

# CURRICULUM GUIDE

For Year 7



PUTNEY  
HIGH SCHOOL

GDST



2021–22

# CONTENTS

Welcome from the Headmistress

Welcome to Parents

## YEAR 7 CURRICULUM

Art

Classical Studies

Computing

Debating

Drama

English

Geography

History

Mathematics

Modern Foreign Languages

Music

Physical Education

Product Design

Religious Studies

Science

Textiles

## GENERAL INFORMATION

Marking & Assessment

Reporting to Parents

The Library

Summary of Equipment



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## Welcome to Putney High School

I am delighted that you will be joining us in September. The information given in this booklet will help you to prepare for your arrival in Year 7 and give you some idea of what to expect. Each of the teachers in charge of a subject has written a short passage about what you will do in lesson and homework time. There is also information at the back of the booklet that will be useful in your first year and beyond.

We know that this is a time of exciting change for you.

The staff are very experienced in helping pupils from a variety of schools to settle in and you will be surprised at how quickly you will adapt to your new lessons and other aspects of school life. You will receive a pupil diary to help you organise your work and record important information and in the first couple of weeks, there will be no homework, while you make friends and get used to your new surroundings.

We offer many extension and co-curricular activities at Putney and I would encourage you to get involved – there really is something for everyone, whatever your interests and skills.

We want you to enjoy your learning, try new things and to begin discussing and debating your ideas with others.

I wish you every success and happiness at Putney High School.

**Suzie Longstaff**  
Headmistress



# Welcome to Parents

We very much look forward to your daughter joining us at Putney High School and will do our best to ensure that she receives the best guidance and support from her very first day, to the end of her school career, and beyond. Starting a new school is an adventure and we are here to support both you and your daughter throughout.

In terms of homework, every weekday there will be three or four tasks from the subjects studied that day. Each task should take 20 minutes and will generally be a mixture of consolidation, research and preparation for future lessons. A number of these homeworks will be set using FireFly or Microsoft Teams (our digital platforms). Near the end of this booklet an outline of our assessment and marking policy is given.

Life at senior school will be very different from the school routine your child has experienced so far. There is a different teacher for each subject and extension and co-curricular activities will be a very important part of the school experience. We encourage pupils take part in clubs, music and sporting activities. Most thrive on the challenges these changes bring, but some find it a little more difficult to adjust. Parents and staff working together with patience and understanding will overcome any issues. Your daughter's form tutor will be the first person for you to contact if you have any questions or concerns.

The wider catchment area for senior pupils means that there is less opportunity for you to meet other parents on a day-to-day basis. There are, however, many opportunities for you to feel involved within the school community. I would particularly encourage you to take part in the activities of FOPHS (Friends of Putney High School) which provide lots of opportunities to meet other parents.

Throughout your child's school career there will be one formal Progress Review Evening every year when you will be invited to discuss progress with her teachers. However, we would like to encourage you to raise with us any concerns as they arise. In the first instance you should contact the form tutor or the *Head of Year*, Miss Claire Faram. Mrs Phoebe Bradley, *Deputy Head Academic*, Mrs Heidi Armstrong, *Deputy Head Pastoral*, and Mr Matthew Pattie, *Director of Teaching Learning and Scholarship* are also available.

We look forward to working with you to ensure your daughter has a happy and successful time here.



## What will I learn?

The primary aim of this year is to inspire our pupils and to help them develop their skills, knowledge and understanding of the artistic creative process. They are introduced to MIKE, the assessment criteria used in Art at Putney High School: making, ideas, knowledge and evaluation. Pupils record their creative progress in a sketch book and explore the Basic Elements of Art. They are introduced to different techniques and processes, using a variety of media, as well as drawing and digital art.

Students will:

- Be introduced to a range of artists, craftmakers and designers from both historical and contemporary cultures.
- Understand the Basic Elements of Art: colour, line, shape, pattern, tone, texture and form through different techniques and processes.
- Develop observational recording and ideas through drawing, painting, printmaking, photography and digital art.
- Learn to develop digital art skills and other techniques.
- Understand the importance of different media and skills to create a successful artwork.
- Explore different media and materials and learn how to produce personal and meaningful artwork.
- Communicate and make judgments about thoughts and ideas using art vocabulary and key terms.
- Be able to review and evaluate their own and others' work.
- Confidently problem solve, think, evaluate and act creatively.

