



HALL GREEN SCHOOL

PARENTS'
INFORMATION

2017-2018

Dear Parents

The booklet is in two sections. This first section gives you some information on the pastoral care of your child. Where appropriate, please read and discuss sections with your child so that he/she is aware of the support available and the expectations of the school; this is particularly important for new pupils and parents.

The second section is split into the relevant year groups and is a summary of the subject content your child will study this year. It is currently being updated and will reappear shortly. Please talk to your child about the topics to be covered in each subject. Showing an interest in their studies, helping them to plan ahead and providing useful resources at home for homework/coursework tasks, all helps in the partnership of educating your child.

THE PUPIL PLANNER

A Pupil Planner is issued to each pupil at the start of the new school year. This is a daily source of communication between the school and home. A teacher may write a message to you in the planner and you may also wish to write a communication. Please check your child's planner on a regular basis, sign it weekly and use it as an opportunity to talk about their work at school and to monitor their homework. It is the pupil's responsibility to record their homework in the planner. The form tutor will monitor the recording of homework and the issue of praises, penalties and detentions. This is an area you too would be interested in monitoring. The process for praises, penalties and detentions is explained in detail under Expectations for Learning.

MONTHLY NEWSLETTER

A newsletter is published on the school website each month with news and updates of events and activities. The newsletter is an important source of information for parents. A hard copy is available on request.

CONTACTING THE SCHOOL

A list of contact names and numbers are on the next page should you require any further information.

School Contacts

Main Office Telephone No.	0121 628 8787
Absence Line No.	0121 325 6904
Fax No.	0121 702 2182
Website address	www.hallgreen.bham.sch.uk
Email address	enquiry@hallgreen.bham.sch.uk

The Leadership Team

Mr D Adams	Headteacher
Mr M Hosfield	Deputy Headteacher
Mr A Simson	Deputy Headteacher
Mrs P Evans	Assistant Headteacher
Mr R Slattery	Assistant Headteacher

The Pastoral Team

Mrs K Harper	- Welfare & Inclusion Manager
Miss T Smith	- Head of Lorien House
Mr N Bressington	- Head of Rivendell House
Mr Y Khan	- Head of Isengard House
Ms G Wright	- Head of Shire House
Mrs R Monk	- Support Base Manager
S Harvey	- School Nurse
Mr A Ali	- Behaviour Support Assistant
Ms M Querishi	- Behaviour Support Assistant
Mrs H Lloyd	- Attendance Officer

Term Dates 2017 - 2018

Autumn Term:

School re-opens on

Monday 4 September 2017 – **TEACHER DAY**

Tuesday 5 September 2017– **Year 7 and 9 only**

Wednesday 6 September 2017 - **Whole school return**

Autumn Half Term:

Monday 23 October to Friday 27 October 2017

TEACHER DAY Friday 1 December 2017

Christmas Holiday:

Term ends on Friday 22 December 2017

Spring Term:

School reopens on Monday 8 January 2018 – **TEACHER DAY**

Tuesday 9 January 2018 – **Whole school return**

Spring Half Term:

Monday 19 February to Friday 23 February 2018

Easter Holiday:

Term ends on Thursday 29 March 2018

Summer Term:

School reopens on Monday 16 April 2018 – **Whole school return**

BANK HOLIDAY Monday 7 May 2018

Summer Half Term:

Monday 28 May to Friday 2 June 2018

TEACHER DAY Friday 22 June 2018

Term Ends:

Friday 20 July 2018

THE SCHOOL DAY

Morning school starts at **8.40 am** with Period 1 (pupils arrive by **8.30 am**) and ends at **1.20 pm**. Afternoon school starts at **2.10 pm** and ends at **3.15 pm**. There are five sessions, four in the morning and one in the afternoon. Morning break lasts 20 minutes.

There may be voluntary extra-curricular activities, clubs etc. after 3.15 pm or at lunch time.

Period 1	8.40 – 9.40
Period 2	9.40 – 10.40
Form	10.40 – 11.00
BREAK	11.00 – 11.20
Period 3	11.20 – 12.20
Period 4	12.20 – 1.20
LUNCH	1.20 – 2.10
Movement Time	2.10 – 2.15
Period 5	2.15 – 3.15

School Meals

The school meals are served in the dining area as a cafeteria service. There are facilities for pupils to eat a packed lunch in the dining area. Alternatively there is an outside kiosk to purchase food and snacks, opposite the Performing Arts block.

