

Key Stage 3

2019



HITCHIN BOYS' SCHOOL
An Academy Trust

Key Stage 3 Curriculum for Years 7, 8 & 9

ART AND DESIGN (Faculty of Creative Arts)

Name of Subject Leader:

(from whom further information may be obtained)

Miss Rainbow

Number of teaching periods per week:

(One hour periods)

Year 7	2
Year 8	1
Year 9	1

Homework:

Homework is set in line with the whole-school policy and focuses on critical and contextual understanding of Artist, Craftsman and Designer through the use of google classroom. Homework is designed to support the learning from within the classroom, to extend independent learning and develop research and application of knowledge.

Method of assessment:

Throughout all KS3 years the students' work is continuously assessed, with a formative assessment at the end of each theme explored and a 'recording from observation' examination at the end of the year.

Details of field trips or visits:

- Where possible, visits will be arranged to local galleries and museum relating to topics undertaken in class.
- Students identified as High Performers in Art will have the opportunity to take part in extra-curricular trips/sessions.

Details of special equipment or clothing needed with approximate costs:

An A4 book will be issued at the beginning of each KS3 year however an 'art box' of equipment to use at home may be beneficial. Suggested contents would be: a set of soft drawing pencils, soft-blend coloured pencils, oil pastels, a range of collaging papers/magazines etc. glue (PVA and Pritt Stick) and scissors.

Parents are asked to donate towards the cost of the materials used in their son's projects, although exceptions will, of course, be made for those experiencing financial difficulties. In the current year, we asked parents of Year 7, 8 and 9 boys to contribute £10.

Breakdown of KS3 years:

Year 7

Pupils work on the theme of Relationships. This theme will be developed through various units of work throughout the year. We hope that this will encourage an enthusiasm for Art, the development of skills, an awareness of techniques and the understanding of other artists and cultures. Activities will include, at various times, drawing, painting, art history, collage with a focus given to sculpture and ceramics.

Year 8

Pupils at this level work on the theme of Contrasts, where they focus further on arts and crafts of different cultures. Further exploration will allow the fundamental skills taught in year 7 to develop with a focus given to print making. Pupils will go on to explore spatial and atmospheric colour contrasts as well as other contrast which exist in their perceptions of optical illusions and impressions.

Year 9

Working more independently, students undertake 2 mini GCSE projects, fine art and photography, to provide students with a greater understanding of the possibilities for GCSE options. Pupils learn how to develop initial ideas through to creating final pieces after refining and modifying ideas started earlier in the course. Students will then move on to looking at the theme of Pop Art and Society. The emphasis for this year is the design process; development of ideas, investigation, and technical competence, use of materials and evaluation of their work. Pupils are encouraged to employ and develop the basic visual elements alongside further exploration of design principles, using more advanced methods and techniques.

The range of themes and processes explored in KS3 provide the boys with a strong foundation for GCSE Art and Design or Photography, if chosen.

Details of how the first three years in this subject continue in Years 10 and 11:

Art and Design (Fine Art) and Photography are both offered as an option at GCSE. The Pearson Edexcel GCSE (9-1) in Art and Design/Photography consists of two components. Component 1 (60%) is a non-examined assessment component (coursework), which students will work on from the beginning of Year 10 through to Christmas of Year 11, addressing 2 themes to demonstrate skills in recording, developing, refining and producing a final outcome. Component 2 (40%) is an externally set assessment component which students work on for 12 weeks prior to a practical examination of 10 hours.

COMPUTER SCIENCE

Head of Department:

(from whom further information may be obtained)

Miss.Heinonen

Number of teaching periods per week:

Year 7	2 (for 8 weeks)
Year 8	2 (for 10 weeks)
Year 9	2 (for 10 weeks)

Homework time allocation per week:

In Years 7, 8 and 9 homework is set once per week and should take a maximum of 30 minutes to complete.

Method of assessment:

Years 7, 8 and 9: A total of 3 assessments, with 1 at the end of each unit taught.

Details of how the first three years in this subject continue in Years 10 and 11:

In year 10 Computer Science is an option for GCSE. This course covers algorithms, programming, computer systems, networks, cyber security, the impacts of digital technology and software development.

In year 10 ICT is also an option. This course is a vocational course and covers topics such as the online world, web design, digital animation and graphics.

Details of work covered year by year, and of main textbooks or other teaching materials:

Year 7

All boys have discrete Computer Science lessons in Years 7. These lessons will cover the following topics:

Unit 1 – Spreadsheet modelling: By completing a survey student will compile and analyse the data in a spreadsheet using appropriate formatting and formulas

Unit 2 – Data Representation: A theory based unit where students will be introduced to using binary to represent text, images and sound in a computer.

Unit 3 – E-safety: A unit covering how to stay safe online and what online threats exist.

Year 8

In Year 8 students have the opportunity to further develop their skills and understanding in Computer Science through 3 main units.

Unit 1 – Python Turtle: Through using an age old tool like Turtle, students become familiar with the text based programming platform Python and develop basic programming skills. Throughout the unit students will develop programs to design a range of shapes using sequencing and iteration.

Unit 2 – HTML: Students will learn HTML and CSS code to develop their own website.

Unit 3 – Databases: Students learn the skills of creating and manipulating databases.