## Ways in which parents can help

Visit exhibitions, museums and galleries to inspire and develop an understanding of the diversity of the visual arts.

Access to a range of art materials at home. Magazines, newspapers and the internet are also important for visual stimulation. Encouragement of creative activities like drawing and photography with emphasis of how important it is to realise Art is not all about perfection, it is also about taking risks and often what you might think is a 'mistake' leads to fabulous results.

## Taking the subject further

Attend lunchtime and after school extension activities such as Art clubs, Drawing Matters and Click Photography workshops. The Art Department runs occasional lunchtime talks by artists and gallery curators and pupils are encouraged to attend.

Pupils participate in school Art and Photography competitions and commissions, as well as taking part in external Art competitions such as the Royal Academy Young Artists' Summer Show, where we have had a number of successful entries.



# CLASSICAL STUDIES

## What will I learn?

The course is designed to cover a range of Greek myths, including the exploits of heroes like Theseus and Perseus and the story of the Trojan War, from its earliest origins to the final, disastrous Greek plot involving the wooden horse. We also focus on the adventures of Odysseus on his way home from Troy.

We use a range of material in our studies, including modern and ancient sculpture painting as well as written texts to help us understand more about Ancient Greek society. We learn about how Ancient Greeks felt about the world around them, nature, and the role of the gods, war and heroism.

To complement our studies of mythology, we have the opportunity to delve into the language of this fascinating society, mastering the Greek alphabet and the basics of the language, as well as considering the impact Greek has had on our own language.

## Ways in which parents can help

Visits to museums, art galleries and classical sites at home and abroad will all be useful for this course. The Percy Jackson novels and films, inspired by classical mythology, are ever popular and your daughter may enjoy the *Roman Mysteries* series of novels by Caroline Lawrence.

## Taking the subject further

There is a Greek lunchtime club for those who enjoy taking the language work further. Advice on additional reading can be gained from Department staff.



# COMPUTING

## What will I learn?

Computing is a wide field of study, and as such the Year 7 course spans topics from designing games for the Micro:bit to development of simple programs through text-based coding in Swift Playgrounds.

Initially, you will familiarise yourself with the school's IT systems, and develop digital organisation skills in context using cloud storage to save and access work from multiple devices. You will also use iPads to further develop and practice digital proficiency.

E-safety and being safe online will be the focus at the start of the year; followed by an introduction to binary and digital image representation. In the Spring term, you will study an introduction to coding; learning about all key programming structures such as variables, selection, iteration, functions, etc. Students will use their programming skills to develop small programs and deploy them on Micro:bits observing the relationship between hardware and software.

Building key skills for the workplace and skills to support other subjects is a priority. You will complete a short course on spreadsheets which can then be applied in the subjects of Science, Geography, Maths, to enhance your work. Presentation skills will be learnt through the 'choose your own adventure' developing a storyboard using flow-charts.

During the course there is an opportunity to take part in national competitions such as the BEBRAS Computing Challenge and the newly formed iDEA – Inspiring Digital Enterprise Award.

## Ways in which parents can help

Discuss new technology, current affairs, importance of cyber security, and potential social implications of technology. Expose your daughter to a variety of commonly used software, and give a sense of the technical nature of the design and production of these tools.

## Taking the subject further

A computing club focusing on developing your knowledge of coding and extending knowledge of web design and video editing occurs weekly.



# DEBATING & RHETORIC

## What will I learn?

Over the course of this year you will learn how to construct and deliver an effective spoken argument. We begin with an introduction to the basics of debating procedure and speech building. During this part of the course you will take part in lots of short debates, as far as possible these will be on topics of interest to you.

We then continue by focusing on the details of an argument – how can you make an argument convincing? How can you spot and take advantage of logical flaws in an opponent's argument? Together we will identify and explore some of the key principles and questions which underlie specific debate motions. How, for instance, can an understanding of the ideas surrounding individual liberty help you debate whether the Government should impose a sugar tax?