There are also snacks available at break time on a rota basis.

DRESS CODE 2017/18

It is school policy that all pupils wear school uniform. Considerable effort is made to maintain high standards of dress. It is the strongly held view of the Governing Body that the School should follow a school uniform policy.

<p>Girls:</p> <ul style="list-style-type: none">- Plain navy blue blazer with school badge- Plain grey skirt, pinafore or tunic with a straight hem or trousers (not jeans, denim, hipsters or skinny style). Skirts should be worn slightly above the knee and not in lycra.- Plain white or blue shirt (with top button, no reverse collar)- Plain navy blue school 'V' neck jumper/cardigan, standard length (available with school badge)- Clip-on school tie for all years, in House colour	<p>Boys:</p> <ul style="list-style-type: none">- Plain navy blue blazer with school badge- Plain grey trousers (not jeans or denim style)- Plain white or blue shirt- Plain navy blue school 'V' neck jumper, standard length (available with school badge)- Clip-on school tie for all years, in House colour
---	---

PE/GAMES KIT – All pupils

Polo shirt with school logo, in House colour
Black shorts or black tracksuit bottoms with school logo
Black sweatshirt with school logo White socks
Black or white trainers/pumps
Swimming costume/trunks
Football boots and shin pads recommended

FOR USE DURING INCLEMENT WEATHER ONLY: Pupils may wear a rain jacket with school logo

ANY SPECIAL RECOMMENDATIONS FOR KIT MUST BE DISCUSSED WITH THE HEAD OF PE

All items of PE kit can be purchased from: Mansuri, Clive Marks and Early Years

The school will insist upon:

- Plain black shoes with no markings, any laces must also be black. No trainers, trainer style or pumps.
 - No footwear with significant heels - shoes must be appropriate for busy corridors, stairways and playgrounds. Plain black leather style boots (not Ugg style) may be worn in extreme weather conditions only.
 - Outdoor coats, scarves and gloves must be in a plain dark colour. No hats except in extreme weather conditions.
 - No sweatshirts, tracksuit tops, sports tops, hoodies or caps.
 - No unreasonable haircuts or hair colourings – including tram lines or patterns.
 - Jewellery is restricted to one ring which must be unobtrusive and a pair of small studs/ sleeper earrings with only one earring in each ear. No other body piercing.
 - No excessive make-up. No nail polish.
 - A suitable school bag that will both carry and protect exercise books.
 - Hair accessories must be plain black or navy.
- Head scarves worn for religious observance must be plain black or navy. ➤ Plain tights or socks (no patterns) **All items of school uniform should be named.** If, in exceptional circumstances, your child cannot attend in full uniform, we ask parents to contact school immediately.

Cafeteria Arrangements

Breaktime

The school canteen, the Dolphin Diner, is open to pupils on a rota basis during morning break serving a variety of baguettes, toast, sandwiches, fruit and drinks.

Day	Year Groups
Monday	Year 11 and Year 10
Tuesday	Year 11 and Year 7
Wednesday	Year 11 and Year 8
Thursday	Year 11 and Year 9
Friday	Year 11 and Year 7

Lunchtime

Pupils are expected to remain on the premises during lunchtime – only in exceptional circumstances would we agree to pupils being allowed off site.

At lunchtime pupils queue for entry to the Dolphin Diner and are allowed in as spaces become available. The menu changes daily and, where possible, special diets are catered for (if known in advance). It is also a nut free environment.

There is a two week set menu displayed outside of the Dolphin Diner for a cost of £2.40 which includes a hot meal and dessert or drink.

Alternatively there is an outside kiosk to purchase food and snacks, opposite the Performing Arts block.

LOST PROPERTY

Lost property is stored in the area next to the biometric machines next to the canteen and pupils who have misplaced items should check there at the end of a school day. Parents also need to contact the school office if their child returns home minus items of clothing or equipment.

Please help us return items to your child by ensuring that their name is clearly marked on their property.

At the end of each term items which have not been claimed will be sent to a local charity shop.

