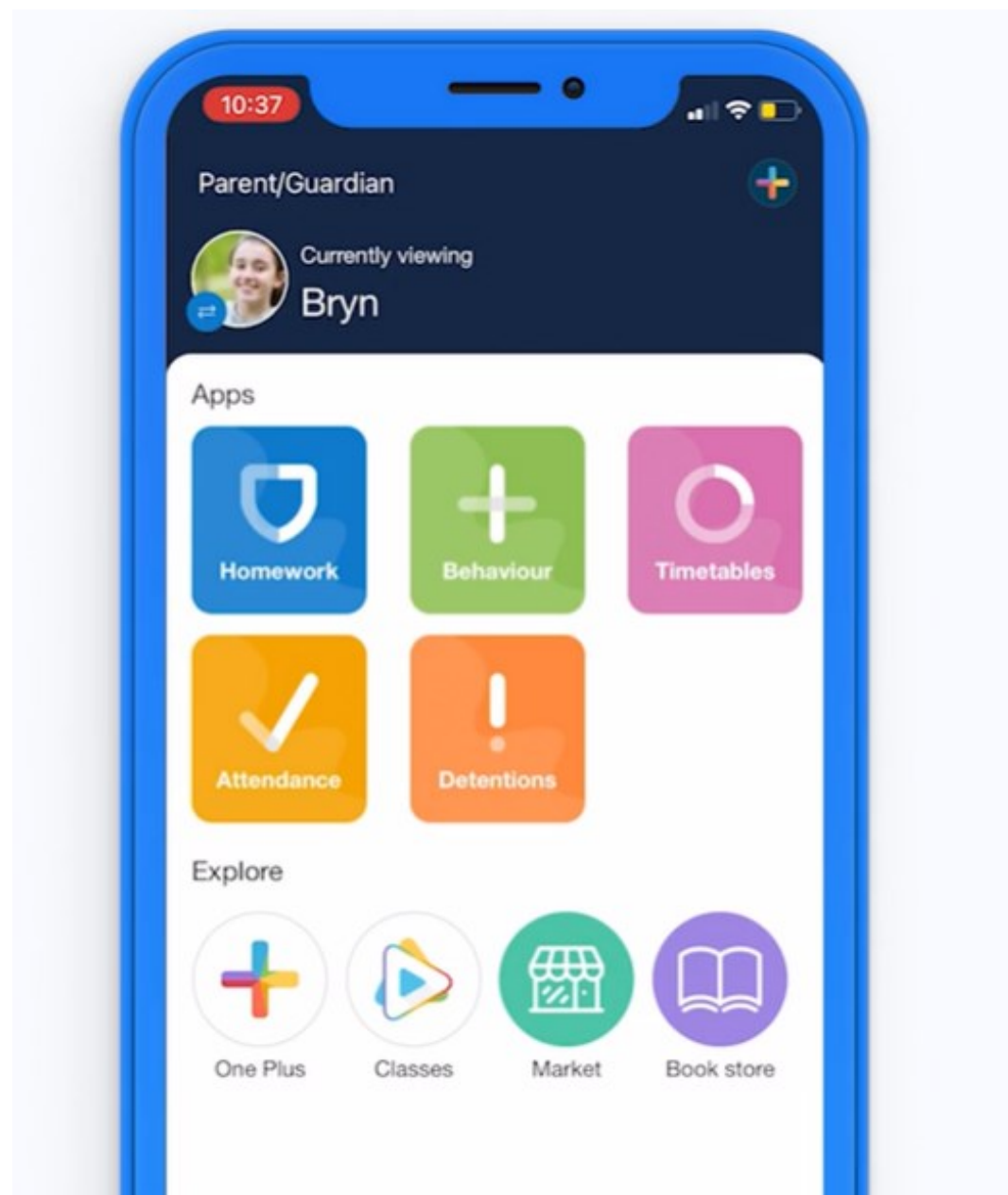
w/c 16 <sup>th</sup> September	Subject / Time Spent	Subject / Time Spent	Subject / Time Spent	Subject / Time Spent	Subject / Time Spent	Parent/Carer Initials
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

# Homework

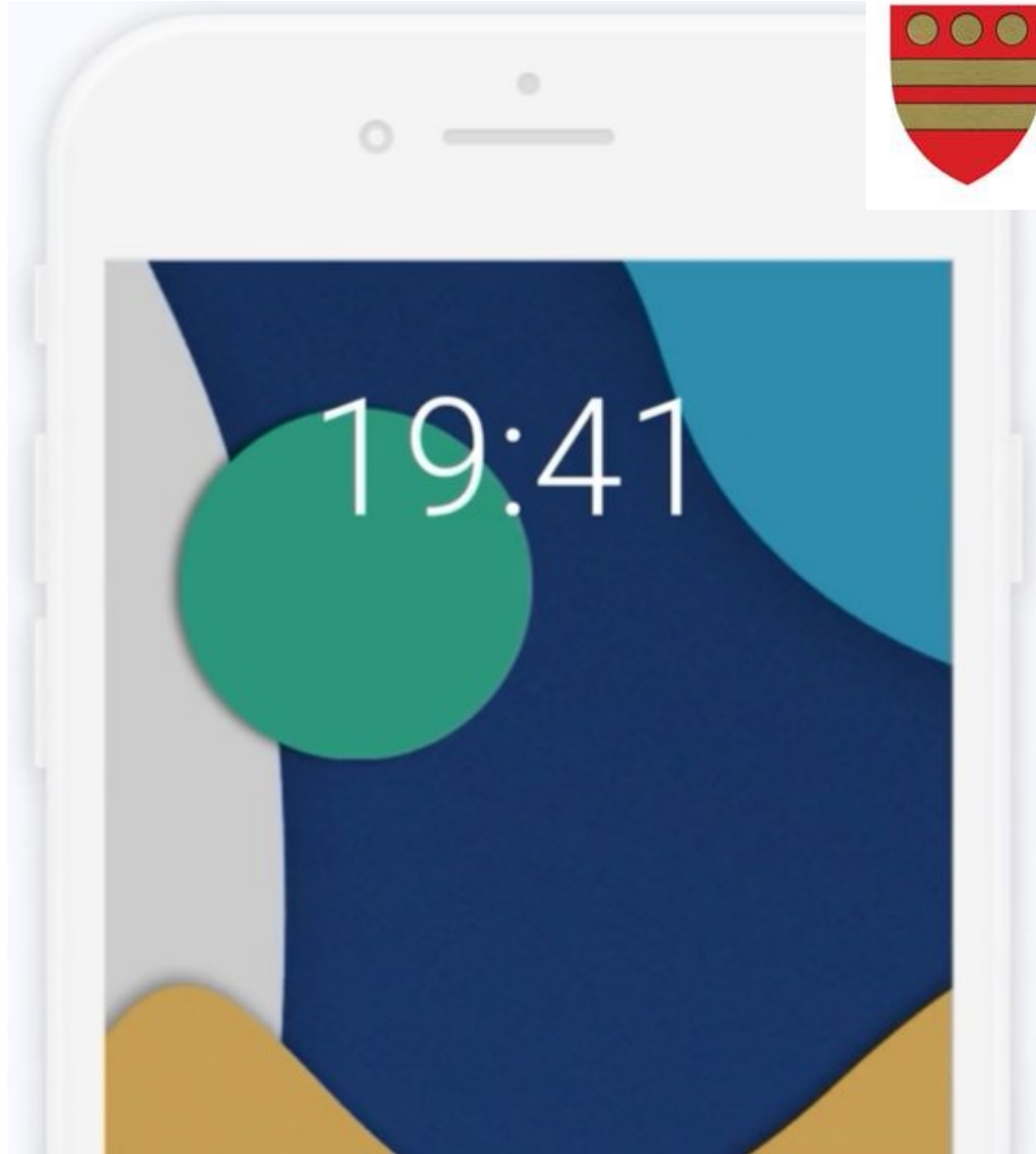
- Students have a BBL booklet to complete
- They will be set independent tasks to complete:  
research projects, wider reading, learning of spellings  
and definitions or historical facts
- They will be given access to open-ended learning via  
online platforms: Dr Frost and Seneca Learning.