Alongside the critical thinking skills necessary for debate, you will also be taught about argument presentation. You will read and listen to some of history's greatest speeches and work out what makes them effective. You will learn about the different rhetorical 'modes of persuasion' as well as some of the most effective figures of speech. You will then get a chance to deploy this knowledge yourself during a mock election.

## Ways in which parents can help

The most important way you can help is by talking about ideas/the news with your child. You could encourage your child to read Op-Eds in the newspapers and ask them whether they agree with them or not and why. The BBC has several useful radio programmes focussing on key concepts and debates – '*A History of Ideas*', for example – that can be found online. As these can often be quite complex, your child would benefit from listening to them alongside an adult.

## Taking the subject further

You are encouraged to join the Year 7 and 8 Debating Club at which you will be able to take part in more debates and play debating games. You can also try out to be on the teams for the interschool competitions as well volunteer for the regular debating 'friendlies' we hold against local schools. In the meantime, why not start by following this helpful debating blog written by a teacher: [www.debatingforeveryone.com](http://www.debatingforeveryone.com)





# DRAMA

## What will I learn?

In Drama, we begin by introducing the key skills of voice, movement, physical theatre and characterisation and use these throughout the course to explore a variety of topics and texts. We look at issues in the world in which we live including fair trade and poverty, whilst developing our communication and presentation skills. You will have the opportunity to work with a range of stimuli including script-based work, theme-based and with Teacher-in-Role to understand how to create and sustain different characters. Texts include *Much Ado About Nothing*, *Oliver* and *The Witches*. The year will finish in a huge celebration of theatre and a Year 7 production that is performed on our outdoor Bluebell Stage. Past productions have been *Jason and the Golden Fleece*, *Alice in Wonderland* and *The Jungle Book*.

## Ways in which parents can help

There are fantastic theatre resources online including a virtual tour of The Globe Theatre, and online performances that are available. The National Theatre also have brilliant videos that show life on stage and behind the scenes. It is about the pupils experiencing a range of theatre to see what they enjoy most: talking about performance and what makes exciting theatre is also excellent, as they will begin to articulate and review what they have seen. If your child is particularly keen on having more experience of performing, there are many

fantastic after-school clubs in the Putney area. Group 64 at the Putney Arts Centre, the Lyric Theatre in Hammersmith, the Rose Theatre in Kingston and the Orange Tree Theatre in Richmond offer many after school and holiday clubs for anyone who is looking to gain more experience in all aspects of theatre.

## Taking the subject further

For those wishing to build their confidence or have more opportunities to perform in Drama we have our lunchtime House Drama Clubs, run by our Sixth Form students, where the pupils play Drama games and activities for one half of lunchtime a week. It is a great way of getting to know the Sixth Form students and is also where the pupils work toward putting on a performance based on a theme for our annual House Drama Festival. An external Drama professional judges this exciting event. Pupils who take part in the festival also have been given opportunities to go to a West End show in the Summer Term to celebrate their fantastic achievements. Past trips have included *Matilda*, *Stomp* and *School of Rock*.

We also offer private LAMDA lessons for those wishing to work on solo or duet pieces. These lessons are organised through Mr Andrew Pearson-Wright of Long Lane Theatre Company. Pupils have their lessons in Years 7–9 on rotation throughout the week and we have two exam sessions a year for all to work towards



# ENGLISH

## What will I learn?

In the Autumn term, we go back to the roots of English Literature by studying Old and Middle English poetry from the 1st to 14th centuries. You could be studying Beowulf, the oldest surviving piece of English literature, *The Canterbury Tales* or *Sir Gawain and the Green Knight*. You will have lots of opportunities to flex your creative muscles this term, such as writing your own Canterbury Tale.

In the Spring term, we study a historical novel, such as *The Lie Tree*, set in the Victorian period, or *Coram Boy*, set in 18th-century London. You will be learning about the context of the period and thinking about the book's characters and themes. You will study the language of your novel closely and learn to write an analytical essay.

