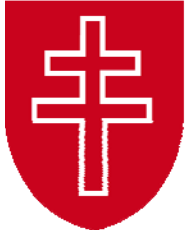


Founded 1642



New Hall School

Years 7 & 8 Curriculum Booklet 2011-2012



WELCOME TO NEW HALL

The decision to join New Hall School will enable you to benefit from first class educational environment. Based in the magnificent building that was once Henry VIII's palace of Beaulieu, you will enjoy learning in single-sex classes up to the end of Key Stage 4, whilst also experiencing a co-educational environment as you move around the campus to specialist facilities.

If you choose, however, to join in extra-curricular activities from the remarkable range on offer, you will find that many of these are co-educational, such as the school orchestra, drama productions and sports teams. You will be encouraged to develop existing interests and to find new ones.



There will be challenges for you to meet along the way. Our aim is to enable you to develop the confidence and skills you will need for success in adult life. Expectations regarding behaviour are based on respect for all and you will be required to show high levels of motivation and a full involvement in school life.

Gaining the very best academic qualifications you can is of course a priority – and you should be encouraged by the track record of success of New Hall students at GCSE and A Level. At New Hall, however, we are interested just as much in your overall personal development. Our preparation for university and careers begins early and we will encourage you to explore ideas, take part in careers' conventions and find interesting and beneficial work experience. We want you to develop a real and lasting love of learning – and to aspire to excellence in all that you do.

New Hall prides itself on giving individual attention to students and providing a tailored programme suited to specific needs and interests. This booklet gives you information about the courses in Year 7 at New Hall, together with an introduction to life in the Senior School.

We look forward to welcoming you to the Senior School.

Katherine Jeffrey

**Mrs Katherine Jeffrey MA(Oxon) PGCE BA(Div) MA(EdMg) NPQH
PRINCIPAL**

CONTENT

During Year 7 students follow a course which introduces them to the visual language of Art and to a wide range of materials and techniques. Themes for the year are the topics 'self image' and 'the school environment'. Whilst exploring these topics students are introduced to the work of relevant artists and practitioners and to the codes and conventions used in differing genres and traditions of Art. Students are expected to carry out independent research, which they record in a Visual Research Book. This will include analysis and comment on ideas and methods used in their own and others' work.

SKILLS

Students learn to use a range of media when drawing either from observation or imagination. They are expected to understand the use of line and tone in representing shape and form. Students are taught to mix paints to create subtleties of colour and to understand the importance of the tonal values. Observational drawing requires students to look carefully and use their drawings as a means of communicating information. The value of drawing as a means of expression is also explored. Students are introduced to printmaking methods and an understanding of ways in which printmaking can be used to produce multiple images. Students are expected to be able to organise themselves, their equipment and their time effectively. Safe working practices are emphasised throughout the course.

ASSESSMENT

Study is set each week as an extension of the work covered in lessons. This may take the form of visual or written research or the analysis of artworks. Towards the end of the Trinity Term students sit an examination in which they are assessed on their understanding of issues covered during the course, the accurate use of Art and Design terminology and an awareness of the place of Art and Design in a wider environment.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Weekends may be offered in which students can develop their interests by exploring new media and skills
- Lunchtime and after school activities offer students the opportunity to develop their interests and explore new skills
- In addition the Art rooms are always open to enthusiastic students

DESIGN & TECHNOLOGY

CONTENT

Time is divided between Product Design and Food Technology. In both areas students learn the importance of safe working practices. Personal organisation and planning are prime focuses for these courses. In Food Technology, students learn about nutrition, healthy eating and have plenty of opportunities to prepare and make simple dishes. Product Design starts students thinking about the quality of products they see and use around them in everyday life. They follow a rigorous design process which helps them to think creatively and develop a final made outcome.

SKILLS

Students learn to plan methodically, to be organised in their working practice and to work safely with others. The tasks set help students to develop their co-ordination and manual dexterity. In the Product Design course, students learn to use workshop equipment safely whilst also developing Computer Aided Design skills.

ASSESSMENT

Throughout the course students are encouraged to evaluate their own work and that of others. Study is set weekly and either requires research or is set to reinforce the work covered in lessons. There are end of course examinations which are held in January and June. This includes a presentation of their project work.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Cookery Club runs throughout the week after school and at lunchtimes and students are encouraged to participate
- Design Clubs run at lunchtimes four times a week and students are encouraged to participate

CRITICAL THINKING

Year 8

Critical Thinking is a skills-based rather than a content-based course, although there is some subject-specific terminology which students are encouraged to use. Students will be encouraged to take an intelligent and critical interest in politics and current affairs and they will be introduced to some philosophical issues.

SKILLS

The main skill areas are in dealing with arguments. This means:

- Being able to identify the structure of arguments (components such as reasons, conclusions and assumptions)
- Being able to evaluate arguments (identifying flaws and strengths)
- Evaluating the impact of evidence (including statistical evidence)
- Being able to evaluate the credibility of participants in a dispute
- Being able to compose persuasive, logical and well-structured arguments

ASSESSMENT

Assignments will be designed to assess the extent to which students are developing these key skills. There will also be a 60 minute written examination at the end of the year.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students are encouraged to participate in Debating

PROJECTS

CONTENT

Level 1 Foundation Project (AQA 7301)

Project qualifications are available to able students who would like to demonstrate a particular enthusiasm for their favourite subject and to show that they can work independently at a higher level than would normally be expected in Year 7.

The project would take the form of researching and writing an extended essay. All students undertaking projects are also expected to present their findings and answer questions from a specialist audience. The student would be expected to manage the project independently, with the guidance of a project supervisor.

Further information may be obtained from Mr D Yates (Project Co-ordinator) d.yates@newhallschool.co.uk.