# Satchel One

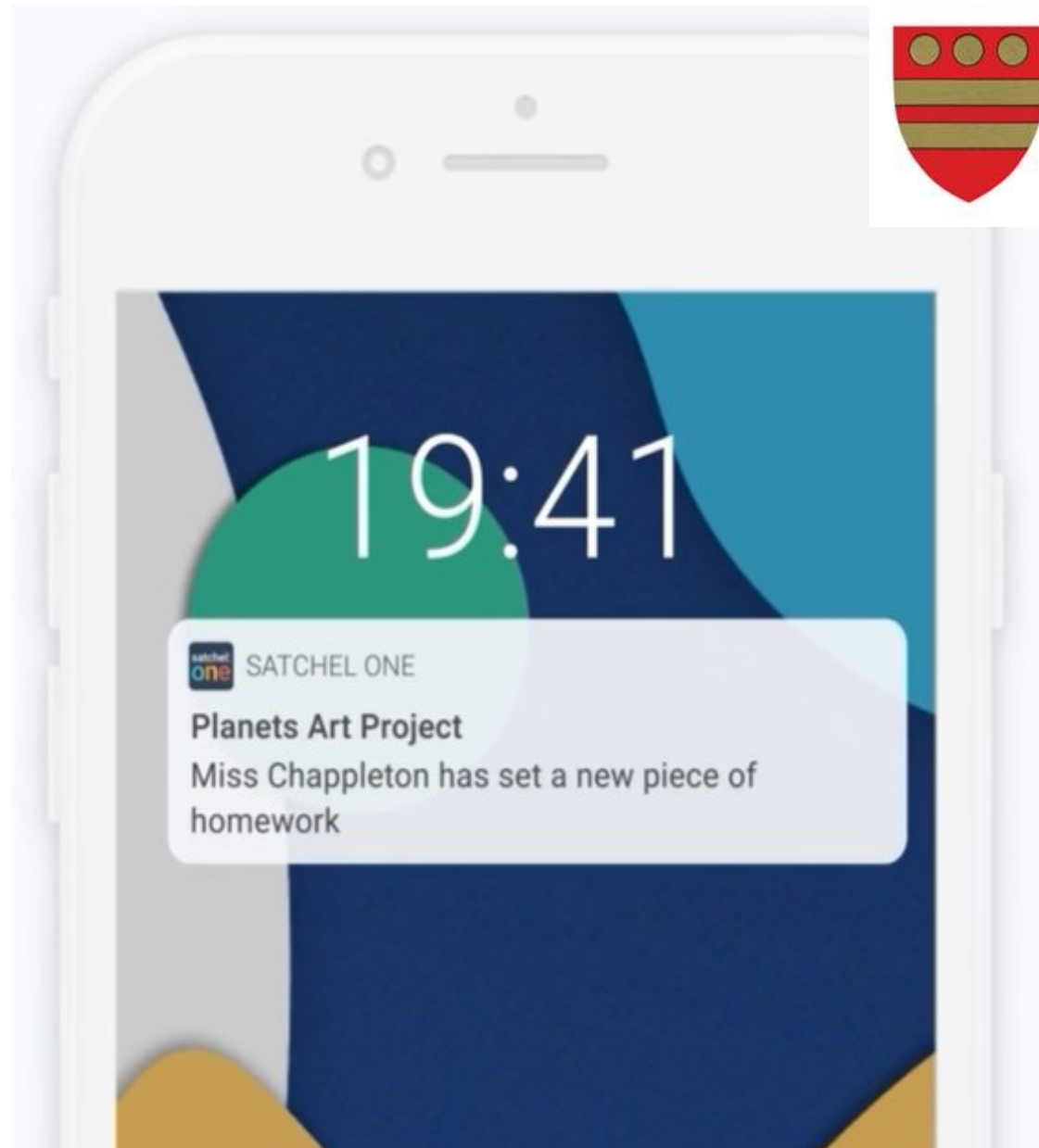
- Online Homework planner
- Parents have been issued logins
- Parents can check what homework has been set and monitor positive and negative behaviour points and attendance