Shakespeare is the focus of the Summer term. You will study and perform parts of *A Midsummer Night's Dream* or *Much Ado About Nothing*. Your work will culminate in a creative group project.

Reading for pleasure is a key part of the curriculum in Year 7, too. We will discuss our reading, write book reviews and enjoy silent reading time in lessons.

## Ways in which parents can help

Wide and challenging reading is to be encouraged, and a comprehensive book list will be available on Firefly from the beginning of September. Students should also be reading non-fiction texts, such as newspapers and educational magazines. Regular visits to our school library, public libraries and the theatre are always a good idea.

## Taking the subject further

Book Groups meet on a weekly basis, and students enjoy regular sessions of Ink, the creative writing club.

We also promote a range of competitions, including those run by the GDST and those held within school, such as the creative writing competition for Years 7 to 9. Our annual Poetry Festival is one of the most prestigious events in the school calendar, with a renowned poet invited each year to judge the best work during a celebration of remarkable student talent.



# GEOGRAPHY

## What will I learn?

In Geography, we look at links between people and the environment. You will study a wide variety of topics in order to gain a firm understanding of the subject during Year 7.

We begin the year by learning about place through an in-depth study of London and the surrounding area. This involves a field trip to Kingston-upon-Thames to collect data for an investigation. We then study two physical geography topics; by looking at oceans and plate tectonics, you will be able to understand the processes that form local and global landscapes. We also look at how natural disasters such as earthquakes, volcanoes and tsunamis affect people and their lives.

The lessons involve many different activities and the staff aim to make lessons as fun and exciting as possible. You will become confident in using maps, photographs and satellite images and will begin to develop the fieldwork skills needed as you progress through the school.

## Ways in which parents can help

Encourage your child to watch the news and documentaries, so that they keep up to date with current issues from migration to climate change. Visit museums and exhibitions together. Ask questions about the impact that people have on the environment when visiting places both in the UK and abroad. Discuss what makes a place unique – describe your favourite place and what makes it special.

## Taking the subject further

We carry out fieldwork activities within the school and the local area. We also hold a House geography quiz during the year and encourage entry to national competitions.

Each summer there is a booklet full of geographical tasks and competitions to keep you busy.





# HISTORY

## What will I learn?

In Year 7 History you will explore power and its changing location throughout the Medieval Period. The course begins with a detailed study of the events that led up to the Norman invasion of England and the Battle of Hastings. We follow this with an examination of the ways in which William established control over England. During this time, we will focus on developing your essay writing skills.

We then move to explore the Crusades, looking at it from both a Western Christian perspective and an Eastern Muslim one. This will be followed by a study of medieval life that will include a study of peasant life, medieval medicine, the Black Death and the Peasants' Revolt. This aspect of the course will develop your source analysis skills.

We then undertake an examination of medieval monarchs and the changing and evolving relationship between kings and their subjects. We finish the year by taking a wide-angled view of British history through exploring the concept of migration.

## Ways in which parents can help

Your child might enjoy a visit to the Museum of London or the Tower of London in preparation for their work next year. Pupils will also examine the development of castles as part of their studies on the Norman Conquest so a visit to a medieval castle would be fantastic preparation for this. Encourage your child to talk about the history they have studied or read about and link what they have learned to the present day.

## Taking the subject further

There will be many opportunities for discussion in lessons. Reading is essential; the Senior School Library is well stocked and has an excellent section of well-respected historical novels. For the more adventurous, we encourage pupils to participate in a variety of Historical Association competitions and to attend History Society.



# MATHEMATICS

## What will I learn?

- Coordinates and graphs.
- Calculating with fractions, decimals and percentage.
- The arithmetic of everyday life and using estimation to check calculations.
- The geometry of shapes and their lengths and angles including areas and volumes.
- Transformations and symmetry.
- Simple algebra - manipulating expressions, collecting terms and solving simple equations
- Number patterns.
- The collection, tabulation and display of statistical data; the calculation of simple statistical measures; probability

You will be taught in mixed ability groups for three hours a week.