DRAMA

CONTENT

In Year 7 students begin with a 'Mime, Movement and Masks' topic, focusing on their control of their body language and facial expressions to communicate meaning. They begin to explore the effectiveness of physical theatre and the freedom and constraints of mask work. Their work is mainly devised, stimulating their creativity, teamwork and improvisation skills. They are then introduced to scripts and explore how a script is brought to life; considering stage directions, the role of the director and the different possible interpretations of each scene. Students will be introduced to the basics of technical theatre and encouraged to consider the possibilities that lighting and sound can offer their work.

In Year 8 the students explore the two main aspects of theatre, through Greek Tragedy and Shakespearean Comedy. They will research the two eras and styles of theatre as well as practically study a range of plays from both. Students will also work towards a Theatre-in-Education project, tailoring their work towards a specific audience. They will build on their work from the previous year, with further consideration of naturalistic and symbolic staging, the use of basic costume and props to enhance their work and deeper character studies.

Throughout the two years, students are expected to offer verbal feedback on their peers' work, improving their use and knowledge of technical vocabulary and their understanding of what makes good drama.

SKILLS

The art of negotiation and compromise is an essential part of teamwork and is incorporated in basic rehearsal technique. Presentation and acting skills are built up by applying them in pieces of theatre that they work on and then present. Spontaneous improvisation is used to test creativity, nurture the imagination and build confidence. Polished improvisation tests the students' concentration and dedication to task. Evaluation skills are developed through the use of constructive criticism.

ASSESSMENT

Assessment is ongoing and each half term there will be a more formal practical assessment where marks will be given and recorded. Students are allocated an assessment booklet at the beginning of the year which shows them clearly their personalised targets for improvement.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Years 7-9 school play

- Drama Clubs (both teacher and student led)
- Tech Club – for aspiring technicians
- LAMDA Acting and Devising (solo, duo or group awards available)
- Shared Theatre visits with the English Department

LAMDA

AWARDING BODY AND SPECIFICATION

LAMDA, Using Spoken English

During either the Michaelmas or Trinity Terms, students in Year 7 and 8 take classes in LAMDA 'Using Spoken English'. These classes lead towards LAMDA graded examinations at the end of the term.

The course is designed to encourage students to become confident, eloquent speakers; improving standards in communication through the spoken word and empowering them to become effective and confident communicators. In addition to this, preparing for LAMDA examinations builds self-confidence and students are provided with a record of their achievements.

ASSESSMENT

Students prepare a brief 'talk' for an informal setting, selecting and shaping the subject matter. In Year 7 this is based upon a personal experience, and in Year 8 should focus on an object with a personal significance.

- For both exams, students are required to respond to questions and create opportunities for others to contribute to discussion and conversation

CONTENT

Students follow a curriculum which addresses critical development; knowledge of literary heritage; technical proficiency; independent reading and writing for a range of purposes and audiences. This curriculum will cover the three disciplines of English Literature and Language: reading, writing, and speaking and listening.

During Year 7 and 8 there is an emphasis on introducing different forms of Literature to the students and allowing them to experience different styles of writing. Year 7 will have an introduction to Shakespeare's language, plots and characters. Students in Year 7 and Year 8 will study a single play, paying attention to selected scenes. Both Year 7 and 8 will study a class novel to progress from understanding what writers write to how they write, focussing on genre, narrative structure, characterisation, and language. The students will also be introduced to a range of poetry, and also the opportunity to enter the annual Interpretation of Text competition.

All students keep a record of their independent reading. Presentations, class discussions, reviews and displays aim to encourage an enthusiasm for sharing responses to books. Class reading of poems, a dramatic work, short stories and at least one challenging novel will inspire a wide variety of assignments on genre, setting, characterisation and style.

Writing activities include composition of stories, poems, reviews, instructions, information, argument and criticism. These originate in a variety of activities and emerge out of a carefully structured planning and drafting process.

SKILLS

Students learn to express opinions and ideas in class discussion in a disciplined environment; they develop the skills of listening to others, being sensitive to audience and speaking in clear, Standard English.

They develop a sense of discrimination and judgement when choosing reading material, exploring the unknown and extending the boundaries of pre-conceived ideas of what makes a good read.

They become more confident in organising complex ideas into a wide range of written forms. Handwriting is increasingly mature and swift. Complex sentences are used more frequently; vocabulary is increasingly adventurous. Paragraphing, the use of topic sentences and accurate sentence division should now be in place.

ASSESSMENT

Each half-term unit will include assessments, covering writing, reading, and speaking and listening. Written assessments are regularly reviewed in order to ensure the progress of each student is carefully monitored. There is also an end of year examination. One written homework and one research or learning-based homework is set each week.

ADDITIONAL EDUCATIONAL EXPERIENCES

- The Creative Anthology
- Creative Writing Club
- Interpretation of Text Competition
- Theatre visit
- Competitions
- Visiting writers

COURSE CONTENT

This is provided for students who have English as their second language and who require additional tuition and support in English. EAL is taken as an alternative to Latin and/or Spanish/French in the Year 7 curriculum. All students are assessed at the beginning of their course to gauge their level of English and aptitude. Following this, they are placed on the appropriate examination course, either Key English Test for Schools or Preliminary English Test for Schools. Whichever examination course a student follows the skill areas are the same but the level at which they are studied is different.

In preparation for the reading assessment students develop essential reading comprehension skills; they learn to analyse articles, reports, fiction, advertisements, correspondence and information material. They practise writing letters, reviews and stories in preparation for their writing assessment. Students are encouraged to increase their awareness of grammar and to enhance their ability to use past, present and future tenses accurately. They also spend time developing and improving their vocabulary. In preparation for the listening assessment, CDs are used to help the students develop their note taking, gap filling, sentence completion and listening comprehension skills. Students are encouraged to develop their vocabulary in preparation for the speaking assessment; with an emphasis on accurate and fluent communication, they practise speaking tasks and learn to express ideas and opinions. Completion of past papers is an important part of the preparation for the test. Adapted readers, magazines, DVDs, CDs and games are regularly used to develop all of the key skill areas.

