

## **Summary of work for Michaelmas Term – Form 1**

### **English**

Early in Form 1, pupils are encouraged to use and develop a range of skills that will equip them for the successful study of English throughout their time in the Senior School. To assist with this, they will examine an appropriate popular novel and focus on its structure and important themes, through analysis and in depth evaluation. Pupils are encouraged to carry out independent learning throughout the term, as well as group activities and whole-class interaction. Library lessons will ensure time for private reading and projects, often related and complementary to wider work.

### **Maths**

Pupils learn about using numbers, with reference to timetables, charts and money and in terms of addition and subtraction. Work with sequences leads to calculations involving perimeter, area and volume. Next pupils study decimals, particularly multiples of ten, estimates, multiplication and division. They then consider various aspects of working with numbers, including squares and square roots, rounding, orders and calculations. Finally pupils cover some simple statistical methods such as mode, median and range, calculating mean and collection and use of data. Pupils also have regular input on key mathematical skills such as mental arithmetic, times tables and graph plotting. This general focus continues throughout KS3.

### **Science**

In the first term, Form 1 start by studying cells. They learn about plant and animal cells, specialised cells, movement of substances and unicellular organisms. This is followed by the structure and function of body systems, in which they gain an appreciation of levels of organisation, gas exchange and breathing, skeleton, joints and muscles. Finally they learn about animal and plant reproduction. In relation to animals, they cover fertilisation and implantation, development of the foetus and the menstrual cycle and with plants they study flowers and pollination, fertilisation & germination and seed dispersal.

### **Geography**

Pupils are introduced to the United Kingdom and learn about what the British Isles are made up of by exploring the cities and famous landmarks. They also make links between the UK and the rest of Europe and the surrounding environment. Pupils have a skills focus on using OS maps and getting used to reading them and understanding their characteristics.

## **History**

Form 1 History focuses on social history and the Middle Ages in particular. In the Michaelmas term, students will be introduced to the ideas of chronology, change and continuity by studying sanitation through time. This investigation will look at methods of water supply and waste disposal from the Iron Age to the late nineteenth century, through both contemporary sources and historians' interpretations.

## **Modern Foreign Languages**

Pupils in Form 1 study two of Spanish, French and German in the first term. These are the topics covered:

German – pupils learn about greetings, numbers, personal and family details, pets and school subjects. They also look at life in a German school. Grammar includes the three German genders, nouns, conjunctions and verb forms.

Spanish – pupils talk about a wide range of everyday subjects such as greetings, family members, pets, numbers and colours and school subjects. Grammar studies include articles, singular and plural, adjectives and regular verbs.

French – pupils revise French covered in the Junior Department and are introduced to grammatical rules such as adjective endings and verb patterns, whilst not forgetting building confidence in pronunciation and communication skills.

Lessons rotate so that by Easter, pupils have been fully introduced to all three languages.

## **Art**

Form one explore the use of line in traditional and contemporary Māori art. They then create their own symbols and combine with the Māori koru to create a drawing symbolising the start of their time in senior school. Pupils learn how to develop line drawings into sequences and create their own zoetrope and animated drawings.

## **Music**

Initially, Form 1 learn about “Form and Structure” in music. They study simple forms used in folk music and learn to compose simple 8 bar phrases, which are then extended into their own pieces using binary and ternary forms. They use MuseScore3 to notate and realise their compositions. We listen to more complex music by classical composers and also pop music in order to analyse the structure and form used by composers when tackling longer compositions. These forms include Rondo Form and Arch Form.

## **Design Technology**

Pupils have covered health and safety issues and then made a personalised pine tool box to keep their personal aprons, masks and goggles safe from contamination. They develop skills in how to research, plan and record ideas (literacy), and how to measure lengths and angles (numeracy). They also learn to use both hand tools and power tools (optional) and basic chalk painting skills. Finally they are introduced to metals and investigate how to transform old tin cans into Christmas decorations.