It is important that your written work is clear and well laid out. There is an emphasis on showing your method, not just on getting the right answer. There will be tests in September, December and February, and a summer examination based on the entire year's work (two papers).

## Ways in which parents can help

We aim to encourage confidence in numbers and an appreciation of the beauty of Mathematics. Parents can help by following the same ethos at home. We are very happy for parents to work with their child at home if problems do arise but we can also offer extra help with weekly drop-in sessions and a scheme called 'Maths Direct' in which A Level Maths students give a helping hand to pupils who are finding a topic difficult.

## Taking the subject further

Every pupil will take the Junior Maths Challenge, a national competition for able students. This tests creativity within mathematical thinking and is tough but fun.

Extension material at various levels is provided on a monthly basis and there is a club for Years 7–9 that aims to explore topics outside of the syllabus.





# MODERN FOREIGN LANGUAGES

## FRENCH, GERMAN, MANDARIN, SPANISH

### What will I learn?

The main focus of language learning in Year 7 is to gain plenty of confidence across the four skills of writing, speaking, reading and listening.

You will learn how the language works: its sounds, spellings and basics of grammar. This will enable you to talk and write about a range of topics relating to yourself and others. You will also learn about the cultures of the countries where these languages are spoken. You will develop key skills for success in language learning, with the help of apps such as Quizlet, Linguascope and DuoLingo.

Even if you have been learning the language before, there will be lots of exciting new challenges and experiences throughout Year 7 and beyond and even the chance to take part in trips abroad as you continue with your chosen languages in Years 8 and 9.

### Taking the language further: Ways in which parents can help

- Promote the languages and their cultures.
- Visit a country where the language is spoken and encourage your child to order food in a café and talk to children of a similar age.
- Watch foreign language films (with subtitles) as a family.
- Test your child on vocabulary.

All pupils in Year 7 will be studying one Romance language (French or Spanish) and one Non-Romance language (German or Mandarin) and will continue the study of these languages in Year 8, when they will also begin learning Latin.

In Year 9, pupils will continue with this combination but may also have the opportunity to take up a new language, such as Italian or Spanish, that they did not choose in Year 7.





# MUSIC

## What will I learn?

Music is an incredibly wide-ranging subject and one of the most diverse art forms in existence. Accordingly, we learn about it through listening to music from all periods of history, from medieval plainchant to film soundtracks and cartoons.

In Year 7 you will enjoy a curriculum that is very practical – no long essays – with most lessons including listening, composition, discussion and group work in order to discover the innermost workings of music – the ‘building blocks’, and how an understanding of their form and function can forever change the way we listen to and appreciate music.

We employ visiting specialists to deliver workshops and practical courses in topics such as African drumming, gospel singing and Indonesian gamelan. You will learn about the instruments of the orchestra, their individual sounds and playing methods, and how composers across the ages have used them to create masterpieces in a variety of styles.

## Ways in which parents can help

Simply by listening to music, and talking about it! We will cover two ways of doing this – the ‘emotional’ angle, which translates as ‘what I like, and why I like it’ as well as the analytical. The language of music requires an understanding of how it is written down, which to the uninitiated can look a little like code. It is, but with a clear logic and simple mathematical principles.

Some pupils come to Putney with a high level of musical experience, others not so. We aim to stretch and challenge them all, so going to concerts, listening to the radio, and simply making music a part of everyday life is essential. Apart from the academic side, music can be fun and relaxing to listen to. We encourage all pupils to sing in the choir, to play an orchestral instrument and to attend the groups and ensembles.

## Taking the subject further

We encourage those with either specific interests or performing experience to participate in as wide a range of musical activities as they can. Fancy taking up another instrument? Come and try the trombone, or the bassoon, or become an orchestral percussionist. Like the look of conducting and being in control of a barbershop group, choir or orchestra? We can offer trial sessions in that too.

For keen composers, there is a Composition Club and the chance to enter national competitions at venues such as the Royal Opera House in Covent Garden, where Putney students have long been successful in getting their fanfares performed by the orchestra.