ASSESSMENT**Internal**

Students are set one study assignment per week; they should spend half an hour completing this. During the year, students are regularly tested in class and sit a full past examination at the appropriate level, either Key English Test for Schools or Preliminary English Test for Schools, in the Lent or Trinity Term.

External

Students are prepared and entered for the appropriate examination when they have demonstrated that they are able to meet the assessment criteria.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students are encouraged to take part in all extra-curricular and weekend activities which will help them to improve their English and their awareness of English culture, life and customs

CONTENT

In Year 7, students will begin by analysing what makes up the subject of Geography. The course then focuses on the British Isles before moving on to look at the geography of Europe and then the World. The course particularly focuses on Physical Geography through the study of the water cycle, rivers, flooding, volcanoes and earthquakes. Students are also introduced to the concept of a geographical case study and will begin to consider how natural processes affect human activity.

In Year 8, the course explores the issues of water conflict, considering who owns the world's water, who has rights to it and whether there is enough for everyone. The course then looks at the natural world through a study of the tropical rainforest ecosystem. The contrast between the rich and poor within Brazil is then investigated before considering how the population of the UK has changed and will change in the future, and how geography can be used to investigate and fight crime.

SKILLS

In Year 7 students develop their map skills by learning about grid references, distance, direction, scale and height. They use OS maps to practise their skills. They also learn how to use an atlas. Students learn how to select information from research and develop their decision making skills. They learn how to create geographical drawings and how to describe and explain geographical information.

In Year 8 students develop their skills of using data and graphs. They develop the ability to see both sides of an issue and to form and support their own opinions. Students develop skills to solve geographical mysteries and they carry out their own research and investigations.

ASSESSMENT

Study is set to support and extend learning. End of unit assessments take place throughout the year using a range of strategies such as tests and tasks. Students sit an examination in the Trinity Term.

ADDITIONAL EDUCATIONAL EXPERIENCES

There will be a Geography fieldwork day linked to topics studied in either Year 7 or Year 8.

HISTORY

CONTENT

Students begin their Key Stage 3 studies with a half term local History unit, focussed on the History of New Hall. In this we consider the history of the community, school and buildings. There are opportunities to explore the site and some of the archives. This is followed by a study of Medieval Realms from 1066-1500, beginning with the Norman invasion and conquest.

The theme of monarchy is continued throughout the year with a study of King John and the beginnings of Parliament. The power and importance of the Medieval Church, the murder of Becket and the Crusades are taught as part of the religious history section. Social aspects of Medieval Life are considered based on a study of town and village life. The course ends with the Black Death and the Peasants' Revolt.

SKILLS

Throughout the course the emphasis is on developing organisation and communication skills. Some basic source skills, mainly involving reading comprehension, are developed.

ASSESSMENT

Half termly assessment tests. Terminal examination in the Trinity Term.

ADDITIONAL EDUCATIONAL EXPERIENCES

- New Hall site visits
- Cathedral visit

CONTENT

At the beginning of Year 8 students spend much of the Michaelmas Term studying the Reformation. They discuss theories of continuity and change through their research of the different monarchs and their policies.

At the end of the Michaelmas Term and for much of the Lent Term, students study a unit on the English Civil War. As part of this unit, students analyse causes, events and consequences and begin to develop their extended writing skills. During the final two weeks of Lent Term, students carry out an independent investigation. Each student is given a choice from a variety of topics as well as a choice of format. They are expected to carry out independent reading as well as independent source evaluation.

Throughout the Lent Term, students look at the changes that take place in Britain during the 18th and 19th centuries. The political, social and economic impact of the industrial revolution is assessed and students briefly study the development of the British Empire. This period provides the contextual history for the Twentieth Century topic studied in Year 9.

SKILLS

Throughout the course the emphasis is on developing source analysis and writing skills.

ASSESSMENT

Half termly assessment tests. Terminal examination in the Trinity Term.

CONTENT

At the start of Year 7, it is important that students know how important health and safety is when using technology. Personal safety when using the internet is explored and students are made aware of the dangers to themselves and the data that they store.

Hardware and software devices are investigated along with the meaning of data and information in relation to a computer system. Students are encouraged to explore the functionality and usage of digital devices and mobile technology.

An introduction to databases covers tables, basic validation rules, basic queries and forms for data entry. Students are introduced to basic spreadsheet functions and features such as graphs, sorting and filtering.

In Year 8, students focus on Image editing, animation and web development tools which are used to develop a web site project throughout the year.

SKILLS

Typing skills are emphasised at the start of Year 7. Students should learn some basic programming, database and spreadsheet skills that develop logical thinking and planning skills.

Students should develop their skills of information literacy. This involves consideration of the reliability of different sources of information, search techniques, understanding the credibility of different sources, the importance of respecting intellectual property and understanding design considerations when presenting projects. Analytical and evaluative skills are developed throughout the ICT curriculum with a focus on the explanation of the advantages and disadvantages of using ICT in different areas of society.

ASSESSMENT

The end of year examinations, during the Trinity Term, test students' knowledge and understanding of the basic concepts of ICT and any functionality covered within the current year and also building on the previous year's learning. Project work is assessed by the teacher and peer assessment along with feedback play an important role as a basis for review and evaluation.

Attainment grades for ICT are weighted towards written study tasks and documentation of practical work, to reflect the importance of the controlled assessment component at GCSE which commences during Year 10.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students are encouraged to use ICT facilities to produce and present work for other subjects
- The health and safety aspects of the usage of the internet and computer technologies are investigated with a view to preventing misuse
- The digital age encompasses a wide range of equipment used in the home and for personal use. These are discussed and investigated as these new technologies emerge

CONTENT

Year 7 students work through the Cambridge Latin Course, Book 1. The programme of study enables them to develop their understanding of Latin grammar and syntax, and explore the links between Latin and other European languages, including English.

They explore aspects of daily life in the town of Pompeii before it was destroyed by the eruption of Vesuvius in 79 A.D. They also look at Roman beliefs on life after death, gladiators, the theatre, and take part in mock elections.