Year 9

To further build on prior learning and in preparation for Key Stage 4, Year 9 students have the opportunity to further develop their skills and understanding in Computer Science through 3 main units.

Unit 1 – Data Representation: A theory based unit where students will be introduced to using binary to represent text, images and sound in a computer.

Unit 2 –Computer Networks: Students will be introduced to the technology required in using a network and how data is transmitted.

Unit 3 – Python programming: Following on from Python Turtle in Year 8, students will build on their programming skills using Python. They will have the opportunity to problem solve, developing their own coded solutions, using sequencing, selection and iteration in their programs.

Get involved at home

A lot of the software used in school for Computer Science can also be downloaded at home for free or used online. For students to get more involved in Computer Science at home, you can use the links below.

Scratch - <https://scratch.mit.edu/>

Python – <https://www.python.org/>

Code Academy - <https://www.codecademy.com>

Microbit – <https://www.microbit.org>

DRAMA (Faculty of Creative Arts)

Lead Teacher of Department:

(from whom further information may be obtained)

Mrs Gale

Number of teaching periods per week:

(One hour periods)

Year 7 2

On a carousel with Technology and Computing

Homework time allocation per week:

In Years 7 homework is not set for Drama.

Method of assessment:

Years 7: Continuous assessment, with regular practical assessments.

Details of field trips or visits, and whether compulsory or optional:

There are opportunities for interested students to attend performances and workshops that are hosted by the school for Arts Week.

Details of how the first three years in this subject continue in Years 10 and 11:

A two-year GCSE course based on the three elements: Understanding of Drama; Devising Drama and Texts in Practice. Boys should be part of both the school production and KS3 Drama club.

Details of work covered year by year, and of main textbooks or other teaching materials:

Year 7

This is an introduction to Drama through practical exploration. Pupils learn practical drama skills such as use of facial expression, movement and spatial awareness coupled with Drama techniques such as Freeze Frame, Split Scene and Conscience Corridor. Pupils are able to apply practical theory to performance in lessons. We explore topics verbally as a whole group and practically in smaller groups and individually. Each Scheme of Work culminates in an assessed performance. All students are encouraged to participate fully in all aspects of the subject. Basic evaluation skills are taught in Year 7, with an emphasis on positivity and ways to improve. This subject builds confidence, resilience, co-operation and empathy. These transferable skills can then be applied in other curriculum areas and to the boys' everyday lives.

These skills will be developed and enhanced during further study in Years 8 and 9.

Extra Curricular Activities:

KS3 Drama club on one weekday Lunch time with public performances throughout the year. Also, House Drama.

School Production rehearsals every Friday between September and February (with two weekends in late January/ early February.)

DESIGN & TECHNOLOGY and FOOD TECHNOLOGY (Faculty of Creative Arts)

Lead Teacher:

Mrs Annaert

(from whom further information may be obtained).

Homework:

Homework will be set on Google Classroom on a weekly basis according to the whole-school policy and will involve research, designing, planning, and evaluation work throughout each project.

Method of assessment:

Years 7, 8 and 9

Continuous formative teacher assessment throughout each project, plus end of project summative assessment against target grades. Targets for improvement will be set, recorded and reviewed.

Details of field trips or visits, and whether compulsory or optional:

There are no current visits planned at KS3, however there are opportunities to participate in extra-curricular STEM activities, such as Race to the line rocket car competition and Rotary Technology Tournament.

Details of special equipment or clothing needed with approximate costs:

Parents are asked to donate towards the cost of the materials/basic core ingredients used in their son's projects, although exceptions will, of course be made for those experiencing financial difficulties. In the current year, we asked parents of Year 7, 8 and 9 boys to contribute £10 per annum.

We also expect boys to be suitably protected during practical lessons and an apron is provided by the department. It is not necessary to provide eye protection as suitable safety goggles are provided within the workshops.

Details of how the first three years in this subject continue in Years 10 and 11:

Both Design & Technology and Food are optional elements of the School's National Curriculum Course at GCSE. The Pearson Edexcel GCSE (9-1) in Design and Technology consists of two components, each worth 50% of the qualification. Component 1 is an externally examined exam paper and Component 2 is the non-examined assessment component, which is a design and make project.

Food Technology students can choose to opt for the AQA Food Preparation and Nutrition course which consists of an externally assessed written exam worth 50% of the qualification, plus two non-examined components Task 1: Food Investigation (15% of the qualification) and Task 2: Food preparation assessment (35% of the qualification).

Details of work covered year by year, and of main textbooks or other teaching materials:

Throughout the school year, Year 9 students will be taught for two hour-long periods per week for 10 weeks duration in four subjects on project-based courses as follows

- D&T Project 1
- D&T Project 2
- Food Technology

- Computing/ICT

In Years 7 and 8 the rotational courses are 8 weeks in duration and there will be an additional 5th subject in rotation, which is Drama.

All lessons are taught in fully equipped specialist workshops and classrooms. All Design and Technology courses will consist of initial investigation, research, designing and developing ideas, modelling, planning, practical manufacture of a prototype and evaluating their final outcomes. All written, drawn and homework tasks will be completed by each student in printed workbooks provided for each project.