## What will I learn?

The range of activities on offer will enable you to enjoy physical exercise and understand its value and contribution towards health and wellbeing. We aim to improve your level of skill, success and achievement and provide the opportunity to develop both as an individual and as part of a team. You will learn to enjoy exercise as part of a healthy lifestyle. We hope that you will continue to participate in sport and value the importance of health and fitness into adult life.

The Year 7 course includes netball, lacrosse, gym, dance, football, badminton, volleyball, athletics, cricket and tennis.

## Ways in which parents can help

- Parents should encourage their child to participate in exercise with enjoyment regardless of their level of skill.
- Reinforce the benefits of exercise and good health, particularly when pursued into adult life.
- Encourage their child to participate in extra-curricular sport.
- Support at matches, competitions, and tournaments.

## Taking the subject further

There are clubs for netball, lacrosse, gymnastics, dance, cross-country, badminton, athletics, tennis, cricket.

The school has teams in netball, lacrosse, gymnastics, cross-country, badminton, volleyball, football, rowing, tennis, cricket and athletics and we enter many local, Trust, County and National tournaments. Practices are held before school, during the lunch break and after school. Matches against other schools and tournaments are held after school and at weekends.

## PE Department policy on kit

You are expected to come to the PE lesson in the PE kit appropriate for your activity. Your kit should be smart and clean. Sanctions will be taken for kit that is incorrect or incomplete.

## Policy on participation

If for any reason you are unfit to participate, you should bring a letter to the lesson requesting to be excused.

Managing wet weather: you should note that PE lessons will go ahead come rain or shine and you should therefore have sufficient dry school uniform to change into should you get wet during PE.



# PRODUCT DESIGN

## What will I learn?

During the Product Design – Resistant Materials course, you will develop and build on your problem-solving skills to design and manufacture a range of functioning products using a variety of resistant materials and processes. You will be shown how to recognise materials and apply technical principles to create these solutions.

Using a range of tools and machinery, we focus on developing your design and practical skills and confidence in unfamiliar settings that expect you to perform new and exciting tasks in a safe and controlled environment. Alongside your practical work you will record your research, ideas and planning in an A4 portfolio to show your design planning.

At the end of the course, you will be able to work independently and safely to produce a creative and exciting product. Current products include sheet metal development and fabrication, a stationery storage desk clock and a mechanical toy. You will be invited to attend the CAD/CAM Workgroup where you will be introduced to the principles of computer aided drawing through 2D Design and SolidWorks and computer aided manufacture with the aid of a lazer cutter and 3D printer. Electronics and

programming are exciting new developments, you will have the opportunity to create simple circuits that can be used to drive machines, such as a vehicle that you will cut on the department's lazer cutter, then assemble.

## Ways in which parents can help

- Provide opportunities to develop problem solving and designing skills at home
- Make your child aware of product design in its wider context by visiting shows, exhibitions, museums and galleries.
- Attend creative workshops in school holidays: The Victoria and Albert Museum, Architecture Foundation, Design Museum and Science Museum.
- Question your daughter on the choice of materials and design features of everyday household items – inspire an enquiring mind!

## Taking the subject further

Lunchtime clubs include

- Creative Corner – making individual projects
- For the more adventurous – CAD/CAM Workgroup





# RELIGIOUS STUDIES

## What will I learn?

The overall aim of Religious Studies is to enable you to develop your knowledge and understanding of major world religions and to reflect on your own beliefs and values, in the light of the beliefs and values of others.

In Year 7 we look at what we mean by religion and the things all religions have in common, for example special places, special actions, and special writings. Your study will include aspects of Judaism and Islam and philosophical enquiry on topics such as the nature of belief; sacred writings as sources of authority, and the importance of symbolism in religious expression.

We visit the Jewish Museum in Camden to take part in workshops about Jewish food and diet.

## Ways in which parents can help

As the impact of religion is seen all around us, pupils may broaden their understanding by visiting places and buildings of religious significance when travelling during their holidays. Issues related to religion are immediately accessible in popular culture and you are encouraged to discuss these when appropriate.