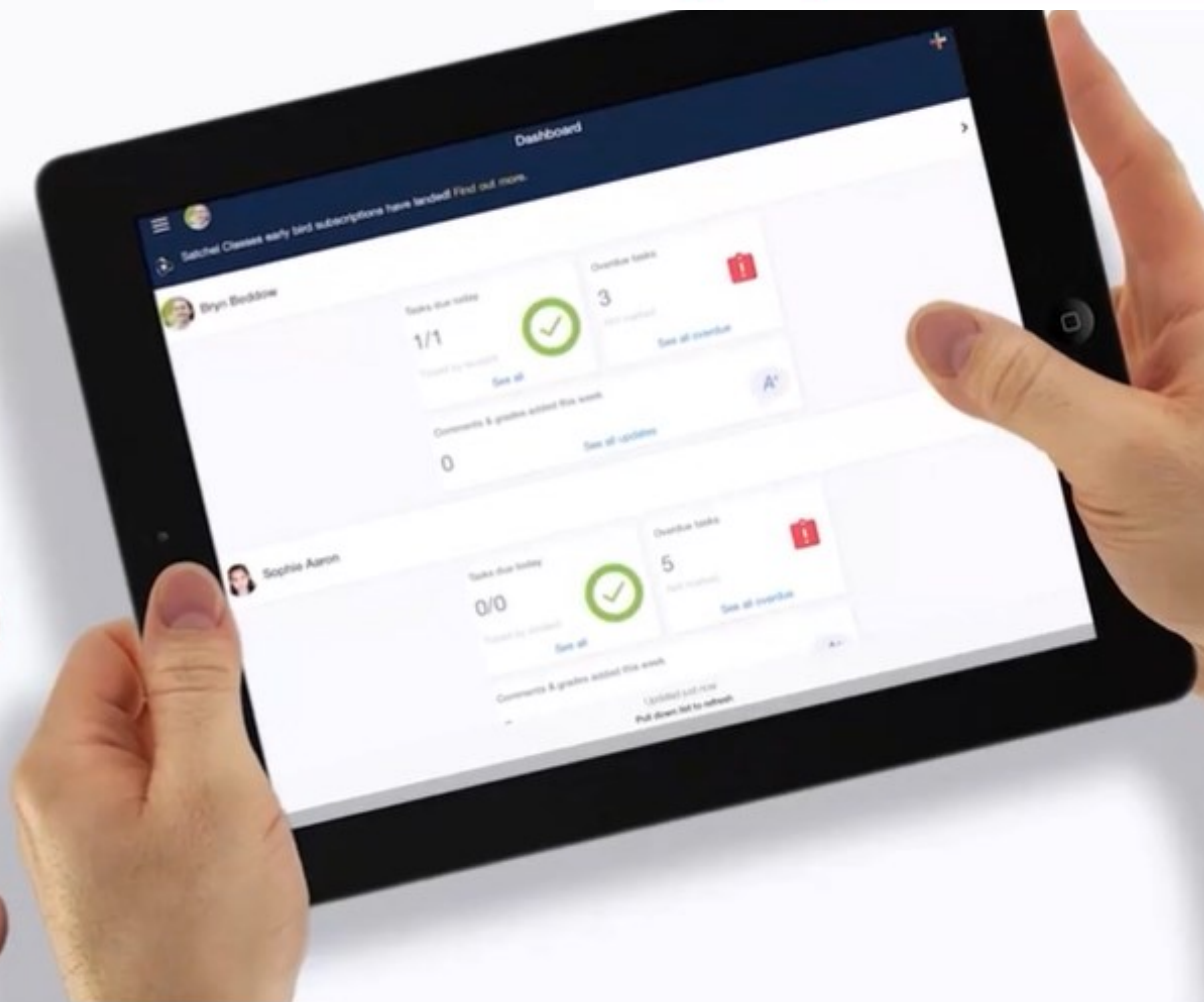
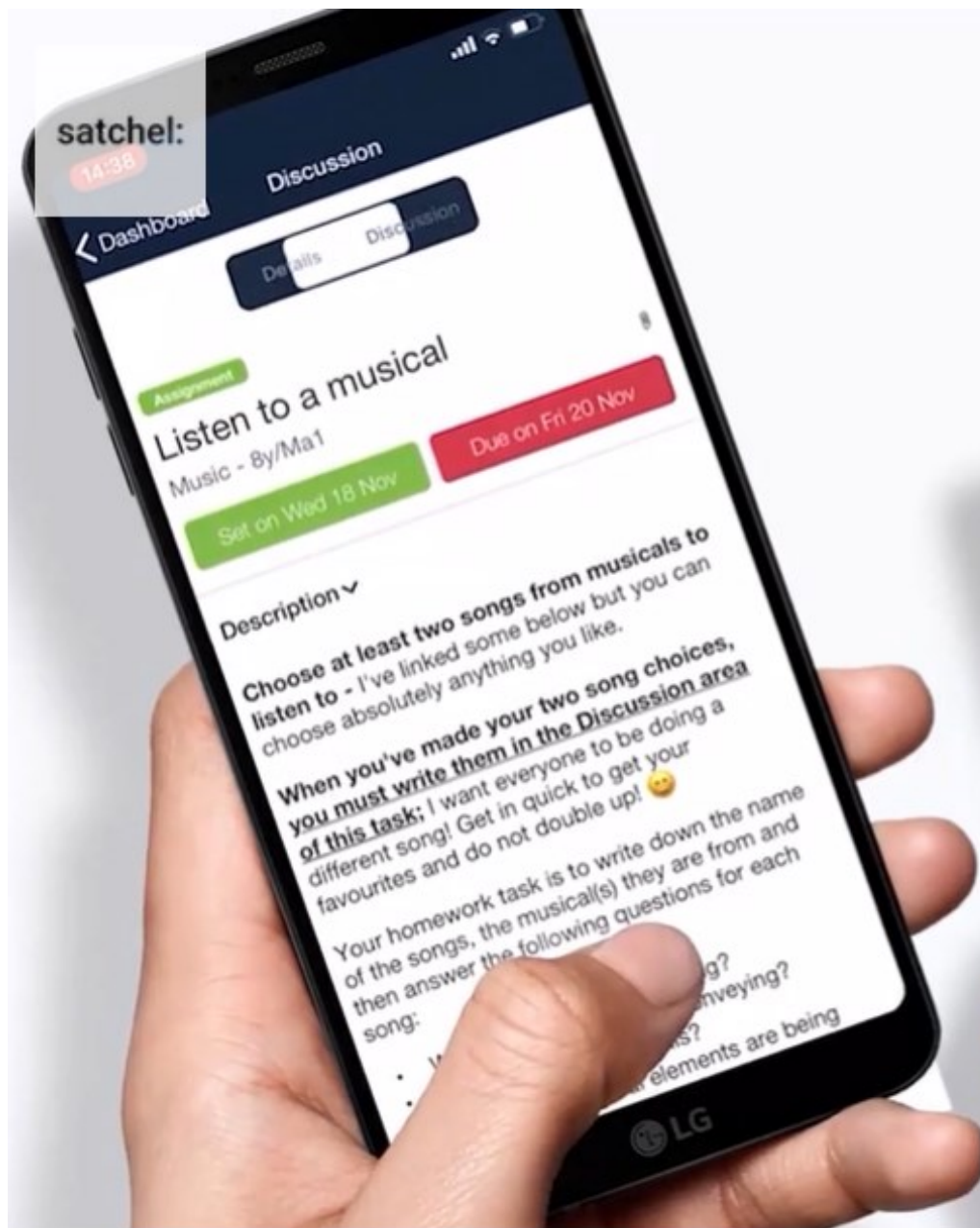
**BOURNE**  
GRAMMAR SCHOOL