Breakdown of courses:

Year 7

Design and Technology project 1: Push along cam toy (working in wood, mechanisms)

Design and Technology project 2: Bottle opener (working in metals and plastics, smart materials, packaging)

Food Technology: Basic cooking skills and awareness of nutrition.

Year 8

Design and Technology project 1: Mechanical Toy/Automata (Working with principally wood based materials and using mechanisms).

Design and Technology project 2: Cup Cake packaging (Involving graphical and display techniques and the use of papers and boards to produce an artefact).

Food Technology: Continuing skills and methods of cooking.

Year 9

Design and Technology project 1: Desk tidy and mobile phone holder Influenced by Pixar characters, (Research into design companies, modelling, working in wood and plastics, CAD CAM, ergonomics).

Design and Technology project 2: Abstract Clock (research into design movements, modelling, working in wood, metals and plastics, incorporating standard components).

Food Technology: Developing organisational skills and more advanced cooking methods.

For Food Technology even though a range of staple ingredients are provided, students will need to bring in required ingredients for each practical session and a suitable container.

ENGLISH

Head of Department:

Mrs Tanner

(from whom further information may be obtained)

Number of teaching periods per week:

(One-hour periods)

Year 7	4
Year 8	3
Year 9	3

English lessons at Hitchin Boys' School give students a profound appreciation of the spoken and written word and equip them with the skills to express themselves confidently in a variety of situations, both in and outside of the classroom. Skills acquired in English have a positive influence on all other curriculum subjects and are vital in any walk of life.

Students are supported to become fluent writers who can use language with confidence. Producing their own work in forms ranging from essays to poetry and dramatic role-play is an important way in which students can learn to handle language responsibly and sensitively. We encourage and require students to take responsibility for their work and to take pride in it. We believe that students should regard the process of writing, as "crafting" where planning, drafting, proofreading and editing are vital for successful and effective communication.

Throughout the Year 7 English course, students are introduced to a wide range of texts, which they read, analyse and respond to in a variety of different ways. Students undertake thematic units of work, which address the requirements of the National Curriculum. Formative and summative assessments take place every half term.

Within the Department, we use a wide range of teaching and learning strategies that allow pupils to work independently, taking responsibility for their own learning and enabling them to work effectively with others in groups of varying sizes. During the year, students will study fiction and non-fiction texts and develop an understanding of the different ways in which writers create and communicate meaning. Students are given opportunities to debate, discuss, analyse and challenge perceptions and ideas in order to develop their skills and learning.

We have high expectations of our students– setting challenging but achievable targets as well as ensuring that they are inspired by our rich curriculum.

Students are taught in mixed ability form groups in Year 7 and in ability groupings from Year 8 onwards. All students study English and English Literature at Key Stages 3 and 4 which covers poetry, drama, prose fiction, non-fiction and media. We deliver the AQA English Language and English Literature GCSE courses. We offer the AQA English Literature course at A Level.

Homework:

Homework will be set on a weekly basis according to the whole-school policy. Homework may involve reading, writing, preparation, or research. It gives pupils the chance to practise or extend skills covered in class, and is therefore a very important part of the experience of school. We encourage parents to take an interest in their sons' homework, especially in reading, but the work itself should be done by boys themselves. Teachers can learn a good

deal about pupils' strengths and learning needs from the way in which they tackle their homework.

The Department offers many enrichment activities including: Film Club, Book Club, Youth Speaks, Spelling BEE competition, Foyle's Young Poet competition, Young Writer's competition and Drama Club as well as our annual participation in BBC School Report. We believe in the importance of experiencing live theatre and run trips to local and national productions as well as offering in house workshops. We also arrange visits for pupils to poetry readings and other literary events such as, 'Poetry Live'. We are constantly striving to find new ways to inspire and enrich the learning experience of our students wherever possible and will continue to do so.

Equipment:

Boys need a portable English dictionary, different coloured pens, a set of highlighters and a glue stick for their English lessons. We also ask that boys carry a reading book with them every day.

Recommended reading for Year 7 students:

We would like to recommend the following books to you. A synopsis and extract from each book can be located at: <https://www.lovereadings4kids.co.uk/genre/gr8/Books-for-Boys>.

Title:	Author
A Different Dog	Paul Jennings
Flesh and Blood	Chris Priestley
Genesis	Helen Dennis
Eagle Strike Graphic Novel	Anthony Horowitz, Antony Johnston
Thirteen Chairs	Dave Shelton
The Boy Who Drew the Future	Rhian Ivory
Mel Foster and the Demon Butler	Julia Golding
Gerry Anderson's Gemini Force One, Black Horizon	M. G. Harris
The Crow Talker	Jacob Grey
The Ravenmaster's Boy	Mary Hoffman
Magnus Chase and the Hammer of Thor	Rick Riordan
Alone	D.J. Brazier
There's a Boy in the Girls' Bathroom	Louis Sachar
Light	Michael Grant
Russian Roulette	Anthony Horowitz
Coram Boy	Jamila Gavin
A Dark Inheritance	Chris d'Lacey
Young Sherlock Holmes 7: Stone Cold	Andrew Lane
Night Runner	Tim Bowler
Minecraft: The Official Construction Handbook	Egmont UK Ltd
Skulduggery Pleasant: Last Stand of Dead Men	Derek Landy
Rebound	Kwame Alexander

Further reading support and suggestions can be located at:

<https://schoolreadinglist.co.uk/new-book-releases/2019-cilip-carnegie-medal-shortlisted-books/>

<https://www.thoughtco.com/popular-books-for-teen-boys>

GEOGRAPHY (Faculty of Social Sciences)

Head of Faculty:

Mrs Graham

Number of teaching periods per week:

Year 7	1
Year 8	2
Year 9	2

Homework:

Homework will be set on a weekly basis according to the whole-school policy and will involve reading, writing and research tasks.

