



SCARISBRICK  
HALL

SCHOOL

MIDDLE SCHOOL

2011 - 2012

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## **INTRODUCTION**

**Many changes have taken place in education in recent years and schools may not be like they were when parents of children aged 7 to 13 were attending. The aim of this booklet is to give parents information about the curriculum in Years 5 to 8 and how it is assessed.**

## THE NATIONAL CURRICULUM

The School follows the guidelines of the National Curriculum for each of its stages:

	Age Range	Year Numbers
EYFS	4+ to 5	Nursery & R
Key Stage 1	5+ to 7	1 to 2
Key Stage 2	7+ to 11	3 to 6
Key Stage 3	11+ to 14	7 to 9
Key Stage 4	14+ to 16	10 to 11

As an Independent school, we are not statutorily required to implement the National Curriculum, but we have taken the best of it on board and are, in fact, offering much more.

**Organisation**        Years 5, 6, 7 and 8; age range 9 to 13 years

This is a four year course; the tuition and pastoral programmes in Years 5, 6, 7 and 8 are directed and taught by a Form Teachers with increased specialist teaching provided as pupils move through Middle School.

**Core subjects:**        English, Mathematics, Science

**Foundation Subjects:**    Art, Geography, History, ICT, Music, Design & Technology.

**Compulsory subjects:**    Physical Education, Religious Studies.

**Extra Subjects:**        Spanish, French, Drama, P.S.C.H.E.

The objectives of this learning stage are:

- to ensure a smooth transition through Middle School for pupils;
- to build upon the foundations already established, without losing sight of earlier objectives;
- to extend the challenges offered and the demands to be faced, as new knowledge and skills are introduced;
- to continue the emphasis on core skills in Literacy, Oracy and Numeracy;
- to increase the pupil's ability to seek and find information and solve problems, as an individual and as a team member;
- to advance the child's technological and scientific understanding and practical skills;
- to develop a modern foreign language, thus offering the challenge of a different form of communication;
- to enlarge the child's appreciation of communication through other media, e.g. Music, Drama and Movement, Dance;
- to advance the child's cultural sensitivities, appreciation and understanding of the surrounding environment and of the surrounding world in which we live;
- to ensure that the child's physical development receives due attention, and

**that health and hygiene, leisure interests, skills and performance in Sports and Games are advanced.**

## **ASSESSMENT**

**In Middle School, assessment criteria will exist in each specific aspect of the curriculum and parents will be informed regularly of their child's attainment and performance in relation to these targets.**

**Internal end of year assessments in English, Maths and Science take place in June. Smaller class assessments take place in other subjects throughout the year.**

# REPORTS

## **Termly Assessments.**

**Each term pupils are assessed on the effort they are putting into their work. A four-point, numbered, scale is used. Attainment is also assessed on a grading system.**

### **Effort**

- 1 = Excellent**
- 2 = Good**
- 3 = Satisfactory**
- 4 = Unsatisfactory**

### **Attainment**

- A = Excellent**
- B = Good**
- C = Satisfactory**
- D = Low**

## **Mid - Year Reports**

**The Mid-Year Reports comment on the progress in English, Mathematics and Creative Curriculum for Years 5-7, and Science for Year 8. The Form Mentors also write a general pastoral report.**

## **End of Year Reports**

**In June a more detailed report is written, containing:**

- ***Examination results*, given as levels in English, Mathematics and Science;**
- **Individual Subject Comments recording a child's progress throughout the Year;**
- **Targets for next year;**
- **Form Mentor's overall comments;**
- **Optional Extra Subject reports are written on supplementary Report sheets;**
- **A summary of the child's attendance throughout the year is included as a supplementary sheet.**

<b>CORE SUBJECTS</b>
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**ENGLISH**

**The aim of the English programme is to develop pupils' ability to communicate effectively in speech and writing, and to listen with understanding. It also enables pupils to be enthusiastic, responsive and knowledgeable readers. Their abilities are developed within an integrated programme of speaking and listening, reading and writing.**

**National Literacy Strategy**

**The strands of the new National literacy strategy are approached through oral and written work based on a range of texts including prose and fiction, poetry, drama and non-literary material.**

**Oral work will encourage the children to formulate, clarify and express their ideas. It will also develop the skills of listening, understanding and responding to others.**

**The children will be taught to read accurately and fluently. Emphasis will be placed on understanding and responding to literature of different genres.**

**Through writing the children will develop their ability to construct and convey meaning in written standard English.**

**Throughout Middle School increasing accuracy in English usage, spelling and punctuation will be developed. Pupils should be able to use independent spelling strategies, conduct detailed language investigations through interviews, research and reading and to compare texts in writing.**