## Taking the subject further

Issues about religion in the news are raised in lessons, whether directly relevant to the Year 7 syllabus or not, for example the ban on wearing the burqa. These issues are discussed, enabling development of evaluative skills, so reading and watching the news is important. Clips from TV programmes are used to stimulate interest and discussion and suitable documentaries are recommended for viewing, eg the science behind the plagues on Egypt.



# SCIENCE

## What will I learn?

In Years 7 and 8, Science lessons cover the three main branches of Science (Biology, Chemistry and Physics). You will have one teacher for all Sciences, to allow you a broader insight of the history and philosophy of Science. We aim to include as many experiments and competitions as possible to make you feel more comfortable using scientific equipment, as well as to make you familiar with the scientific method.

In Biology, you will study the structure and functions of cells, the building blocks of life. You will also learn about how organisms reproduce, with an introduction to genetics.

In Chemistry, you will use the particle theory of matter to explain how materials can change. You will also learn about the chemical elements and how they form compounds, and you will study the properties of acids and alkalis.

In Physics, you will learn how forces can affect the motion of objects. You will also investigate how light travels from one place to another and why we see colour. You will find out more about the Earth's place in the Solar System and the Universe beyond.

## Ways in which parents can help

- Discuss the activities covered in lessons.
- Encourage your daughter to take an interest in reading about science, using books from the school or public library.
- Encourage an interest in the role of Science in society, particularly with regard to current affairs such as pollution and health.
- Watch good science programmes and visit museums.
- Encourage your child to become familiar with the use of computers and tablets to access information and produce project work.

## Taking the subject further

STEAM (Science, Technology, Engineering, Art and Maths) Club has a hands-on approach to study. Lots of fun activities and projects are tackled weekly: we aim to bring the sciences to life as well as to extend and broaden the learning that occurs in the classroom. From Year 9 you can join Medical, Physics, Chemistry and Biology societies.



# TEXTILES

## What will I learn?

You will learn how to use tools and machinery to develop and manufacture a range of products. We focus on developing your creative and practical skills.

Alongside your practical work you will record your research, ideas and planning in an A4 portfolio to show your design thinking.

At the end of the course, you should be able to work independently and safely to produce a creative and exciting product. Past projects have included bags, skirts, pyjamas and cushions.

## Ways in which parents can help

- Provide opportunities to develop problem solving and designing skills at home.
- Look at textile and fashion design in its wider context by visiting shows, exhibitions, museums and galleries.
- Attend creative workshops in school holidays, for example at the Victoria and Albert Museum, Summer Fashion School, Design Museum and the Science Museum.

## Taking the subject further

Lunchtime clubs include:

Creative Corner -making individual projects

Fashion Club



# MARKING & ASSESSMENT

Your child will be involved in a variety of learning activities, including written exercises, tests and investigations; oral work and role-play; projects and reports; and practical work and performance. A reading homework is as important as a written task or learning for a test.

In Key Stage 3 (Years 7 to 9) we ensure time is given to understanding the importance of feedback and acting upon it, instead of focusing unduly on just the grade given. Consequently, teachers provide comment-only marking for most of the work they mark in Key Stage 3. Comment-only marking means the teachers provide written feedback, including advice for improvement, and do not provide a grade, as these can distract students from reading and absorbing the feedback from staff. In the first half-term of Year 7 we ensure all marking is comment-only.

Where appropriate numerical marks can be awarded and recorded, such as vocabulary tests or a short maths test.

Departments are expected to grade a significant piece of work on an approximately half-termly basis. Where this is done in Key Stage 3, the following grading scale is used.

GRADE	EXPLANATION
E*	<b>Exceptional:</b> originality of work or independence of thought
E	<b>Outstanding:</b> working well above the expected level
1	<b>Very good:</b> working above the expected level
2	<b>Good:</b> working at the expected level
3	<b>Inconsistent:</b> some areas need further development to get to the expected level
<b>M</b>	<b>U</b>
<b>Misunderstood</b> The task was misunderstood or not addressed correctly.  Helpful discussions between pupil and teacher are needed.  Work may need to be redone.	<b>Unacceptable</b> Some more serious or persistent errors; task not adequately completed.  Helpful discussions between pupil and teacher are needed.  Work may need to be redone.