Method of assessment:

Continuous Assessment with a piece of work/test once a term assessed against target grade.
Examination in June

Details of field trips or visits:

Year 7: Spring Term: Lesson visit to Hitchin's town centre.

Year 8: Summer Term: Day trip to Stanborough Lakes

Year 9: Summer Term: Day trip to Epping Forest (those who have opted to continue at GCSE).

Details of special equipment needed:

Writing equipment and geometrical instruments as required in Mathematics.

Details of how the first three years in this subject continue in years 10 and 11:

GCSE course begins in Year 9.

Some of the place, space and environment themes explored in the KS3 Course are revisited in Years 10 and 11. Topics are covered in greater depth and a wider range of examples is chosen at local, national and international scales.

Fieldwork continues to be regarded as an important aspect of Geography. A residential trip to Dorset is organised for Year 10 to develop two geographical enquiries to promote a knowledge and understanding of the physical and human environment and how they are interlinked.

In April 2018 we ran our third trip to China but as a cross curricular experience for 83 students in Years 9, 10 and 12. Our next cross curricular trip is to Peru in 2020.

In October 2019 we are heading to Iceland to investigate the tectonic landscape. We are taking 64 boys from years 10-13.

Year 7

<i>Fantastic Places</i>	Studying different countries and themes across the world's continents and developing map skills
<i>European Union</i>	The E.U. and its aims Leaving the European Union
<i>Environmental Issues</i>	Environmental concerns on our planet and our role

Year 8

<i>Population and World Contrasts</i>	Development processes and changing populations
<i>Weather and climate</i>	British Isles and World climate extremes
<i>The Enquiry Process</i>	Collecting data, interpreting graphs and forming conclusions

Year 9

<i>Hazards</i>	Processes and Impacts of Earthquakes & Volcanoes
<i>Ecosystems</i>	Tropical Rainforest and Cold Environments
<i>Resource Management</i>	Renewable, Non-Renewable

Because of its breadth and content, Geography has many links with other subjects in the curriculum, notably Science, Maths and English but also business and economics at GCSE and A-level. The subject contributes strongly to cross-curricular themes and skills.

Details of work covered year by year, and of main textbooks or other teaching materials:

Resources available are wide and varied due to the contemporary nature of the subject. These range from newspaper and journal articles, television programmes, DVDs, internet research as well as specialised worksheets. All are used throughout years 7-9.

Geography is a rapidly changing subject with new items of interest happening daily around the World. We therefore no longer rely on textbooks as much as the subject did 15 years or so ago. With this in mind pupils are encouraged to make use of Information Technology - especially the Internet for keeping abreast of the news, and in the classroom, using laptops. A large selection of maps, satellite images and video/DVD programmes are available. YouTube also provides access to many geographical videos.

HISTORY

Head of Department:

(from whom further information may be obtained)

Mr Philippou

Number of teaching periods per week:

(One hour periods)

Year 7	1
Year 8	2
Year 9	2

Homework:

Homework is set according to the whole-school policy. It may involve research, reading or writing tasks or revising to consolidate learning.

Method of assessment:

Years 7, 8 and 9:

Formative assessment of lesson contributions and homework with National Curriculum Attainment Target Testing once a term (testing pupils subject knowledge and history skills: source evaluation, interpretation, causation, change and continuity)

Details of field trips

Day trip to Castle Rising and Castle Acre in Norfolk for year 7

Trip to World War One Battlefields (November) – offered to year 9 pupils.

Trip to Berlin, Krakow and Wroclaw (October) - offered to pupils in years 10 and above

Day trip to the Victorian workhouse in Southwell for year 12

Conferences for year 13 historians / Government & Politics students

Details of special equipment needed: None

Current programme in National Curriculum Key Stage 3

Year 7:

- Medieval England – the Norman Conquest, religion in the Middle Ages, the Black Death, the Peasants' Revolt and the Crusades

Year 8:

- Great Britain 1500-1750 – the Tudor and Stuart reigns, the English Civil War and Glorious Revolution
- Great Britain 1750-1900 – developments in transport, industry, agriculture, political participation and the British Empire.
- Black peoples of the Americas – focussing on the slave trade in the United States from the early 1500's through the Civil Rights movements of the 1950's and 1960's.

Year 9:

The Twentieth Century World – the First World War, Britain between the wars, the rise of Fascist dictators, the Second World War and post war Britain. Topics include The Cold War 1945-74, Decolonisation of India, Apartheid and South Africa.

Details of how the first three years in this subject continue in years 10 and 11 (GCSE):

History is taught in mixed ability tutor groups in year 7-9. We work chronologically through the years in order to give boys the necessary background for GCSE. We also do a lot of source/skills work with years 8 and 9 such as message of sources etc. We also work hard to ensure they can structure arguments and explanation as would be expected for GCSE essays.