HEAD BOY AND GIRL

Student Learning Council

The Head Boy, Head Girl and Deputies

These pupils have the following responsibilities in school:

- To act as ambassadors for the school and role models for other pupils
- To represent the school at important events
- To greet visitors to the school and escort them on tours of the school as required
- To represent the pupil body in key decisions and developments in school
- To jointly chair the Learning Council
- To plan regular Learning Council meetings
- To regularly report to the Senior Leadership team on student voice
- To report annually to the Governors on the impact of student voice on school development

Student Learning Council

Representatives from the student body meet with Senior Staff and Head Boy and Girl and Deputy Head Boy and Girl on a regular basis to bring forward ideas for the improvement of life for everyone at Hall Green School. This also helps the students develop and understand more how a 'business' operates and citizenship.

House Posts of Responsibility

For each House in school there are posts of responsibility for pupils in year 9-11.

House Captain
House Captain
Vice Captains

House Reps
Peer Mentors

Hall Green School is a member of the NewStart Programme. NewStart is a prevention and early-intervention programme to promote mental health and emotional well-being in our school communities.

Led by Birmingham Education Partnership and funded by the NHS, the NewStart programme aims to build resilience and well-being for young people through a school-based community development model.

NewStart is working with schools to help staff know earlier when young people may be experiencing poor emotional health and to put support in place for them sooner. Understanding how the whole school can support such students enables all pupils to achieve better outcomes.

Attendance

Regular attendance at school is a legal requirement, establishes good habits, which will be valued later by employers, and is vital if your child is to gain the full benefit of the education provided and to succeed in public examinations. Doing all that we can to ensure good attendance is, therefore, a priority of Hall Green School.

What do we expect of our pupils?

We expect our pupils to attend school regularly and arrive **on time** for their first lesson at **8.40am**.

What do we expect of our parents/guardians?

We expect you to ensure that your child attends school regularly, on time and that they are equipped for all lessons. When a valid absence occurs you should contact the school before **10.00am** on the first day of absence (**0121 325 6904**) and also provide a written explanation of any period of absence when your child returns.

What can pupils and parents expect of the school?

You can expect that the school will:

- Accurately record the attendance and any sessional absence of your child.
- Contact you on the first day of absence to establish the reason why your child is absent from school.
- In the case of known long-term absence, provide work for your child at home and take action to achieve the successful integration of your child on their return.

Exceptional Circumstances Leave Of Absence

Please note that from 1 September 2013, Headteachers may not grant leave of absence, during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted.

Parents must request an Exceptional Circumstances-Leave in Term Time Request Form, **at least two weeks** in advance, from the Attendance Officer (Mrs Severn). The Headteacher will then consider whether the request is 'exceptional circumstances' and a reply will then be sent in writing either confirming or rejecting approval.

If you take your child out of school without the school's approval, you will be issued with a letter notifying you that your child's place may be in jeopardy and the EWD (Education Welfare Department) will be informed.

If you are granted permission, and your child fails to return on the date agreed in the contract, a letter stating this will be sent giving ten days notice of the removal of your child's place at Hall Green School. The ESW Service will also be informed

If there is no response to this letter, a further letter will be sent informing you that your child no longer has a place at Hall Green School.

Spotlight on Attendance

A very important message for all parents

Hall Green Secondary School is working in partnership with parents to improve school attendance. **We would like to congratulate the many parents who make sure their children attend school regularly.**

It is a parent's legal responsibility to ensure their children receive appropriate education. Failing to send your child to school regularly without good reason is a criminal offence.

Absence disrupts the education of the individual pupil and the whole class. Are you aware that children who do not attend regularly:

- do not achieve well in exams
- find it difficult to maintain friendships
- are more likely to become involved in crime
- miss out on opportunities in further education and the world of work

Absence can only be authorised by the Head Teacher, within the boundaries set by the Education (Pupil Registrations) (England) Regulations 2006.

Please remember that parental illness, going shopping, visiting family, truancy, not wanting to go to school, alleged bullying (speak to school immediately to resolve the issue) are not acceptable reasons to be absent. All of these will be recorded as unauthorised absence, including if your child arrives at school after the close of registration. Leave in term time will only be authorised in exceptional circumstances.