**Correct cursive handwriting is required at all times.**

**All work is produced in fountain pen.**

## **MATHEMATICS**

<b>The National Curriculum Attainment Targets</b>	
<b>AT1</b>	<b>Using &amp; Applying Mathematics</b>
<b>AT2</b>	<b>Number &amp; Algebra</b>
<b>AT3</b>	<b>Shape, Space &amp; Measures</b>
<b>AT4</b>	<b>Handling Data</b>

**Mathematics lessons involve direct teaching and interactive oral work with the whole class and groups. Much emphasis is placed on mental strategies. Pupils will be expected to know by heart number facts such as number bonds, times-tables, doubles and halves, and to use what they know to figure out answers mentally.**

**Pupils are encouraged to develop their abilities in applying Mathematics to problem-solving situations, and to explain both orally and in written work their methods and reasoning using correct mathematical terms. They should also have strategies for checking their answers to judge whether they are reasonable.**

**In Years 7 and 8 each pupil will have a methods book which will be built up during the course and include essential skills and vocabulary, some homework will be computer based.**

**The scheme requires the use of a simple calculator, protractor and compasses and pupils are expected to bring these to lessons. By Year 7 and 8 all pupils must bring sharp pencils and crayons as well as drawing instruments (compasses, ruler, protractor) and a scientific calculator to their lessons. The use of the calculator will not be encouraged where the pupil is able to cope without it. However, efficient use of calculators is an integral part of the course and some lessons will be given over to the enhancement of this skill.**

## **SCIENCE**

Science teaching helps develop pupils' appreciation of the structure of scientific thought as a means of explaining the physical world.

<b>The National Curriculum Attainment Targets</b>	
<b>SC1</b>	<b>Scientific enquiry</b>
<b>SC2</b>	<b>Life &amp; Living Processes (Biology)</b>
<b>SC3</b>	<b>Materials &amp; their Properties (Chemistry)</b>
<b>SC4</b>	<b>Physical Processes (Physics)</b>

Pupils follow a programme of study designed to build on accumulated knowledge during First School.

Contexts derived from Life Processes and Living Things, Materials and their Properties and Physical Processes are used to teach pupils about experimental and investigative methods. On some occasions the pupils themselves should carry out the whole process of investigating an idea.

Work on life processes is related to pupils' knowledge of animals and plants in the local environment. Work on the variety of life in a habitat is linked to the reasons for classifying living things.

Work on solids, liquids and gases is related to pupils' observations of changes that take place when materials are heated and cooled, and to ways in which mixtures can be separated.

The relationship between forces and motion is made clear; also that both light and vibrations from sound- sources travel from the source to a detector. Work on Earth's place in the solar system is related to pupils' knowledge about light.

**During Year 7 and 8 a greater focus is put onto the development of the three sciences – Biology, Chemistry and Physics. Year 7 study:**

<b>Cells</b>	<b>AT2</b>
<b>Reproduction</b>	<b>AT2</b>
<b>Environment &amp; Feeding</b>	<b>AT2</b>
<b>Variation &amp; classification</b>	<b>AT2</b>
<b>Acids &amp; Alkalis</b>	<b>AT3</b>
<b>Simple Chemical Reactions</b>	<b>AT3</b>
<b>Solids, Liquids &amp; Gases</b>	<b>AT3</b>
<b>Solutions</b>	<b>AT3</b>
<b>Energy Resources</b>	<b>AT4</b>
<b>Electrical Circuits</b>	<b>AT4</b>
<b>Forces and their Effects</b>	<b>AT4</b>
<b>Solar System &amp; beyond</b>	<b>AT4</b>

**Year 8 study:**

<b>Food &amp; digestion</b>	<b>AT2</b>
<b>Respiration</b>	<b>AT2</b>
<b>Microbes &amp; Disease</b>	<b>AT2</b>
<b>Ecological Relationships</b>	<b>AT2</b>
<b>Atoms &amp; Elements</b>	<b>AT3</b>
<b>Compounds &amp; Mixtures</b>	<b>AT3</b>
<b>Rocks &amp; Weathering</b>	<b>AT3</b>
<b>Rock Cycle</b>	<b>AT3</b>
<b>Rates of Reaction</b>	<b>AT3</b>
<b>Heating &amp; Cooling</b>	<b>AT3/4</b>
<b>Magnets &amp; Electromagnets</b>	<b>AT4</b>
<b>Light</b>	<b>AT4</b>
<b>Sound &amp; Hearing</b>	<b>AT4</b>

## FOUNDATION SUBJECTS

All foundations subjects are taught through a Creative Curriculum following National Curriculum guidelines.

### ART

#### The National Curriculum Attainment Targets

AT1

Investigating and Making

AT2

Knowledge and Understanding

Throughout Middle School children will use, with the class teacher a wide variety of media and experience many different practical activities. Pupils are encouraged to develop a wide variety of skills. They are also encouraged to appreciate art and its significance in today's world, i.e. in marketing, advertising, commercial use and aesthetic quality.