History is optional in Years 10 and 11. Our GCSE course is Edexcel Syllabus. In year 10 pupils are offered a choice to study Crime and Punishment through time with a particular focus on the Whitechapel murders of Jack the Ripper alongside a depth study on early Elizabethan England 1558-1588. In addition students will undertake a second paper which focuses on International relations in the years 1945-1991. In year 11 pupils study a modern world study of the USA from 1945-75 alongside a study of Weimar and Nazi Germany. All papers focus on examining student's knowledge as well as their ability to evaluate interpretations from different historians.

Resources include textbooks, worksheets, videos and DVDs and web resources. All history rooms are equipped with interactive white boards, visualisers, and 32 wireless laptops.

HITCHIN BOYS' SCHOOL LIBRARY

(The Mattocke Library)

Librarians: Mrs Rushton and Mrs Baugh (from whom further information may be obtained).

There will always be one Librarian available to support the students throughout the day (including break and lunch times)

**The Library is open every day: Monday-Thursday 9am-4.30pm and
Friday 9am-3.30pm.**

Your son will have over 12,000 resources in Library from which he may select books for pleasure or research. Induction sessions are provided to all year 7 classes – this includes how to use the Library; what resources are available; and what the boys can expect from their Library.

Year 7 – 9 boys may borrow three books at a time, and keep them for three weeks. Special arrangements may be made for pupils in Years 10 and above to circulate more titles and extend the lending period as needed.

The Library provides space for a class of thirty-two students as well as additional study areas for sixteen, and six internet-accessible computers.

We run activities, competitions, and quizzes throughout the year with the aim of engaging the boys and inspiring a love of reading. Many of these the boys will be familiar with, for example World Book Day and Scholastic Book Fairs. There currently two book awards we participate in, The Carnegie Shadowing Scheme and the North Herts Schools Book Award. New for 2019 the Library will have a team of 'Champions' to work alongside us and provide a link to their year group and wider school community.

We provide a wide range of fiction and non-fiction books meeting the needs of all age ranges, interest areas and ability levels. There is a dedicated reference section as well as newspapers, magazines, some audio selections and a section for investigating career and further education options. The Library also houses archive materials relating to the School's history.

HBS Library acquires many new resources throughout the year and these are promoted via the HBS Library Twitter account, during registration, and displays. Library classes are held throughout the year, weekly for year 7, and boys can also visit the Library at break time, lunch time and after school.

Please follow us on Twitter @HBSLibrary to learn more and keep up to date with all the latest developments.

Information and tips on books for teens can be found on The Booktrust website <http://www.booktrust.org.uk/books/teenagers/>

MATHEMATICS

Name of Head of Department:

(from whom further information may be obtained)

Mrs Freeman

Key Stage 3:**Number of teaching periods per week:**

(One hour periods)

Year 7 3

Year 8 3

Year 9 3

Initially boys are taught in their mixed ability tutor groups until the autumn half term. During this time they will do an assessment and cover three areas of Mathematics. From these results they will be put into sets from the start of the second half term. The setting is reviewed termly and there is always the opportunity to move upwards on improvement and success. Sadly, the converse is also true.

Each pupil is expected to have a ruler, protractor, compass and calculator.

The school takes part in the Mathematical Association's Maths Challenge. High performance students will have the opportunity to take part in a number of challenges and will be entered into various competitions throughout the year.

Homework will be set on a weekly basis and involve a range of different tasks.

Key Stage 4:

By the end of year 11 all students will take their Maths GCSE. We have now had two cohorts complete the new grade 9-1 GCSE. In our most recent set of results, 90% of students achieved grade 4+ (equivalent to C grade) and 30% of students achieved a grade 7 or above (equivalent to A grade).

Years 12-13:

There are four A Level groups in each year, some of which also do Further Maths. This year we have around 60 students doing AS Mathematics. All students do Core, Mechanics and Statistics.

Every year we have a significant number of students going on to University to read either Mathematics, or the many other maths related subjects.

Twitter: @HBSMathematics

MODERN LANGUAGES (FRENCH, SPANISH AND GERMAN)

Head of Department :

(from whom further information may be obtained)

Mrs C Johnson

Number of teaching periods per week :

(One-hour periods)

Year 7 French	3		
Year 8 French	2	Spanish / German	2
Year 9 French	2	Spanish / German	2

Homework:

Homework is set in line with the whole-school policy. It will involve a range of tasks, including reading, writing and vocabulary learning.

Structure of Teaching Groups

All Year 7 classes will study French in their Tutor Groups.

- a) In Year 8 most boys will continue with their study of French. The majority of boys will also start a second language (German or Spanish). Boys who would benefit from support in English will not be offered a second language; they will instead follow the Literacy Extra course. A number of these boys will be offered the chance to study Spanish in Year 8 instead of French.
- a) In Year 9 all boys continue with their study of French and German/Spanish. The boys who are not doing a second language will continue to have extra literacy lessons.