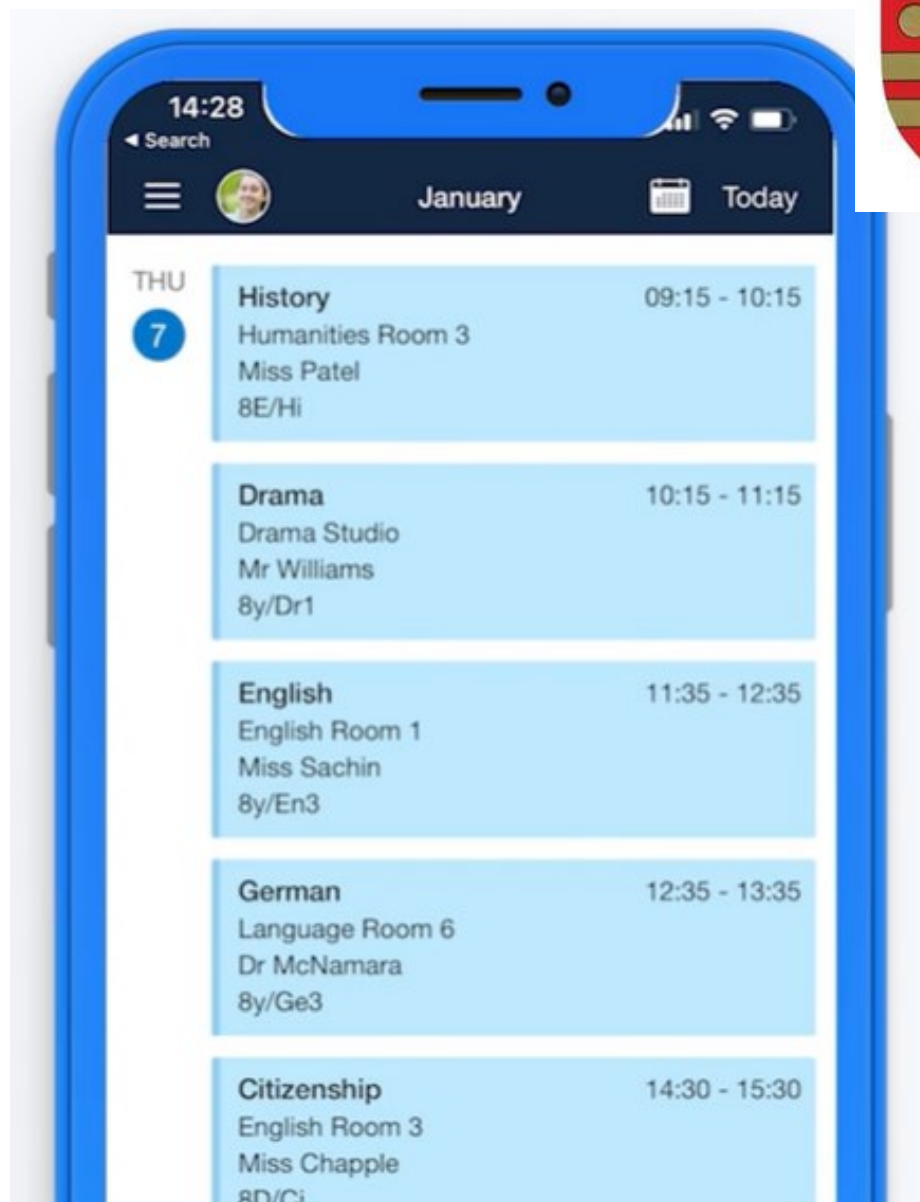


**BOURNE**  
GRAMMAR SCHOOL

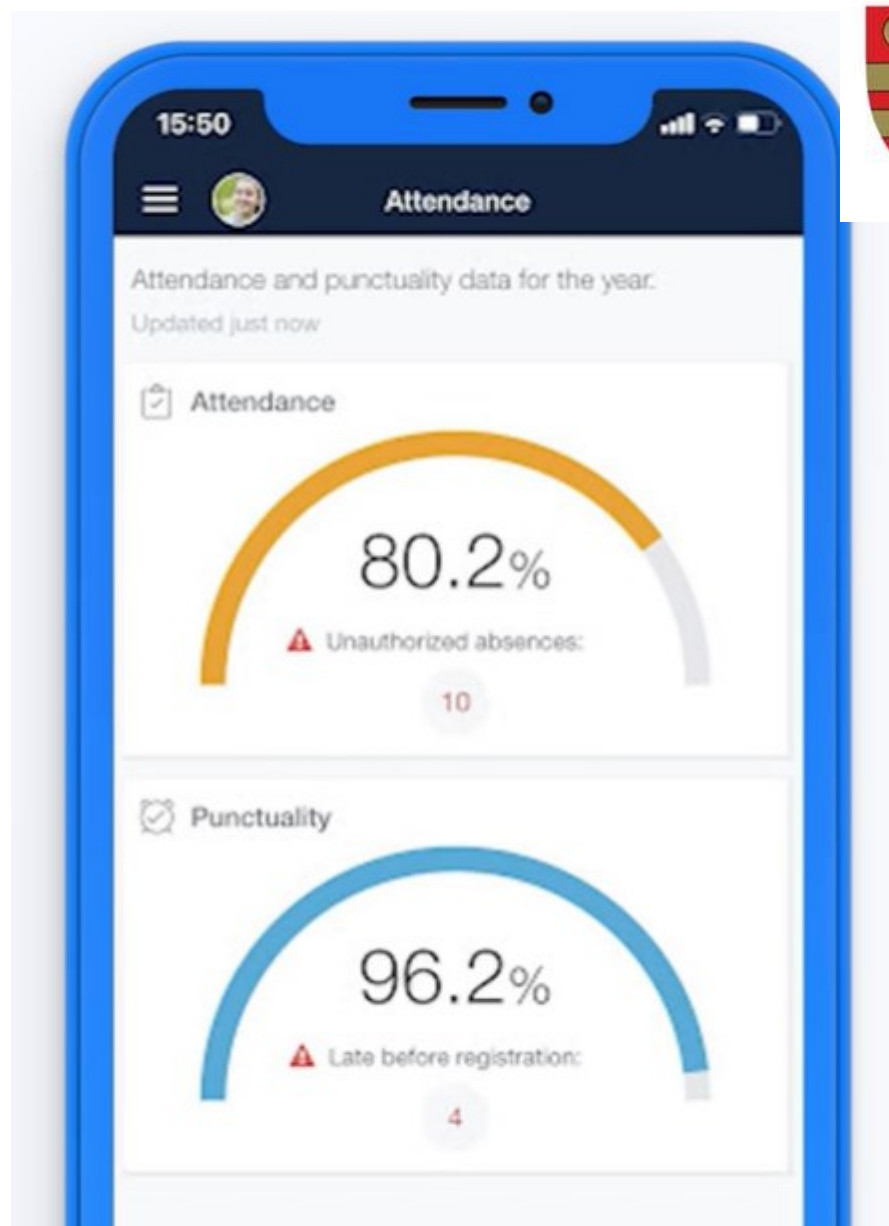