The pupils' will:-

- be encouraged to use a wide variety of materials and media to achieve a desired task;
- experiment with texture, tone and colour;
- understand the primary colours and how to mix them to achieve different colours with various tones and shades;
- choose appropriate materials to achieve a task;
- use colour and light to achieve a desired effect;

- compare images and artefacts using an art, craft and design vocabulary;
- be introduced to the work of artists, craftspeople and designers and have the opportunity to design / decorate ceramics;

They will follow a varied course, which includes:

- ◆ Three-dimensional work
- ◆ Ceramics
- ◆ Printmaking
- ◆ Drawing
- ◆ Painting
- ◆ Graphic design
- ◆ Art appreciation

### **GEOGRAPHY**

Pupils follow a Programme of Study designed to build an accumulated knowledge during Years 5 to 8, incorporating Geographical Skills, Places, and Thematic Studies.

In investigating places and themes pupils are given opportunities to observe and ask questions, collect and record evidence, analyse the evidence, draw conclusions and communicate findings. They are encouraged to use an appropriate geographical vocabulary and undertake fieldwork.

Different localities are studied. The locality of the school and home area. Two contrasting localities in the UK. One other country is selected from Africa, Asia, South America or Central America.

Rivers, water, mountains, weather, settlements and environmental changes are also studied, as are maps and plans at a variety of scales.

Pupils are also expected to know the location of continents, countries, rivers, mountains and key places in the UK, Europe and the world.

Year 7 study      ***GEOGRAPHY 1 2 3***  
Our Place  
The Restless Earth

**Changing Faces, Shaping Places**  
**Wish you were here**  
**Amazing Africa**  
**Rivers – A Fieldwork Approach**  
**Year 8 study      *GEOGRAPHY 1 2 3***  
**Are you flood ready?**  
**Risky World**  
**Investigating China**  
**The Geography of Science**  
**Action in the Atmosphere**  
**Coastal Environments**

## **HISTORY**

Pupils are taught about important episodes and development in Britain's past, from Roman to Modern times, about ancient civilisations and the history of other parts of the world. They are given opportunities to investigate local history and to learn about the past from a range of sources of information.

The study units and key elements are taught together in Year 5 and 6.

### **Study Units for Year 5 and 6**

**Ancient Greece**

**Victorian Britain**

**Britain since 1930**

**Local History (Scarisbrick Hall and Liverpool Study)**

### **Outline of Content for Year 7 and 8**

**Year 7**

#### **The Middle Ages**

**Unit One**

**The Norman Conquest**

**Monarchy**

**Castles**

**Government**

**Medieval Life**

**Beliefs**

**Religion**

**Villains and Lords**

**Year 8**

#### **The Making of the United Kingdom**

## **Unit Two**

**The Tudors  
Government  
Religion  
Civil War**

**Elizabeth I  
Beliefs and the Poor  
Plague and Fire  
The Jacobites**

### **Key Elements**

#### **Chronology**

**Range and depth of historical knowledge and understanding**

**Interpretations of History**

**Historical enquiry, use of primary source material.**

**Organisation and communication**

**Pupils are given the opportunity to study history from a variety of perspectives - political, economic, technological and scientific, ‘social’, ‘religious’, cultural and aesthetic.**

## **MUSIC**

### **The National Curriculum Attainment Targets**

<b>AT1</b>	<b>Performing &amp; Composing</b>
<b>AT2</b>	<b>Listening &amp; Appraising</b>

**The course provides opportunities for pupils to learn about music from other cultures as well as their own and also encourages pupils to be creative and imaginative in their compositions.**

**All pupils perform regularly in class and listening skills develop gradually through a relevant listening programme.**

## **DESIGN TECHNOLOGY**

### **The National Curriculum Attainment Targets**

<b>AT1</b>	<b>Designing</b>
<b>AT2</b>	<b>Making</b>

**Design Technology draws on pupils’ understanding gained in other academic areas (especially Science, Mathematics and Art). Pupils are given opportunities to work with a range of materials and components**

independently and in teams, applying skills, knowledge and understanding of other subjects where appropriate.

Health and safety is a particularly important aspect of this subject.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

Pupils have the opportunity to develop their confidence and ICT skills in specific ICT lessons. Access to the Internet, scanners and Interactive Whiteboards enhance the pupils' learning. The ICT is used during ICT lessons and are also used to support and deliver the curriculum subjects. Pupils can develop their research skills using multimedia CD-Rom's, improve their presentation skills with word processing, collect and record data and present it in various formats, develop language skills and keep up with the latest technological advances. Pupils explore ICT and learn to use it confidently and with purpose to achieve specific outcomes.