Year 8 students continue to work through Books 1 and 2. They consolidate their linguistic base and extend it by studying more complex grammar. The section on Culture and Society takes students on an international voyage of discovery, starting with Roman Britain and ending in Egypt.

SKILLS

Students develop their translation skills by reading short stories in Latin and doing comprehension work. They build up an understanding of the basic grammar and vocabulary by manipulation exercises and tests. They regularly use ICT including the Cambridge Latin Course website resources.

The study of background topics gives opportunities to compare and evaluate different civilisations. These topics also provide opportunities for creative writing and producing visual display work.

ASSESSMENT

Study is set each week to practise their translation skills and consolidate their understanding of grammar and vocabulary. Students are regularly assessed at the end of each chapter and they sit an end of year examination in the Trinity Term. This examination tests their translation and comprehension skills, knowledge of grammar and vocabulary and understanding of Culture and Society topics.

ADDITIONAL EDUCATIONAL EXPERIENCES**For Year 7**

- Theatre visits
- Latin Club

For Year 8

- Visit from the Roman troop Legion XIII or
- Visit to the Roman Theatre at Verulamium (St Albans) and the Roman Baths at Welwyn
- Latin Club

LEARNING DEVELOPMENT

At the beginning of the year the students' Reading Comprehension and Spelling are assessed. Time is spent on study skills and help is given with organisation strategies. Students are taught strategies to learn spellings and spend time reinforcing sound-symbol associations. They concentrate particularly on reinforcing consonant blends to provide a secure foundation for future work. Students are tested on spelling lists on a weekly basis following the guidelines suggested by Dyslexia Action.

Students extend their vocabulary by the regular learning of useful words and reinforcement work is provided to establish letter patterns in the long term memory. Students learn memory and revision techniques in preparation for their end of year examinations. Towards the end of the year assessments are undertaken to determine the students' current Reading Comprehension and Spelling Ages.

Reinforcement work in Mathematics takes place throughout the year, where appropriate.

Students on Stages of Assessment receive in-class support in English, Mathematics, Science, ICT, History and Geography as timetabling permits. Study Club is offered at lunch time and after school; students, especially those on Stages of Assessment, are encouraged to attend and use the staff support available.

MATHEMATICS

CONTENT

Students explore key elements of Mathematics in preparation for examination entry in Years 10 and 11. They use textbooks 2, 3, 4 or 5 from the Exploring Mathematics series together with other supporting material. Extension work is used where appropriate. The topics of: Number, Algebra, Geometry, Measures and Statistics are studied.

SKILLS

Students will study topics from the following:

Number: Place value, ordering, rounding, simple fractions, order of operations, percentages, ratio and proportion, decimals and measures, powers and roots, proportional reasoning, history of numbers and counting and problem solving.

Algebra: Using letters to represent unknown numbers, simple sequences, substitution, algebraic expressions, solving equations, collecting terms, expanding brackets, solving problems, plotting graphs of simple functions, and real life graphs.

Geometry and Measures: Drawing and measuring angles, area and perimeter, volume, transformations, properties of shapes, circles, prisms and constructions.

Statistics Grouped data and simple statistics, collection and representation of data, pie charts, probability, mean, median, mode, range and time series.

ASSESSMENT

Two study assignments per week are set to support and extend students' learning.

Tests are set at the end of each term.

Students sit an examination towards the end of the Trinity Term.

CONTENT

In the Michaelmas Term of Year 7, students will explore the elements of music by undertaking composition work and by listening to examples of live and recorded music. In preparation for a visit to the London Symphony Orchestra concert they will explore the sections and instruments of the orchestra by focussing on *The Young Person's Guide to the Orchestra*. Students will prepare contributions to the school carol service.

In the Lent Term students will explore tonality and dance music. Genres examined will include folk music from around the World and contemporary dance music. In the second half of the term students will listen to Saint-Saens *Carnival of the Animals* and undertake composition and performance activities based on it. Students will experiment with composition tasks using music sequencing software.

The Trinity Term will include preparation for the end of year events which will involve singing for all students and instrumental performance for many.

Students start the Year 8 course by considering "What is music?" They will listen to a wide variety of experimental music in context and will compose pieces of their own. This is followed by units of work on ground bass compositions, programme music and ends with an introduction to opera. In the Trinity Term, students will be introduced to the distinctive sound and compositional world of Indonesian gamelan music.

SKILLS

Throughout Years 7 and 8, students work to achieve an understanding of the dynamics of individual and group work. The value of mutual respect within the group is encouraged as an essential element of Performing Arts. Students will explore and develop their performance skills both vocally and instrumentally. They will create their own music and bring it to performance. In addition they will develop musical literacy skills and develop a vocabulary that will enable them to describe music idiomatically. Students will be introduced to sequencing software on the Music Department computers.

ASSESSMENT

Student compositions and performances will be recorded and will be subject to peer review and teacher assessment. Regular tests will assess the knowledge and application of subject-specific vocabulary.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students attend a 'Discovery' concert given by the London Symphony Orchestra
- Students are encouraged to undertake individual extra-curricular music tuition
- Students are encouraged to join an appropriate extra-curricular ensemble
- Students are invited to contribute to formal and informal concerts
- Students are encouraged to attend professional concerts given at school and elsewhere
- Year 7 students attend weekly girls' and boys' choir rehearsals
- Year 8 singers join the choir and some choose to audition for the Chamber Choir

MODERN LANGUAGES

FRENCH

CONTENT

Topics which may have been learnt in KS2 are reinforced and include: alphabet, numbers, colours, age, date, weather, school bag, family, food, sport. New material includes talking about likes and dislikes, describing people, giving opinions and reasons, talking about computers and mobile phones, saying what one can do in town and talking about holiday plans. Grammatical skills progress as topics are extended and songs complement every module to supplement the enjoyment of the learning process.