Legal action that may be taken include:

- **Issuing penalty notices:** Each parent receives a penalty notice for each child who has unauthorised absence. The penalty is £60 or £120 depending on how soon payment is made. So, if there are two parents and two children the total penalties could be up to £480. Failure to pay may result in prosecution.
- **Taking parents to court for unauthorised absence:** Education Act 1996 Section 444(1) - court can fine each parent up to £1000 per child, order payment of prosecution costs and/or impose a Parenting Order.
- **Taking parents to court for persistent unauthorised absence:** Education Act 1996 Section 444(1A) - court can fine each parent up to £2,500 per child, order payment of the prosecution costs, impose a Parenting Order and/or sentence you to a period of imprisonment of up to 3 months.

Being taken to court could result in you having a criminal record.

How does your child compare?

Attendance during one school year	equals this number of days absent	which is approximately this many weeks absent	which means this number of lessons missed
90%	19 days	4 weeks	100 lessons
80%	38 days	8 weeks	200 lessons
70%	57 days	11.5 weeks	290 lessons

Frequent absence can add up to a considerable amount of lost learning and can seriously disadvantage your child in adult life.

If your child's level of absence is of serious concern you will receive another letter advising you about improving attendance. After this, any further unauthorised absence may result in the School and the Local Authority taking legal action.

We will improve attendance by making it clear within the school and local community that unauthorised absence is not acceptable. You will be informed of the number of penalty notices issued, prosecutions and the level of fines.

Again, we would like to thank those parents who make sure their child is attending school regularly and are therefore benefiting fully from their educational opportunity.

Extracts from our Positive Behaviour Policy

PHILOSOPHY

The Behaviour Management Policy at Hall Green School is a statement of good practice that covers all aspects that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective Behaviour Management is essential for the smooth running of the school. The school recognises the importance of teaching positive behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing the teacher to teach and pupils to learn.

Expectations of Students:

To adhere to the Expectations for Learning by:

- Arriving to lesson on time.
- Being fully equipped and ready to start work
- Following staff instructions immediately.
- Showing respect and co-operation to others at all times.
- Meeting homework deadlines.
- Wearing full school uniform.
- Following the Code of Conduct

Expectations of Parents:

- To ensure their child's regular attendance and punctuality.
- To encourage their child to bring the right equipment and wear full school uniform.
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy (Expectations for Learning) and the Code of Conduct.
- To keep the school aware of any circumstances which may affect their child's learning and behaviour.
- To maintain regular contact with the school through attendance at Parents' Meetings and as appropriate, through planners, letters, reports and telephone calls.

Summary of the Praises and Penalty System

Praises

- Pupils are awarded 5000 Praises at the start of the academic year (i.e. 5 Praises per lesson). The Praises are awarded for following the Expectations for Learning.
- Teachers can also award extra Praises for other reasons.
- Praises can also be awarded by form tutors and support staff.
- Praises are monitored by form tutors and Heads of House.
- Pupils are issued 50 Praises at the end of each term if they have a blank uniform card.
- Praise postcards and phone calls home can also be used to reward pupils' consistent achievement, effort or good behaviour.
- There is a House Achievement Assembly held at the end of each half term to celebrate pupil success.

Penalties

- Pupils are issued with Penalties when they fail to follow the Expectations for Learning.
- Pupils are issued Penalties by form tutors (not class teachers) for failure to adhere to the school's dress code and for failure to bring in their planner on a daily basis.
- Penalties can also be issued for other misdemeanours.
- Penalties are monitored by Form Tutors and Heads of House on a regular basis.

Rewards Trip

- At the end of the year, there will be a Rewards Trip for Years 7-10 and a Leavers day trip for Year 11.
- Permission to go on the trip will be dependent on your child meeting the schools expectations for learning.
- Persistent lateness, detentions for removal from lessons and exclusions will also seriously affect your child's chance of going on the trip.

SANCTIONS

The following grid acts as a guideline to staff as to how to deal with incidents. It is for guidance rather than prescription. The grid works on a 5-stage model with escalating sanctions. This allows a stepped approach to match the seriousness of the incident with the sanction applied.