Curriculum

The areas of experience covered during Key Stage 3 (Years 7–9) will comprise:

- Everyday Activities (home life, school life, leisure)
- Personal and Social life (family relationships, health)
- The World Around Us (home town, climate)
- The World of Work (occupations, money, tourism)
- The World of Communications (phoning, newspapers)
- The International World (travelling, exchanges)
- The World of Imagination (hobbies, songs, drawing)

There will be high emphasis on speaking and listening skills with the gradual introduction of reading and writing skills. To meet these objectives, audio/visual aids will be employed as well as interactive whiteboard and computer-related activities. The department is equipped with smart boards, data projectors and a set of laptop computers.

The promotion of, understanding of and respect for other cultures is a major feature of the courses and is coupled with opportunities to explore cross-curricular themes.

Digital Courses

French: Studio
Spanish: Viva
German: Stimmt

These digital courses form the basis of the work we cover but are supplemented wherever deemed necessary and appropriate.

Method of Assessment :

- Year 7: Continuous assessment with formal assessments throughout the year.
End of year examination in June.
- Year 8: Continuous assessment with formal assessments throughout the year.
End of year examination in June.
- Year 9: Continuous assessment with formal assessments throughout the year.
End of year examination in June.

Details of Special Equipment:

No special equipment is necessary. A French dictionary (Oxford early Learners) would be useful but is not essential.

Facilities:

Most lessons are taught in the languages area (Rooms 5-10). Each room is equipped with a set of dictionaries, an interactive whiteboard, a data projector, a visualiser and excellent listening facilities. The department also has its own set of 30 laptops.

Details of how the first three years in this subject continue in Years 10 and 11.

As part of the School's policy, most boys will study a modern foreign language in Years 10 and 11. We also hope that our most committed linguists will choose to study two languages at Key Stage 4. Classes are grouped by ability.

The topic areas covered in Key Stage 4 are:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Special Points:

We give our students the opportunity to participate in a range of extra-curricular language-based activities; these include the chance to see a French or Spanish play, to try various foods and drinks from abroad, to attend a language conference. There is also an annual trip to either France or Spain for Year 8/9 boys and a bi-annual trip to Germany for Year 8-10 boys.

MUSIC (Faculty of Creative Arts)

Head of Department:

(from whom further information may be obtained)

Ms Hetherington

Number of teaching periods per week:

(One hour periods)

Year 7	2
Year 8	1
Year 9	1

Homework time allocation per week:

In Years 7, 8 and 9 Music homework is not set for music.

Method of assessment:

Years 7, 8 and 9: Continuous assessment, with regular practical assessments and written examination at the end of the year.

Details of field trips or visits, and whether compulsory or optional:

The Junior Choir and other ensembles regularly visit our feeder schools. In addition to this, there are opportunities for interested students to attend concerts and workshops with professional musicians.

Details of special equipment or clothing needed with approximate costs:

For composition-based projects, all instrumentalists are encouraged to bring in their instruments for specified lessons.

Details of how the first three years in this subject continue in Years 10 and 11:

A two-year GCSE course based on the three elements of Listening, Composing and Performing. Boys should be having instrumental or vocal music lessons and display some proficiency. This is currently taught at lunchtimes and outside normal school hours. We currently follow the Edexcel Specification at GCSE and, later, at A Level, for those students who opt to study Music.

Details of work covered year by year, and of main textbooks or other teaching materials:

Year 7

This is an introduction to music through singing and simple instrumental work. There is a demonstration of all orchestral instruments with opportunity to 'have-a-go'. All students are encouraged to make the most of the instrumental opportunities available and to participate fully in all aspects of the subject. Basic notation to facilitate composing is taught in Year 7, as well as fostering the ability to recognise instruments, play by ear and produce answering phrases. Pupils listen to a wide variety of music from folk music to pop, as well as music from other countries. Singing, composing and performing lie at the heart of the course, as well as learning music theory as a basis for practical work.

Year 8

This year develops the skills, both aural and practical, acquired in Year 7. Pupils develop more complex compositions, with an emphasis on form and texture, based on ideas used by selected composers. Performance is seen as an integral part of the composition process, with boys listening to one another's work and developing constructive criticism. Triads, musical grammar and awareness of musical style are included in studies, although the emphasis remains on the practical creation and performance of music.

Year 9

This year sees a variety of music projects designed to encourage and challenge boys with all levels of musical experience and ability. Further listening is encouraged, with a wide variety of music in different forms. Simple score reading is introduced. Compositions need not always be written down, but a reasonable knowledge of notation is required to enable boys to progress to GCSE if desired.

Extra Curricular Activities:

Below is a list of the many extra-curricular activities. Your son is encouraged to get involved in as many of these rehearsals/concerts as time will allow.

School Orchestra	Saxophone Group	Rock Group	Big Band
Clarinet Group	Classical Guitar Group	Brass Band	Barbershop
String Group	Percussion Group	Woodwind Group	Junior Choir
Jazz Band	Full Choir	Chamber Choir	Junior Classical Guitar

The rehearsals take place before school and at lunchtimes. The boys give at least one concert each term and three Carol Services in St. Mary's Church in December and we also present two soloists' recitals each year. An annual Music Competition is held in the Spring Term and a recent innovation is the inclusion of a Composers' Concert, enabling students to present their own music to a public audience.

NB The school choir makes concert tours as part of its performance schedule. Our next trip is scheduled for October 2020.