SKILLS

Students are given encouragement to communicate in the target language. They practise correct pronunciation, asking and answering questions and taking part in role-play. Students develop the language learning skills of noting vocabulary and learning it independently in study time. The correct use of nouns, articles, adjectives, preposition and common verbs in the present tense is taught.

ASSESSMENT

Students progress through Studio 1 to Studio 2. They are assessed in Listening, Reading, Writing and Speaking at regular intervals. The end of year examination focuses on all four language skills.

ADDITIONAL EDUCATIONAL EXPERIENCES

- The school encourages students to subscribe to a magazine suited to their level of ability
- The opportunity of a three-night stay in France is offered to students and will take place in the half term of Trinity Term of Year 8
- Visiting Theatre Companies regularly perform in the school

SPANISH

CONTENT

Beginning with Listos 1, progressing to Listos 2, students are introduced to the language needed in the classroom. They learn greetings and how to give personal details. Students learn to describe their school life, nationalities and languages, themselves, their families, homes, pets, towns and hobbies. The present tense of regular and some irregular verbs is studied and the agreement of adjectives is practised. Students also learn how to use prepositions.

SKILLS

The language skills of listening, speaking, reading and writing are developed and students are encouraged to use Spanish wherever possible. They practise asking and answering questions in role plays, study spelling rules and are encouraged to recognise language patterns.

ASSESSMENT

Progress is monitored by regular vocabulary and verb tests. There is one learning and one written study each week to support and consolidate the work done in class. Students are given a test in all skills at the end of each module. There is a formal examination in the Trinity Term.

ADDITIONAL EDUCATIONAL EXPERIENCES

- The school encourages students to subscribe to magazines suited to their level of ability
- Visiting Theatre Companies regularly perform in the school

PHYSICAL EDUCATION

CONTENT:

The sports covered aim to promote purposeful activity and skill development. Students learn to work safely and effectively, with co-operation, perseverance and self-motivation, alone, in pairs and as members of groups or teams. Within each area, physical competence is developed and teamwork and co-operation are encouraged. Students have a games afternoon and a double period of curriculum PE. Fixtures against other schools take place during some games afternoons and Saturday mornings. If students are selected to represent the school in a competitive fixture, then it is expected that they will attend during the week and on Saturdays. Students follow the termly sports programme, which covers these main sports:

Athletics:	Each of the disciplines is introduced. Techniques are taught and attempts timed or measured.
Cricket	The fundamentals of bowling, batting and fielding are taught. Students learn how to apply the rules and regulations of the game.
Hockey:	The skills of dribbling, hitting, pushing, stopping and shooting are acquired along with knowledge of the basic rules and tactics within game situations.
Netball:	The skills required for good footwork, throwing, catching, dodging, marking and shooting are acquired along with the knowledge of basic rules and tactics.
Rugby	Introduction and development of skills and rules required for full game. Emphasis of the need for safety whilst tackling, rucking, scrummaging and mauling.

Other sports covered in Curriculum PE are:

Badminton:	Students cover basic shots and the singles scoring system is introduced.
Basketball:	Basic dribbling and shooting techniques are taught and basic rules of the game are covered.
Dance:	Students work on the use of the body as a way of expressing ideas and feelings, focusing on emotions and the relationship between dance and music.
Fitness Training	Students gain an awareness of the different types of training - circuit, weight training and interval training. They gain an understanding of how the body reacts to exercise.
Football	Ball skills and control are reinforced. Students practice penalties, corners, free kicks and safe tackling. Goal keeping skills are taught.
Gymnastics:	Students explore the themes of locomotion and transference of weight. They develop actions of stepping, rolling, sliding, wheeling, balancing, stretching, curling, twisting and turning. Students have access to the brand new fitness facility.
Health-related Fitness:	Students gain knowledge and understanding of the importance of warming up prior to activity and cooling down afterwards. They gain some understanding of how the body reacts to exercise and its importance for a healthy lifestyle. This takes place in our new fitness suite, opened in 2009.
Rounders:	The skills of throwing, catching, bowling, batting and fielding are covered, and the basic rules of the game explained.
Swimming:	Each stroke is revised with emphasis on speed and technique. Some students will progress to dives and racing turns.
Tennis:	Forehands, backhands, volleys and serves are taught and the scoring system of the game explained.

ASSESSMENT

For practical work each student's ability has been assessed through visual observation and the setting of tasks.

ADDITIONAL EDUCATIONAL EXPERIENCES

Regular extra-curricular activities, sports tours and fixtures for all abilities are available to students before school, during lunchtimes, after school and at weekends. There is a full fixture list for boys and girls for games afternoons and Saturdays.

RELIGIOUS EDUCATION

CONTENT

Students study the three monotheistic religions over two years. This includes consideration of how and why people believe in God and the ways in which God continues is revealed to people today. From revelation students will explore Christian beliefs about God's self-revelation in the person of Christ.

Students develop their knowledge and understanding of the sacraments and the liturgical year and of the centrality of Jesus to the Christian life. Students will also develop their knowledge and understanding of how Christians celebrate the season of Lent with particular emphasis on the Sacrament of Reconciliation.

Students explore the 'Resurrection' stories and the importance of Pentecost for Christians today with particular reference to the gifts of the Holy Spirit. This leads into a comprehensive exploration of the history and development of the Church from Jerusalem to Rome touching upon a range of key events such as the Schism, the Reformation and Vatican II. The 'Creation' narratives will be used as basis for examining the nature and attributes of the Judaeo-Christian God.

Students develop an understanding of Jewish and Islamic beliefs and practices and reflect on how these impact on the ordinary life of a Jew or Muslim.

SKILLS

Religious Education is taught as a rigorous and intellectually demanding subject; students will be encouraged to develop their higher order thinking skills of analysis, speculation and evaluation. Nonetheless, RE is not merely one subject among many; it is a subject that provides meaning and significance to people and attempts to address the fundamental questions of life and human existence. The RE department at New Hall believe that students should be challenged to think for themselves, explore their own sense of meaning and spirituality and recognise that asking questions is more valuable than having all the answers.