Most pupils' marks will fall within the range E–3. E\* is rarely given as this is only where a student has gone beyond what is expected either in the originality of the work or in independence of thought.

As your daughter progresses through the school into Year 10 and above, work will be assessed according to criteria specified by examining bodies for external examinations, such as GCSE, IGCSE and A Levels.

# REPORTING TO PARENTS

Effective assessment for learning happens all the time in the classroom. It involves:

- Sharing learning goals with pupils
- Helping pupils know and recognise the standards to aim for
- Providing feedback that helps pupils to identify how to improve
- Believing that every pupil can improve in comparison with previous achievements
- Both the teacher and pupil reviewing and reflecting on individual performance and progress
- Pupils learning self-assessment techniques to discover areas they need to improve
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques

It is important that you are aware of your daughter's progress so that you can support them fully. To enable this, all pupils in Year 7 receive three reports per year. This comprises a progress summary, a short progress report and a full report at the end of the year. The progress summary contains an attainment grade and an attitude to learning grade. For the January progress report, a target-based comment for each subject is also given. The full report is written towards the end of the academic year and also includes an attainment grade and an attitude to learning grade. The

comments on this report are much longer and teachers also include 'areas for future focus' to provide constructive guidance about how pupils can improve. Form tutors read through the pupil's reports individually with them to assist understanding and individual target setting.

The timing of reports is deliberately chosen to give regular information to parents and time for the parents to respond immediately.

We have a number of contact points with parents throughout the year. These include:

- Welcome to Year 7 Evening: this is a welcome event for parents, pupils and teachers, held in September.
- Progress Review Evening (for parents and pupils to attend): held during the autumn term, is when parents will get an opportunity to meet with each subject teacher individually.

There is one Parents' Progress Review Evening for each year group, to enable parents to discuss their child's progress with all staff who teach them, but parents should feel free to contact the school at any point, to make an appointment with the Form Tutor, Head of Department, Head of Section, Deputy Heads (Academic or Pastoral) or Headmistress. Regular contact is positively encouraged.



# SENIOR SCHOOL LIBRARY

- Contemporary library with up-to-date collection of books
- Mezzanine floor with work area and printing facilities
- Comfortable seating to enjoy reading latest fiction
- Free membership – open to all staff and pupils
- Library staff always available to help with enquiries
- Library open from 7am – 5pm.
- Wide range of printed and online resources
- Online access to library catalogue in school and at home

## Aims

Our aim is to encourage independent thinking.

This is important, as an information literate student can find the information they need for their studies and use that information to form their own ideas and research - it effectively means developing the skills required for independent learning for life.

Reading is the cornerstone of learning and the Library provides a venue for extra-curricular reading and research. It is the school's primary source of broader fiction and non-fiction. Students can choose leisure reading from a

wide selection of fiction, ranging from the latest bestsellers to timeless classics. We have created soft, comfortable seating areas for them to enjoy reading in spare moments. Extra-curricular reading in both fiction and non-fiction is provided.

The Library has everything needed to complete homework or coursework – whether in paper form or online.

Follow us on [twitter.com/putneyhighlib](https://twitter.com/putneyhighlib)

## Ways in which parents may help

Encourage our students to read for pleasure, to make book suggestions, and to return library books on time!



## SUMMARY OF EQUIPMENT REQUIRED FOR YEAR 7 TIMETABLED LESSONS

SUBJECT	The school will provide at the start of term	You need to provide
General use items		HB/2B pencils, pencil sharpener, rubber, pens, ruler, glue stick, coloured pencils, scissors, x2 padlocks. For ease we suggest combination locks; a 2.5cm shackle is sufficient or similar.
English		Oxford School Dictionary (ISBN 9780192776525)
Mathematics & Science	Scientific Calculator	Compass Protractor
Music	Instruments may be borrowed	
Physical Education		Lacrosse stick, mouthguard, goggles and football boots if participating in Lacrosse Club. Tennis Racket – Summer Term
DT: Product Design		A4 plastic sleeves A4 plastic wallet with a zip
Textiles		Drawing pencils Coloured pencils Ruler A4 plastic sleeves