New students are welcome to take part in the annual school show, which takes place just before the February half term. Anyone interested in joining in, whether on stage or behind the scenes, should let Ms Hetherington know.

N.B. A note for all instrumental students:

Lessons are available on a wide variety of orchestral, rock and jazz instruments, as well as in singing. Students are encouraged and supported to attend regularly and in establishing a good practice regime. The school is happy to enter them for grade examinations, in agreement with parents and instrumental or vocal teachers.

Please note: any student who wishes to discontinue his instrumental lessons must give a **full clear half-term's notice** in writing (or fee in lieu) to the Music Secretary or Ms Hetherington.

PHYSICAL EDUCATION

Name of Head of Department:

(from whom further information may be obtained)

Mr Pugh

Number of teaching periods per week:

(One hour periods)

Year 7	2
Year 8	2
Year 9	2

Homework time allocation per week:

Year 7)	
Year 8)	None
Year 9)	

Details of special equipment or clothing needed.

For P.E. lessons (indoors): School (Samurai) Navy Blue T-Shirt
School (Samurai) Navy Blue Shorts
White socks and non marking trainers

For Games lessons: School (Samurai) rugby jersey
School (Samurai) Navy Blue Shorts
Navy blue socks
Football boots
Hockey stick
Mouth guard (highly recommended)
School (Samurai) tracksuit (highly recommended)

All Samurai kit can be obtained from Tyler's Sportswear website:
www.tylers-sportswear.co.uk

Details of how the first three years in this subject continue in years 10 and 11:

Students will have three periods of PE across a fortnight in Years 10 and 11. There is also a two-year course in Physical Education leading to a GCSE examination. This has a timetable allocation of three periods per week. All other boys will have the option to study GCSE Physical Education Short Course or Sports Leaders qualification in year 11.

Details of school teams: Rugby, Hockey, Cricket, Cross Country, Athletics, Swimming, Badminton, Table Tennis, Tennis, Golf and Basketball.

Boys are expected to represent the School if they are selected.

Details of work covered in Key Stage 3:

Years 7, 8 & 9:

Autumn Term	Rugby/Basketball/Health related fitness
Spring Term	Hockey/Badminton/Gymnastics
Summer Term	Cricket/Athletics/Tennis

To enable more opportunities for students to get involved in sport the PE department offer a wide range of activities including the above in our extra-curricular programme. This is published at the beginning of each term.

RELIGIOUS EDUCATION (Faculty of Social Sciences)

Head of Faculty:

Miss Whale

Number of teaching periods per week:

(One hour periods)

Year 7	2
Year 8	1
Year 9	1

Homework:

Homework for Year 7 and 8 is set as and when appropriate. Year 9 will be set according to the whole-school policy and may involve reading, research and writing tasks.

Method of assessment:

Years 7, 8 and 9: Continuous assessment with one assessed piece of work each term plus a summer exam.

Details of field trips or visits, and whether compulsory or optional:

Year 7: Visits to local places of worship during lesson time.

Year 8: Spring Term: Half day visit to meet a survivor from the Holocaust.

Details of how the first two years in this subject continue in Years 9, 10 and 11:

During year 9, students will decide whether to continue Religious Studies into Year 10 and 11.

It is taught in groups by ability according to Science sets and builds upon the work covered in Year 7, 8 and 9.

The course involves two units:

- 1) The study of the beliefs, teachings and practices of two religions – Christianity and Buddhism.
- 2) Thematic studies which look at the philosophical and ethical issues of four themes:
 - Relationships and families
 - Religion and life
 - Religion, peace and conflict
 - Religion, crime and punishment

These are looked at from the perspective of Christianity, Buddhism with secular views.

The skills of knowledge, understanding and analysis are developed with an emphasis on the students own evaluative opinions on the issue.

Details of work covered year by year, and of main textbooks or other teaching materials:

Religious Education at KS3 looks at the six major world religions from the perspective of key questions. It is taught in mixed ability form groups.

In Year 7 we look especially at how religions are formed, whether God exists and the basics of religions. We examine the skills necessary to develop the boys' understanding of the world's major religions and themselves and do so by focusing on two Attainment Targets: learning **about** religion and learning **from** religion.

In Year 7 we study the following units from the perspective of Christianity, Islam and Sikhism:

- 7a The Island
- 7b Does God Exist?
- 7c Where do People meet God?
- 7d Animal Rights
- 7e Jesus – Miracle Maker or Trouble Maker?
- 7f By What Authority?

In Year 8 we look at the questions below from a Jewish and Christian perspective:

- 8a Why are some people prejudice?
- 8b How have the Jews been treated?
- 8c Why should we remember the Holocaust?
- 8d A World without forgiveness?
- 8e Pilgrimage
- 8f Afterlife

In Year 9 the units are looked at from the point of view of Christianity and Buddhism and begin GCSE course On Buddhism.

- 9a Introduction to Philosophy and Ethics
- 9b Religion in the Media
- 9c Social Injustice and Human Rights
- 9d Why do People suffer?
- 9e Medical Ethics
- 9f Buddhist Practices

Teaching rooms are equipped with visualisers, data projectors, interactive whiteboards, video/DVD players and laptop computers.