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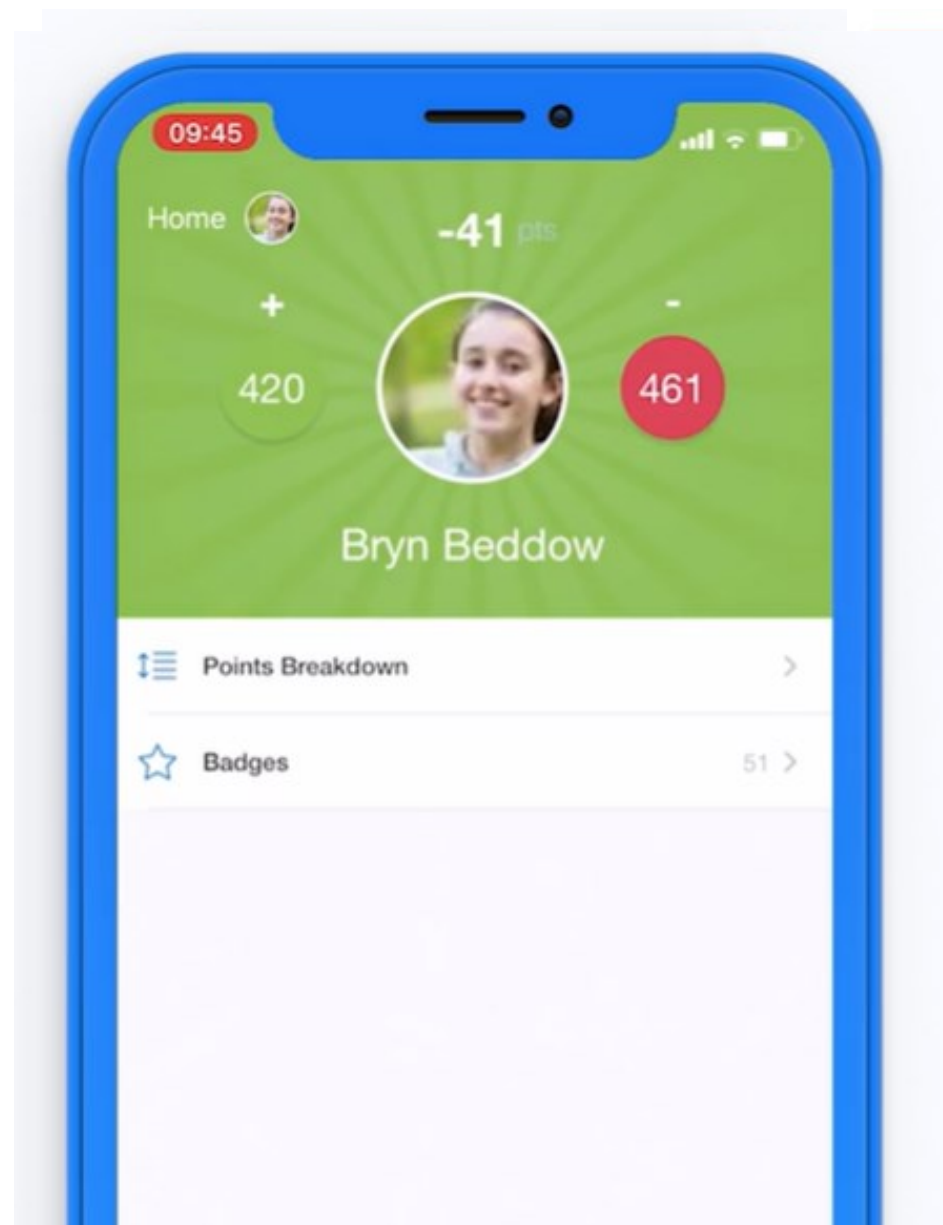