The Virtual Learning Environment is part of the daily school life for children, staff and parents. Children will have access to time-tables, personal diaries and their own class website on which photographs, class information, homework etc. can be accessed.

### **HOME ECONOMICS**

Food is an important resource, particularly in this changing world. Pupils will develop a range of skill, which will enable them to produce the best possible products.

Home Economics is taught from Year 7.

In Year 7 and 8 reliance is placed on teaching skills, safety, hygiene and basic nutrition, about eighty percent of the time is spent doing practical work.

#### **YEAR 7**

##### ***Autumn***

Accidents in the home  
Hygiene in the kitchen  
Using equipment safely  
Understanding ingredients

##### ***Spring***

Basic nutrition 1  
Classify foods by sources  
Consider nutritional  
information

##### ***Summer***

Main foods in the diet –  
Cereals  
Use range of cutting,  
shaping and mixing

**processes.**

## **YEAR 8**

### *Autumn*

**Food and kitchen hygiene-2  
Properties of ingredients  
Sensory evaluation**

### *Spring*

**Main food in the diet - dairy  
Main foods in the diet – eggs**

### *Summer*

**Balance of good health  
Food labelling**

<b>COMPULSORY SUBJECTS</b>
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### **PHYSICAL EDUCATION**

The purpose of physical education is to promote physical activity and healthy life-styles, as well as to develop positive attitudes in pupils.

**Games:** Football, Netball, Uni-hoc, Basketball, Rounders, Cricket, Tennis, Small sided games / ball skills.

**Athletics:** Short and long distance running, relays, long and high jump, throwing, Hurdles.

**Gymnastics:** Travelling flight and balancing, on and off apparatus, individual, pairs and group work.

**Dance:** Mixed groups and individual work. Themed work develops movement to various types of music.

**Outdoor and Adventurous Activities:** Cross-country, orienteering, team building games.

**Swimming:** All strokes, race and distance swimming and water safety.

**Organisation of the course:**

The programmes of study are adapted to suit the needs of pupils in Years 5, 6, 7 and 8.

The children in Years 4-6 are encouraged to participate in activity weekends which offer abseiling, open canoeing, archery, pony-trekking, skiing, raft building, rifle shooting, archery, kayaks, quad bikes and night line.

**RELIGIOUS EDUCATION**

Religious education is part of the whole curriculum. It is aimed at helping pupils acquire knowledge and understanding of religions, and to be aware of the influence that religion can have on individuals, societies and cultures. Religious studies can assist pupils in their own moral development and in their search for meaning and purpose in life.

## **EXTRA SUBJECTS**

### **MODERN FOREIGN LANGUAGES**

**In Year 5, 6 and 7 Spanish is the main language, French is then introduced in Year 8. Oral work is the main focus, but written and reading activities are included once pupils are confident at oral work.**

### **DRAMA**

**Drama is recognised as a fundamental part of the creative curriculum, although there are no National Curriculum guidelines for this subject. However, children are encouraged to partake in a variety of dramatic activities. Some of these are integrated with other areas of study such as Religious Education, and with class assemblies.**

**Drama is also offered as an extra- curricular activity for the school in which pupils are encouraged to take an active role; singing, dancing or acting. This culminates in a variety of annual productions.**

<p><b>PERSONAL, SOCIAL, CITIZENSHIP AND HEALTH EDUCATION</b></p>
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**P.S.C.H.E.**

**Breadth of opportunities**

**Pupils should be taught the knowledge, skills and understanding through opportunities to :**

- 1. Take responsibility.**
- 2. Feel positive about themselves.**
- 3. Participate.**
- 4. Make real choices and decisions.**
- 5. Meet and talk with people.**

6. **Develop relationships through work and play.**
7. **Consider social and moral dilemmas that they come across in life.**
8. **Find information and advice.**
9. **Prepare for change.**

**Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values: encourages respect for different national, religious and ethnic identities and develops pupils' ability to reflect on issues and take part in discussions.**

**Anti-bullying and Cyber-bullying are discussed within this subject area.**

## **ENRICHMENT AND EXTENSION**

**There is far more to education than just what takes place in the classroom. The main curriculum is supplemented and complimented with a full programme of activities both during and out of school hours.**

### **E3 Programme.**

**A full programme of exciting, enrichment and extension activities is offered four days per week built into the daily routine. Activities include fashion and fabrics. Roller blading, dance fever, body combat, football, American Football, Softball, sailing, canoeing, cross country, study sessions and craft club.**

### **Summer School.**

**A full programme of one-week courses operates during the summer vacation.**

### **School Trips.**

**We hope that you will be able to take advantage of one or more of the trips available such as:**

- **Train and Play at Real Madrid**

- **Skiing in the Cairngorms and Kransjka Gora**
- **London**