ASSESSMENT

Study is set each week to support and extend students learning. Mid term tests are carried out in the Michaelmas and Lent Terms. Students sit an examination towards the end of the Trinity Term.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Year 7 & 8 Masses
- May Procession
- Educational visit to the Jewish Museum

SCIENCE

CONTENT

Biology	Chemistry	Physics
Year 7 Cells and Microscopes Movement Reproduction and Growth Microbes Variation and Interdependence	Year 7 Bunsen burner and safety Acids and alkalis Simple chemical reactions Particle model: solids, liquids and gases Solutions	Year 7 Current electricity Forces & Motion Earth & Universe
Year 8 Photosynthesis Respiration Digestion Excretion Behaviour	Year 8 Atoms and elements Compounds and mixtures Rocks and weathering Reactions of metals and metal compounds	Year 8 Waves Energy Transfer Forces and their effects

SKILLS

Years 7 & 8

During their Science lessons students learn how to work safely in laboratories. They work in teams, following oral and written instructions, in order to carry out practical work whenever feasible. Fair testing in experimental work is introduced and students are taught how to draw clear diagrams, tabulate their results, plot graphs and draw simple conclusions.

ASSESSMENT

Years 7 & 8

End of topic tests taken by all sets enables progress to be tracked during the year. An examination is set in the Trinity Term.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Zoo visit to study classification and diversity
- Various competitions and activities through the science club

CO-CURRICULAR ACTIVITIES

We consider the extra-curricular activities offered by staff to be an essential part of each student's education. They afford students the opportunity to try something new or to do an activity, which complements or contrasts with their academic studies. A Co-curricular booklet is provided at the beginning of the school year offering a wide variety of options ranging from, Christmas cake production to Astronomy.

Breadth and balance are not only important in making option choices but also outside the classroom. Opportunities abound for students to become involved in musical, sporting and artistic activities. We also encourage students to participate in the New Hall Voluntary Service activities and the Duke of Edinburgh Award Scheme.

NEW HALL VOLUNTARY SERVICE

In the Trinity Term of Year 8, students have the chance to work within the Voluntary Service group for the first time. In this way, students come to experience and appreciate the needs of a variety of other people - people who are old or who have physical and/or learning difficulties, people who are young or lonely or sick. They are made aware of the importance of commitment, dependability and service as a member of a large group working to help those in need.

In subsequent years, students are encouraged to be fully involved in one or more of the eight action groups and to give regular, generous service.

Every year we are able to assure parents that their children gain enormously from these kinds of activity, generously undertaken in a willing spirit of friendship and service.

The work of NHVS is recognised as being of great value. The group has received national and local awards.

THE DUKE OF EDINBURGH AWARD SCHEME

This is a voluntary activity open to students aged between 14 and 25, which involves some out of school time commitment. The scheme is intended to develop qualities of maturity and responsibility, which will help students throughout their lives.

There are three Awards: Bronze (undertaken in Years 9-10), Silver (undertaken in Year 12) and Gold (undertaken in Year 13); each level becomes more demanding of time and effort. The Award is in four sections at each level these are;

'Service' is designed to make students more aware of people in their community. They can either help directly with involvement in Scout Units or similar, or continue their help with the New Hall Voluntary Service schemes. Courses in 'Police', 'First Aid', 'Life Saving', or similar may be available, and in them students learn how these community jobs function.

'Expedition' is the section everyone thinks of when the scheme is mentioned. At the Bronze level your son/daughter will be expected to walk at least 15miles (24km) over two days, carrying everything s/he needs with him/her so s/he is self sufficient for the weekend. S/he will:

- Be trained to pitch tents, read maps, cook on a stove safely; learn to look after himself/herself and others in his/her group, with basic first aid and clothes sense.
- Participate in a practice weekend
- Take part in a real expedition

‘Skill’ is basically any activities the participants choose to learn or take part in. These range from music lessons to Art/Craft Clubs. A diverse range is possible and most students at New Hall find they can simply continue doing something they are already involved in outside lesson times.

‘Physical Recreation’ is usually an activity the students are already involved in: cricket, fitness training, football, hockey, riding, rugby, swimming, tennis and volleyball – to name but a few.

GIFTED AND TALENTED

Our successful identification and assessment of more able students comes from an amalgamation of evidence from a wide variety of sources.

We identify a broad range and wide variety of Gifted and Talented and our response with regard to provision is equally broad and varied. The Gifted and Talented Co-ordinator (GATCO) oversees the provision which includes:

- Acceleration
Gifted and Talented students are offered accelerated learning in subjects where the accelerated learning matches the student’s potential and capabilities. Accelerated learning offers the student a programme of work that is both challenging and interesting.
- Enrichment within the Curriculum
Gifted and Talented students are provided with differentiated work in all subjects where they are show high level potential. Differentiated work challenges the most able and promotes a higher level of thinking.
- Extension and Enrichment Activities outside the Curriculum
These include: -
 - Enrichment days/weekends where more able students focus on a curriculum area
 - Resident opportunities run by individual departments or whole school initiatives
 - Commercially run opportunities e.g. Industry Days
 - After school activities – open to all
 - Competitions – whole school, inter-school, regional, national
 - Accredited courses – Duke of Edinburgh Award Scheme
 - Academic Mentoring
 - Industry involvement – real problems requiring real solutions
 - Academic Societies – membership of these societies is actively encouraged
 - Links with Academic Institutions/Local Businesses/Community
- High Profile Initiatives for students
These include: -
 - Critical Thinking Lessons for all year groups 8 - 13
 - Delta (G&T) group weekly meetings to reinforce good learning strategies
 - Philosophy Club: weekly discussions take place on key ethical issues
 - New Hall School’s Scholarly habits

OXBRIDGE

New Hall encourages able students to apply for Oxford or Cambridge universities. The school has a good track record of students winning Oxbridge places in a wide range of subjects, including arts, sciences, humanities and languages.