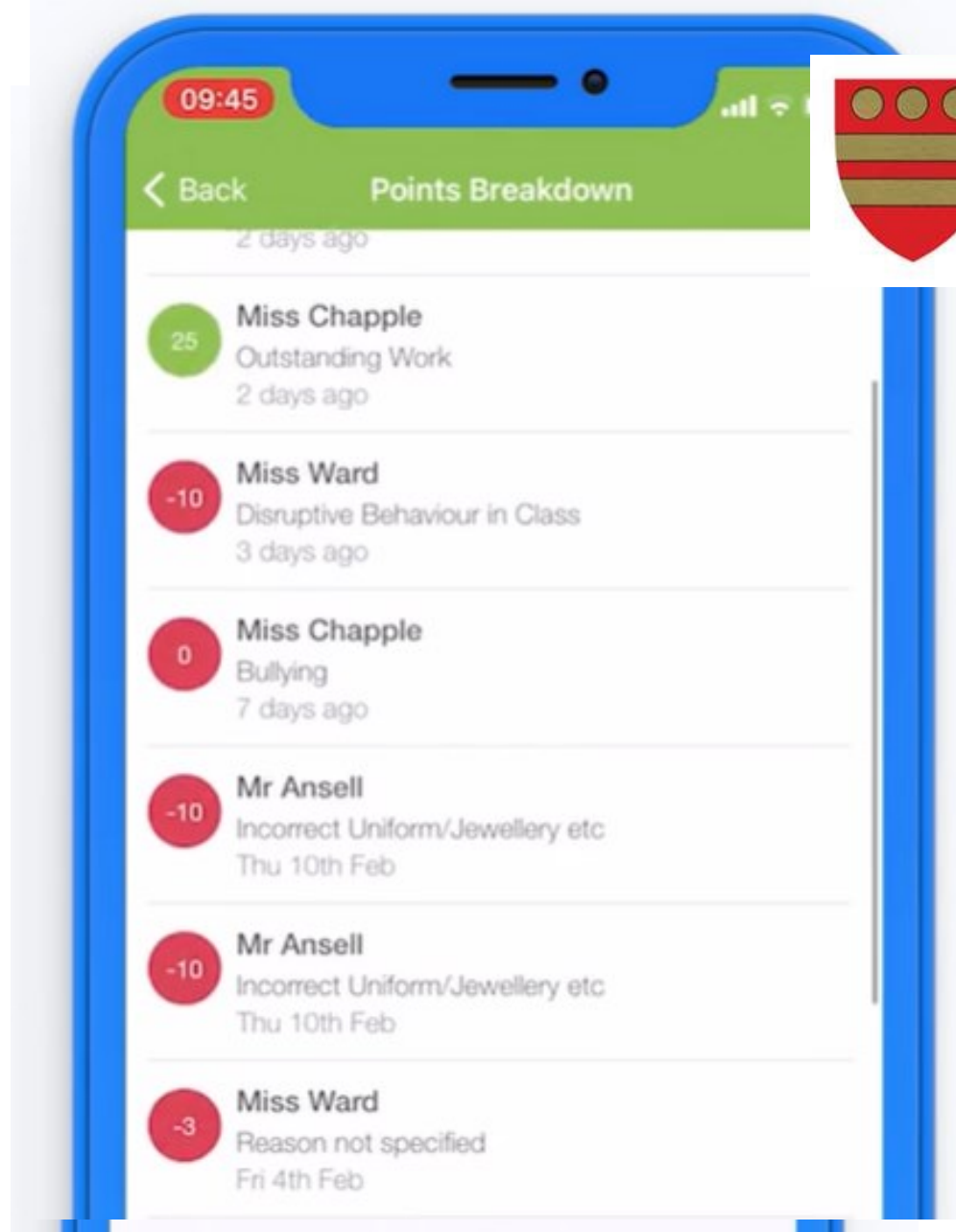
**BOURNE**  
GRAMMAR SCHOOL



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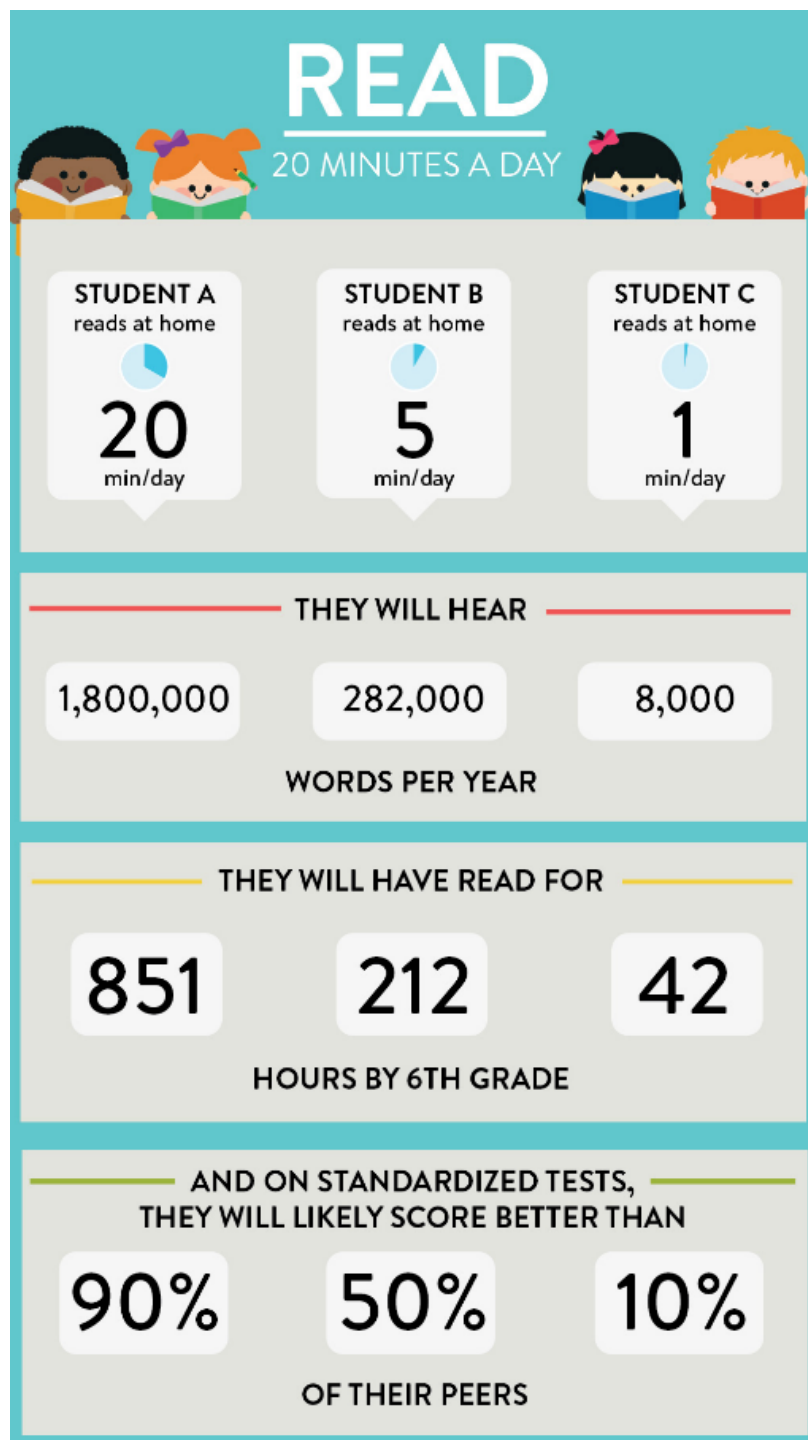
# Digital Library: E-Platform