**Drama**

Pupils cover various themes that link with their PSHE curriculum. They develop an understanding of the topics using a variety of techniques, including story-telling and role play.

**Sport**

During this term, we have sought to offer as much of a complete sports package as current Covid restrictions have permitted. Activities have included athletics, rounder and tennis, which have supported pupil development, whilst also ensuring that appropriate social distancing has been observed.

**PSHE**

Pupils think initially about transition – hopes, fears and how we can address these. They then consider aspects of emotional health, including self-advocacy, support networks and personal qualities, which leads to a discussion of the consequences and prevention of bullying. Pupils then learn about being good and active citizens and finally examine various aspects of ‘staying healthy’, such as healthy eating, media and food, looking after teeth, exercise, rest and personal hygiene.

## Summary of work for Lent and Summer Terms – Form 1

### English

Pupils study the life and work of Shakespeare, discovering why the rich language, complex characters and fascinating themes are still as much of today's world as they were hundreds of years ago. They also explore aspects of Elizabethan Theatre, in a creative fashion, and deepen their understanding of the history behind Shakespeare's writing, realising it is relevant and timeless, as well as full of powerful messages and important meaning.

Moving into the next term, the pupils prepare for examinations which are a Lower School version of the GCSE model which they will encounter in years to come. They learn about and practise use of an important array of language skills, including comprehension, how to use effective description, and the crafting of interesting stories. They continue to have a 'library lesson' in which they are encouraged to make their own suitable choices, reading inspiring fiction, which should help to extend their vocabulary and hopefully instigate a real love of literature!

### Maths

During the Lent term, pupils cover work on calculations with fractions, angle properties and angles in polygons, graphs and co-ordinates, percentages (they will need a calculator for this), probability and properties of shapes, including symmetry and tessellations.

In the summer term, they study percentages, probability, solving equations, interpreting data and ratio. They then spend some time preparing for the end of year exams. Thereafter, they look at properties of shapes including nets, tessellations and angles.

### Science

In the second term students are introduced to the subject of chemistry. They learn about the particle model and how it relates to changes of state such as boiling and freezing. They then move on to an introduction to the Periodic Table and the consequence of its existence namely atoms, compounds, and mixtures. This is followed by beginnings of chemical reactions with a range of examples exemplifying the wide range of reaction types.

The chemistry topic continues into the summer term with the teaching of acids and alkalis and pH scale as well as linked experiments such as making salts and neutralisation. The final part of the Form I course explores the various ways of separating substances from mixtures for example by distillation and chromatography.

### Geography

Pupils learn about the physical landscapes of the UK and the different processes that occur around the country to form its physical features. They specifically look into rivers, coasts, mountains and glacial landscapes and explore certain case studies throughout. They also extend their geographical skills by looking at atlas maps and how best to read and interpret these.

Pupils then learn about the people of the UK and how migration affects the population in certain areas and explore why this might be the case. They focus on a case study of Leicester and investigate how and why rural areas differ. They also focus on the economic and employment sector of the UK and how the country communicates and functions their transport links. Pupils develop their geographical skills by practising their population pyramids and decision-making exercises.

## **History**

In the Lent Term, our study of the medieval world broadens out. The students examine the significance of the Dar al-Islam for medieval learning, culture, and religion, in an investigation taking them from Baghdad to Spain. We then contrast this with medieval England as we explore a key turning point in British history – the Battle of Hastings. The Summer term begins with an enquiry looking at how far the Normans changed Britain in the years after 1066, and the students study a wide range of impacts of the Normans, both on England and Scotland. Finally, the year ends with a return to thematic history, as the students seek to understand how the role of horses in society and warfare has changed across the centuries.

## **Modern Foreign Languages**

*In the summer term, pupils continue with lessons in their two favourite languages:*

### **French**

The classes start by revising the French they did previously. They extend this to be able to talk and write about themselves, school, family and friends using the present tense “*er*” verb patterns, adjectives and their variations from genders of words and the two main verbs “*avoir*” and “*être*”. The pupils learn about food, and local areas to be able to describe where they live, give directions and say about what they eat and drink for meals during the day. They also do work on ordering at cafes and stating likes and dislikes using negative forms and two verbs in a sentence.