The Oxbridge programme, OMEGA, fits with the school's Gifted and Talented provision. Students from different years are invited to relevant seminars, including presentations by Admissions Officers from both Universities. Students in Year 11 who are considering making an Oxbridge application are fully supported in the early stages. Opportunities to visit both universities are made available and attendance at College and Department Open days is encouraged. Students are given advice regarding the range of courses available, entry requirements and ways in which to make their applications as attractive as possible to Admissions Tutors.

An emphasis is placed on meeting the academic requirements demanded by Oxbridge Colleges so that students achieve the straight A*/A grades needed at GCSE level. A separate booklet is provided to students regarding Oxbridge preparation and provision continues as they move into the Sixth Form. Weekly interdisciplinary sessions are held to develop thinking and analytical skills, in conjunction with subject specific support.

PSHE AND TUTORIAL PROGRAMME

This is delivered through the Religious Education Department's 'Well-being Programme', and supplemented with weekly contributions from Form tutors, the Careers Department and outside speakers.

The Well-being programme has been designed in accordance with the work of the Well-being Institute, University of Cambridge, and is most concerned with helping students to discover what it means to be human, to lead a good life, and develop their full potential. Well-being focuses on the activities that we ought to choose to engage in to lead a happy and fulfilled life: it is not so concerned with pointing out the dangers of life and telling students to avoid them. The principal reason for this is that many of the 'dangers' of life that we sometimes find ourselves telling students about are much less prevalent than the media would have us believe.

Well-being topics include:

- Resilience
- Strengths
- Emotions
- Values
- Physical Health
- Positive Relationships
- Perspective

Tutorial topics include:

- Financial capability
- Citizenship
- Study skills

The overall aim is to give students access to opportunities to cover the main strands of Careers Education, Information Advice and Guidance (CEIAG) identified by the DfE statutory guidance: For students to develop self awareness, an awareness of the opportunities which exist at key transition stages through career exploration, and that they are able to manage their career development. In addition to this we provide our students with opportunities for individual guidance and support whenever they feel that they need it.

YEAR 9

Much of the CEIAG input in Year 9 is in the Michaelmas Term when students are encouraged to become more aware of themselves; their likes and dislikes, their strengths and weaknesses.

Students are encouraged to explore how they make decisions and the influences upon them in that process in preparation for their Option Choices after Christmas.

All students complete a careers interest questionnaire in the second half of Michaelmas Term using the IT programme fasttomato. This generates some recommended career pathways for students and suggests options which may be suitable for them at Key Stage 4.

Students are introduced to the Careers Library where they research a variety of occupations of their choice. This activity provides students with experience of using a wide variety of sources of information about different careers. The emphasis is on the process of investigation and on an evaluation of the sources.

In July all students are taken off timetable for Industry Day. During this day students will participate in team building activities, problem solving and business related games and situations. We are very fortunate to have the support of local business organisations to run these activities and to act as mentors to the teams so that students experience working with adults with whom they are not familiar with.

YEAR 10

During Key Stage 4 students are encouraged to take greater responsibility for managing their career development. The focus of the Year 10 programme is the application process. Students will produce their own curriculum vitae, practise the writing of application letters and completion of application forms. Interview technique will also be discussed and practised.

Work Experience is a very important element of this learning process and students are encouraged to arrange work experience for two weeks during the Easter holidays of Year 10. This is done through HCS Careers limited, a company which specialises in finding placements and checking that they are safe and appropriate for young people of this age. Students may find their own placements and HCS will check the health and safety of the workplace. Before students go out on their placements, they are required to attend an interview and to be aware of the health and safety precautions that they should take.

Some students may choose to find their own work experience placements. For these students their parents will accept full responsibility for ensuring that the employers have all of the necessary health and safety and insurance documentation in place.

At the end of Year 10 all students take the Morrisby psychometric test to increase their understanding of their individual strengths and how this can impact on subject and career choices.

YEAR 11

Students have a careers interview in the Michaelmas Term to give individual feedback on their Morrisby Tests, to gauge the progress that they have made as individuals in thinking about their long-term futures and the impact that their hopes will have on suitable subject choices for Year 12. The school also invites parents to attend these individual sessions with Mr Gordon Collins of Careers Education Services, Independent Careers Advisor.

All students at the end of Key Stage 4 should have completed a personal portfolio containing an up to date curriculum vitae, example application form; personal statement and a record of their achievements, to support their post 16 applications.

SUPPORT FOR STUDENTS

The Careers Library, being situated in the main Library, is open throughout the school day and in the evenings.

THE CAREERS CONVENTION

Every two years, in the Michaelmas Term, we hold an evening Careers Convention to which delegates from a wide range of different occupations and professions are invited. Students from Years 9 to 13 are encouraged to attend, with parents, to discuss careers with the delegates.

TIMETABLE:**Outline of normal school day (Monday to Thursday) – students arrive in school by 8.00am**

Breakfast (boarders)	7.30-8.00am
Earliest Arrival (day students)	8.00am
Registration/ tutorial/assemblies	8.20am – 8.40am
Period 1	8.45am – 9.20am
Period 2	9.20am – 9.55am
Break	9.55am – 10.15am
Period 3	10.15am – 10.50am
Period 4	10.50am – 11.25am
Period 5	11.30am – 12.05pm
Period 6	12.05am – 12.40pm
First lunch/ activity	12.40pm – 1.20pm
Second lunch	1.20pm – 1.55pm
Registration	1.55pm – 2.00pm
Period 7	2.05pm – 2.40pm
Period 8	2.40pm – 3.15pm
Period 9	3.20pm – 3.55pm
Period 10	3.55pm – 4.30pm
Tea & Break	4.30pm – 4.45pm
Activities	4.50pm - 5.50pm
Supervised study for those not at activities	4.45pm - 6.00pm
Departure of coaches – Monday-Thursday only	6.00pm
Supper (boarders)	6.00pm - 7.00pm
Further study or activities for boarders	7.00pm
Outline of normal school day (Friday)	
7.30-1.20pm same as Monday-Thursday	
Second lunch/ activity (Friday)	1.20pm - 2.05pm
Registration and PSHE	2.10pm - 2.40pm
Period 7&8	2.45pm - 3.55pm
School ends	3.55pm
School coaches depart	4.15pm
Supper for boarders	6.00pm - 7.00pm
Further study or activities for boarders	7.00pm