“Children as young as 7 are more likely to own a mobile phone than a book, fuelling fears over a decline in reading”

- THE TELEGRAPH





**BOURNE**  
GRAMMAR SCHOOL

# Digital Library



**BOURNE**  
GRAMMAR SCHOOL

*ePlatform One eBooks Collection – 1,450+ Titles*



 **ePlatform**

# Compatible with...

- *Kindle*
- *Sony E-Reader*
- *Nook*
- *Kobo*
  
- *Android or Apple Phones/Tablets*

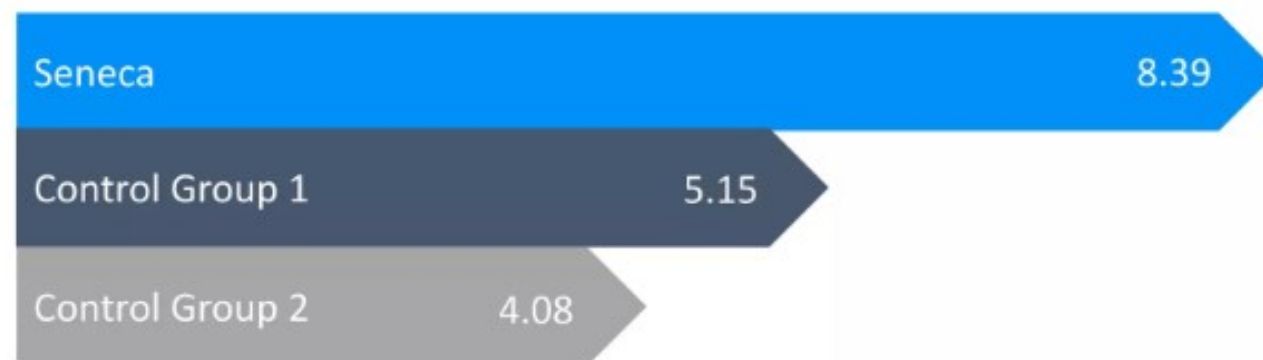
# SENECA Premium



## 105% Improvement

Randomised Control Trial Published in Impact Journal (Feb 2018)

105% improvement in students' test scores vs control group, P Values of  $<0.0001$  with sample size of 1,120 students from independent, grammar and comprehensive schools.



Full Study Details Can Be Found Here:

<https://impact.chartered.college/article/feddern-retrieval-interleaving-spacing-visual-cues-independent-learning/>

# SENECA Premium

- Supports Independent Learning
- Teachers can monitor time and questions attempted
- Regular prizes given

# Mathematics

An overview of the maths curriculum can be found on the Mathematics website.

<https://www.bourne-grammar.lincs.sch.uk/> ->student portal->Maths

This gives an overview of the year and the digital Learning Pathway gives detail.

Our overall aim in Year 7 is for students to begin to view *Mathematics as a language*.

# Mathematics

Students self-evaluate all work using TMSN and practise at home on <https://www.drfrostmaths.com/>

Students complete an in-class test after every two topics



# Mathematics

If you wish to purchase a calculator which will serve your child throughout the school, including A-level, then please buy the **FX-991EX** calculator model. This should be available for no more than £25.

For a calculator which is a little cheaper but will be sufficient for up to GCSE please choose the **fx-85GT X**. These should be available for under £15.



# English

Poetry- 'Character and Voice'- Term 1

Prose- 'A Wrinkle in Time'- Term 2 and 3

Play- 'A Midsummer Night's Dream'- Term 4 and 5

Oracy- Persuasive speeches- Term 6

Year 7 Poetry Anthology:

**Character and Voice**



Name:

Teacher:



WILLIAM SHAKESPEARE

# Lesson Focus: How does L'Engle present the setting of Camazotz in Chapter 6?

- Have a look at the features you have found.
- **How do each of these features present Camazotz? Carefully consider what is implied.**

**CHALLENGE: Can you explore multiple interpretations here?**

Key vocabulary:

- **Uniformed**
- **Suppressed**
- **Conformity**

Below them the town was laid out in harsh angular patterns. The houses in the outskirts were all exactly alike, small square boxed painted grey. Each had a small, rectangular plot of lawn in front, with a straight line of dull-looking flowers edging the path to the door. Meg had a feeling that if she could count the flowers there would be exactly the same number for each house. In front of all the houses children were playing. Some were skipping rope, some were bouncing balls. Meg felt vaguely that something was wrong with their play. It seemed exactly like children playing around any housing development at home, and yet there was something different about it. She looked at Calvin, and saw that he, too, was puzzled.

“Look!” Charles Wallace said suddenly. “They’re skipping and bouncing in rhythm! Everyone’s doing it at exactly the same moment.”

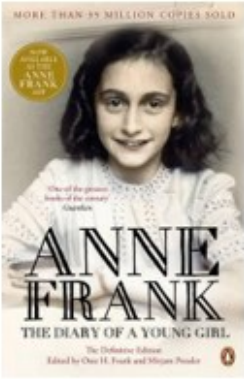
This was so. As the skipping rope hit the pavement, so did the ball. As the rope curved over the head of the jumping child, the child with the ball caught the ball. Down came the ropes. Down came the balls. Over and over again. Up. Down. All in rhythm. All identical. Like the houses. Like the paths. Like the flowers.