We have a wide range of text books, artefacts, photographs, art work, DVD's, newspaper articles and worksheets. Pupils are encouraged to use these as well as access to the Internet to aid learning and research.

RE / Philosophy and Ethics is a diverse subject that links with many other areas of the curriculum for example: Geography, History, English, Science and Music. It relates to both other people and ourselves and how we interact with each other.

SCIENCE

Head of Science:

(from whom further information may be obtained)

Mr Cook

Number of teaching periods per week:

(One hour periods)

Year 7	2
Year 8	3
Year 9	3

Homework:

Homeworks are set every week in line with the whole-school policy. Tasks will include research, reading, learning material from lessons and completing consolidation tasks.

Method of assessment:

Years 7, 8 and 9:

- Continuous assessment of scientific knowledge and enquiry skills.
- Module Tests towards the end of each term.

Details of special equipment needed:

Normal stationery is required in all science lessons including pencil, rubber and ruler for graph and diagram drawing. Calculators are required in ALL lessons to support the pupils in completing calculations.

Details of how the first three years in this subject continue in years 10 and 11:

The knowledge, understanding and practical skills developed at KS3 form the basis for the study of KS4 Science Courses in Years 10 and 11. Science is a core element in the National Curriculum leading to GCSE at KS4.

Details of work covered year by year, and of main textbooks or other teaching materials:

<i>Year 7:</i>	MODULES: Chemical reactions, Forces, Light, Human Body, Cells, Particles, Sound, Acid/Alkali, Reproduction, Element, Space
<i>Year 8:</i>	MODULES: Energy, Earth, Health, Periodic table, Electromagnets/magnetics, Adaptations, Ecosystems, Motion, Separation, Metals and Biology New Technology and Microbes.
<i>Year 9:</i>	MODULES Consolidation of Year 7 and 8 work followed by a SATs exam. This involves Biology, Chemical, Physics 'turning points', Biological, Chemical and Physical Detection. SATs exam will take place before the February half term. GCSE study will start in Year 9. We will start OCR Combined Science/ Separate Science (9-1) to complete the following modules B1,C2,P1

A variety of textbooks, including the Connecting Science, Longman Science, and Smart Science are used in the Lower School. Students have access to online resources through the Kerboodle and Kognity learning platform.

LEARNING SUPPORT DEPARTMENT

SENCo

(from whom further information may be obtained)

Mr Matthew Wilson

AIMS:

The aim of the Learning Support Department is to provide support for students who, as defined in the SEN Code of Practice 'have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.' These will include students with:

- Cognition and Learning;
- Social, mental and emotional health;
- Communication and interaction difficulties;
- Sensory and/or physical difficulties.

The methodology of the Learning Support Department relies on three processes:

- Identification
- Provision
- Monitoring

IDENTIFICATION:

Information from primary schools and parents is used as a basis to draw up a register of students with special educational needs, and those who may need planned intervention. We also assess all students during their first year and work closely with subject teachers and pastoral staff to identify any individual needs.

PROVISION:

Learning Support at Hitchin Boys' School aims to offer maximum impact on pupils' learning whilst maintaining a firm focus on inclusion within the classroom.

We aim to achieve this in the following ways:

- By using teaching approaches of a pace and style which are appropriate to the full ability range, taking into account the emotional needs, the learning needs and any physical needs, hearing or visual impairment of individual students.
- By using classroom organisation to accommodate the needs of students, with a mixture of class, group and individual work to take place.
- By providing a language-rich environment to facilitate the enrichment of pupils' English and the transfer of oral to written skills.
- By ensuring maximum access to the curriculum for all students, adapting the curriculum to reflect the variety of social and racial backgrounds from which they come and widen the opportunities for those with learning difficulties.
- By offering, where possible, small group or one-to-one additional assistance both with literacy and numeracy, and social skills

The SENCo is involved in planning interventions, in discussion with colleagues, for the student identified as having any 'special needs'. In addition to this, a number of students are listed as 'monitored' with a view to possible future intervention.

MONITORING:

All students on the SEN register are issued with a Pupil Passport. A Pupil Passport is a child centred profile, which is created with the input of the student himself. The passports detail the strengths and barriers to learning of the students and the strategies they feel will help them to overcome these barriers.

Lexia booster sessions:

The Learning Support Department offers early-morning booster sessions in reading using the Lexia software package for students identified with difficulties in this area.

Subject Specific Resources:

The Learning Support Department encourages all subject areas to create a bank of key terms and key facts to assist with spelling, learning and revisions.

Homework Club:

Help with homework is available every lunchtime in N3 between 12.30 and 1.20pm; this is a voluntary club which any student may attend. Help after school is also available by prior arrangement. The Learning Support Department holds a number of resources for students' use and support is offered by members of the department and volunteers from the 6th form.

Hitchin Boys' School welcomes the opportunity to talk with parents regarding support for their child's learning. In the case of Year 7 and pre-Year 7 pupils, initial discussions should be held with Mr Dawson (Assistant Head), Mrs Cavill (Head of Year 7) and/or Mr Wilson (SENCo). The school can also put parents in contact with outside agencies if such further assistance is deemed necessary. Please feel free to contact the SENCo if you wish to discuss any matters regarding support for your child's learning at senco@hitchinboys.co.uk