Example - Year 7 Timetable: Monday-Thursday

Name	Form	Timing	Period	Monday	Tuesday	Wednesday	Thursday
Henry Tudor		8.20-8.40am	Registration				
		8.45-9.20am	1	Latin	Mathematics	DT or Food Technology	Music
		9.20-9.55am	2	Latin	Mathematics	DT or Food Technology	Music
		9.55-10.15am	break				
		10.15-10.50am	3	Physical Education	Religious Education	Physics	Art
		10.50-11.25am	4	Physical Education	Religious Education	Physics	Art
		11.30-12.05pm	5	ICT	English	Mathematics	Religious Education
		12.05-12.40pm	6	Geography	English	Mathematics	Religious Education
		12.40-1.20pm	First Lunch	Activities	Activities	Activities	Activities
		1.20-1.55pm	Second Lunch				
		1.55-2.00pm	Registration				
		2.05-2.40pm	7	French or Spanish	Drama	Study	Chemistry
		2.40-3.15pm	8	French or Spanish	Drama	Games Afternoon	Chemistry
		3.20-3.55pm	9	History	Biology	Games Afternoon	Latin
		3.55-4.30pm	10	Mathematics	Biology	Games Afternoon	English
		4.30-4.45pm	Tea & Break				
		4.50pm	Activities	Activities	Activities	Activities	Activities
		4.45-6.00pm	Study				

Example - Year 7 Timetable: Friday

Name	Form	Timing	Period	Friday
Henry Tudor		8.20-8.40am	Registration	
		8.45-9.20am	1	English
		9.20-9.55am	2	English
		9.55-10.15am	break	
		10.15-10.50am	3	French or Spanish
		10.50-11.25am	4	French or Spanish
		11.30-12.05pm	5	History
		12.05-12.40pm	6	History
		12.40-1.20pm	First Lunch	
		1.20-2.05pm	Second Lunch	Activities
		2.10-2.40pm	Registration & Tutorial	PSHE
		2.45-3.20pm	7	Geography
		3.20-3.55pm	8	Geography
		3.55pm	School ends	
		4.15pm	Departure of coaches	

Example - Year 8 Timetable: Monday-Thursday

Name	Form	Timing	Period	Monday	Tuesday	Wednesday	Thursday
Henry Tudor		8.20-8.40am	Registration				
		8.45-9.20am	1	History	Religious Education	Mathematics	Spanish or Latin
		9.20-9.55am	2	History	Religious Education	History	Spanish or Latin
		9.55-10.15am	break				
		10.15-10.50am	3	Mathematics	Chemistry	English	Mathematics
		10.50-11.25am	4	Mathematics	Chemistry	English	Mathematics
		11.30-12.05pm	5	Drama	Music	French or Latin	Biology
		12.05-12.40pm	6	Drama	Music	French or Latin	Biology
		12.40-1.20pm	First Lunch	Activities	Activities	Activities	Activities
		1.20-1.55pm	Second Lunch				
		1.55-2.00pm	Registration				
		2.05-2.40pm	7	Physics	French or Latin	Study	Religious Education
		2.40-3.15pm	8	Physics	English	Games Afternoon	Religious Education
		3.20-3.55pm	9	Spanish or Latin	Art	Games Afternoon	Geography
		3.55-4.30pm	10	ICT	Art	Games Afternoon	Geography
		4.30-4.45pm	Tea & Break				
		4.50pm	Activities	Activities	Activities	Activities	Activities
		4.45-6.00pm	Study				

Example - Year 8 Timetable: Friday

Name	Form	Timing	Period	Friday
Henry Tudor		8.20-8.40am	Registration	
		8.45-9.20am	1	DT or Food Technology
		9.20-9.55am	2	DT or Food Technology
		9.55-10.15am	break	
		10.15-10.50am	3	English
		10.50-11.25am	4	English
		11.30-12.05pm	5	Physical Education
		12.05-12.40pm	6	Physical Education
		12.40-1.20pm	First Lunch	
		1.20-2.05pm	Second Lunch	Activities
		2.10-2.40pm	Registration & Tutorial	PSHE
		2.45-3.20pm	7	Geography
		3.20-3.55pm	8	Geography
		3.55pm	School ends	
		4.15pm	Departure of coaches	

REPORTING AND ASSESSMENT

A formal system of termly reporting on effort and attainment through Grade Sheet Reports, once yearly Full Reports and Parent Meetings is supplemented by the development of a good relationship between Tutor and parents.

The current reporting structure is as follows:

	Michaelmas Half Term	End of Michaelmas Term	Lent Half Term	End of Lent Term	Trinity Term Half Term	End of Trinity Term
Year 7	Effort + Settlement Sheet	Grade Sheet + HM Report	Grade Sheet	Grade Sheet + Tutor Report	-	Full Report + HM Report
Parents evening	Parent & Tutor Consultation Afternoon Friday 30 September	Monday 21 November (girls) Wednesday 23 November (boys)				
Year 8	Grade Sheet	Grade Sheet + Tutor Report + HM Report	Grade Sheet	Grade Sheet	-	Full Report + HM Report
Parents evening				Tuesday 6 March		

Full Reports include comments from subject Teachers, the Housemaster/mistress (if appropriate) and Head of School and are reviewed extensively.

Communication with parents is key to your child achieving academic potential (our success is built on this trust). Our reporting process tries to ensure that all students, with the support of their parents, Tutors and Teachers, will achieve their academic potential and participate with confidence in all aspects of academic life.