### **German**

Pupils extend their knowledge by learning about some verb endings, giving opinions and reasons using over 4 million possible sentence combinations and using connectives to link sentences. The classes work on the topic of descriptions and then about free-time activities, learning the present tense verb patterns and extending sentences by adding details.

### **Spanish**

Pupils study personal and family information including physical descriptions and personality. Other topics include pets and the geography of Spain. Grammatical structures include gender, plural forms, adjectival position and agreement and the present tense of regular verbs.

Form 1 returning to Spanish after the French rotation study the topic of school. They cover school subjects, learn to express likes and dislikes and talk and write about the school day. They learn the time in Spanish and vocabulary of clothing to describe school uniform. If time allows they learn how to talk about the weather in Spanish and this will involve using radical changing verbs.

## **Art**

Pupils respond to Frank Stella’s artwork inspired by tropical birds. Pupils learn to blend coloured pencils and use layers of colours. They increase their use of tone in drawing. Later they abstract their bird drawings, create shapes and colour with oil pastels. These develop into 3d paper work. Pupils compare and note contrast in the work of Audubon, Mark Hearld and Marcia Baldwin.

## **Music**

In the Lent term, the focus moves to learning about how the basic elements of music can be manipulated by composers to create particular atmospheres and moods in pieces of music. Pupils listen to and analyse a variety of pieces in different genres and identify the features that give the music its character. The elements include pitch, timbre, tempo, texture and dynamics. They then use the ideas they have met to create their own evocative pieces. The summer term is spent creating music for specific purposes. Fanfares and music for other special occasions such as weddings, celebrations or funerals are explored before pupils bring together all the skills and knowledge they have accumulated to date in order to complete a composing brief using a variety of resources available to them such as electric keyboards, other instruments available in the Music Room and those played by the pupils themselves.

## **Design Technology**

Pupils continue working on earlier projects and move into the area of soft furnishings. They learn about design cutting and stitching and have the opportunity to print their own fabric. Individual planning and design of tasks is important before pupils embark on specific exercises.

Relevant themes are developed further as we move into the Summer Term and pupils are offered suitable activities according to interest and aptitude.

## **Drama**

Pupils explore spontaneous role play and improvisation by creating a post-apocalyptic world in which they focus on decision making, relationships between two societies and evaluating their own and their peers' work.

Pupils then investigate a variety of indoor and outdoor activities focusing on trust, communication skills and team work. In groups they write, direct and film a short scene presenting this to new students joining Form 1 in the following term.

## **Sport**

During the Lent term, pupils continue to engage in hockey, netball and football, and are also able to develop their learning in basketball and badminton. Together with these sessions, we hope that we are able support pupils returning to the swimming pool, to not only progress their stroke technique, but also learn more about personal survival and water rescues.

In the summer term, pupils are introduced to a range of formal athletics disciplines, where they are taught the safe handling and execution of javelins, shots and discus, together with an opportunity to enhance their running and jumping techniques. Pupils have the chance to develop their tennis skill-set, as well as participate in a range of cricket and rounders activities.

## **PSHE**

In the Lent term, pupils are introduced to mindfulness – understanding the concept of mindfulness and an awareness of the benefits of practising it. They then move on to consider e-safety and are encouraged to take responsibility for their own online safety and exploring the idea that people online may not be who they say they are. Finally, pupils learn about some legal and illegal drugs, and their risks and effects.

In the summer term, pupils learn about 'Our Community', discussing what makes people different in terms of not only their characteristics but their beliefs and individual strengths and weaknesses. This is followed by a look at families – both nuclear and extended – and the roles of men and women within different family structures. Next they discuss careers and SMARTER goal setting and lastly learn about puberty and adolescence.