Then the doors of all the houses opened simultaneously, and out came women like a row of paper dolls. The print of their dresses was different, but they all gave the appearance of being the same. Each woman stood on the steps of her house. Each clapped. Each child with the ball caught the ball. Each child with the skipping rope folded the rope. Each child turned and walked into the house. The doors clicked shut behind them.

# English

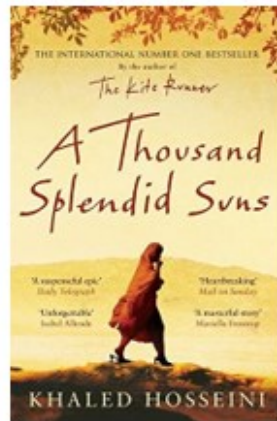
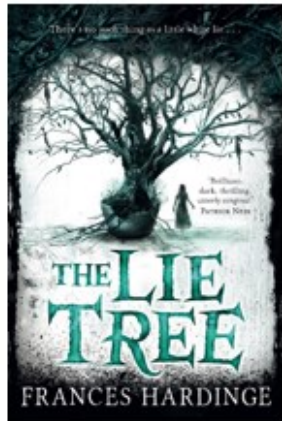


- There is 1 checkpoint and 1 assessment each half-term term (A Light-mark and a Thorough-mark. Books and Assessments)
- Intervention takes place during a weekly form time slot with our Literacy Coordinator.



**Year 7: Persuasive speeches**

***Supplementary reading booklet***



Name:

Form:

English Teacher:



# English Clubs:

Bookflix

School Magazine

Book club

Creative writing club

# Supporting your son/daughter



- Encourage them to research and revise independently
- Check how they are doing their independent learning each evening – limit them to 15 minutes!
- Risk-taking is promoted and making mistakes is part of the learning process
- SATCHEL ONE can be used to track behaviour and to check what work students should be doing at home
- Talk to us!



# Year 7 Curriculum Information Evening

Fiona Hill

PA to Martin Hewitt - Deputy Headteacher (Academic)



# Communication with School

- [Absence@bourne-grammar.lincs.sch.uk](mailto:Absence@bourne-grammar.lincs.sch.uk)
- Email before 8.00am
- [Academic@bourne-grammar.lincs.sch.uk](mailto:Academic@bourne-grammar.lincs.sch.uk)
- Any questions/concerns regarding Teaching & Learning
- [Pastoral@bourne-grammar.lincs.sch.uk](mailto:Pastoral@bourne-grammar.lincs.sch.uk)
- Safeguarding concerns, a worry about a child, serious emotional wellbeing & lost property
- [Tripsandpayments@bourne-grammar.lincs.sch.uk](mailto:Tripsandpayments@bourne-grammar.lincs.sch.uk)
- Biometric System/ParentMail
- When making a payment via ParentMail always go to the Shop

# Key things to remember

- Please do not email a member of staff direct
- Remember the email addresses to use
  - Academic@ - Ms Hill
  - Pastoral@ - Mrs Ford
  - Absence@ - Mrs Jeffery
  - Tripsandpayments@ - Ms Etherington
- 1735 students on roll





# Year 7 Curriculum Information Evening

Ms Anna Creedon

Assistant Headteacher (Personal Development)

# PERSONAL DEVELOPMENT

## PSHE

RSE and Health Education

Relationships Education

Sex Education

Physical Health

Mental Well-being

### OTHER ELEMENTS OF PSHE

Wider Safety and Risk (Safeguarding)

Economic Understanding/ Living in  
the Wider World

Understanding of Technology and  
Media

CIEAG (Careers Information, Education, Advice and Guidance)

Development  
of Character  
(Confidence and  
Resilience)

Wider  
Opportunities  
(Extracurricular  
activities, trips,  
DofE, NCS)

Celebration of Diversity  
Understanding of Protected Characteristics

Inclusion  
Equality of Opportunity

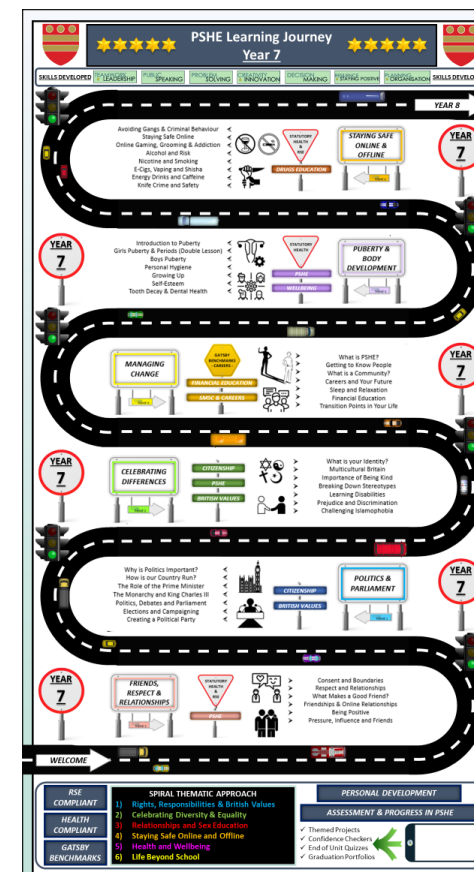
British  
Values

Spiritual, Moral, Social and Cultural Development

# Personal Development Curriculum

## Spiral thematic approach

- Rights, Responsibilities & British Values
- Celebrating Diversity & Equality
- Relationships and Sex Education
- Staying Safe Online and Offline
- Health and Wellbeing
- Life Beyond School





**Former Year 7 students with their 'Family Tree' projects**

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Spiritual, Moral, Social and Cultural Development





## Charity and Outreach

**Foodbank appeal**

**'Shoe box' appeal**

**'The Great Grammar Bake Off'**

**Children in Need**

**Raffles**

**Charity Fairs**

**...and much more.**







**BOURNE**  
GRAMMAR SCHOOL



**Culture Week – March**



# PERSONAL DEVELOPMENT

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Relationships Education

Sex Education

Physical Health

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