Stage	Example of incident	Consequences
STAGE 1	<ul style="list-style-type: none"> • Lateness • Forgotten equipment • Incessant chatter • Talking over the teacher • Not adhering to seating plan • Disturbing others • Calling out 	Penalty Mark 1 (Recorded by the teacher) (Verbal Warning)
STAGE 2	<ul style="list-style-type: none"> • Second failure to meet learning expectations at Stage 1 • No homework 	Penalty Mark 2 (Recorded by the teacher) (2 nd verbal warning)
STAGE 3	<ul style="list-style-type: none"> • 3 Penalty marks issued • Ignoring staff instructions • Refusal to work • Refusal to follow requests 	Penalty Mark3 (Recorded by the teacher) & Teacher Detention (20 minutes)
Stage	Example of incident	Consequences

<p>STAGE 4</p>	<ul style="list-style-type: none"> • Failure to attend 2 teacher detentions • Accrued more than 2 teacher detentions for same issue • Persistent attitude problems • Constant lack of work 	<p>DEPARTMENTAL DETENTION (40 minutes)</p> <p>Held centrally by HOD, with central record of pupils attending</p> <p>Parents contacted</p>
<p>STAGE 5</p>	<ul style="list-style-type: none"> • Abusive language (to peers or staff) • Racist remarks • Vandalism • Physical aggression to peers or staff 	<p>Referral to Pastoral Team/ SMT</p> <p>Monitoring Report</p> <p>1 hour detention</p> <p>Isolation</p> <p>Meeting with parents</p> <p>Exclusion</p>

DETENTIONS

Type	Duration	Reason	Prior notice to parents needed?	Detention carried out by:
Stage 3	20 minutes	See Consequences grid	No	Class teacher
Stage 4	40 minutes	See Consequences grid	Yes	Head of Department or Class teacher
Stage 5	60 minutes	See Consequences grid	Yes	Assistant Head teacher (Pastoral)

Late	20 minutes	Late to school or lessons.	No	Pastoral Team
Uniform/Planner	20 minutes	Failure to wear correct uniform or bring planner	No	Pastoral Team

Anti-Bullying Policy

Hall Green School is committed to providing a friendly caring, safe environment for all of its pupils. In doing so we recognise that there may be occasions when bullying does take place, but we will always take action to prevent it recurring.

We believe that everyone has the right to come to school and feel comfortable; to be able to learn and to access all permitted areas of school.

If you or someone you know is a regular victim of the following:

- Name-calling
- Play fighting
- Damage to your property
- Money or property being taken
- Being deliberately ignored or left out by friends
- Physical abuse
- People laughing at you

Don't suffer in silence – tell a member of Staff or a Peer Mentor or use the online Worry Box or SHARP System on the school website.

Disciplinary action will be decided after all evidence has been collected and reviewed by the school. Sanctions available include:

- Official warning to cease offending
- Detention
- Exclusion from certain areas of the school
- Lunchtime exclusion
- Internal exclusion
- Fixed Term exclusion
- Permanent exclusion

Summary of Child Protection Information for Parents/Guardians

Hall Green School's first priority is the welfare of our children. At all times we are committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Please note that in the best interests of the child, certain circumstances may warrant the need for the school to contact other agencies without first notifying parents/carers. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness
- Promoting a caring, safe and positive environment within the school
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all staff of the school, by virtue of their day-to-day contact and knowledge of the children, are well placed to identify such abuse and offer support to children in need.

In order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse
- Monitor and support children at risk
- Use the curriculum to raise children's awareness, build confidence and skills
- Work closely with parents/carers and support external agencies
- Ensure that all adults within our school who have access to children have been checked as to their suitability.

Hall Green School will support all children by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Care and Health via the approved mechanisms as soon as there is a significant concern
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

The school's Designated Senior Person for Child Protection is Mrs P Evans (Assistant Headteacher i/c of Pastoral Care. The deputy DSP is Mrs K Harper, our Welfare and Inclusion Manager.

Year 7 English

Pupils will study English through the following topics. Each topic will finish with an assessment task which will demonstrate each pupil's understanding and progress.

TERM 1

First Half Term

Time Travelling Through Literature:
Pupils will study various British Literary Texts (including Shakespeare and Chaucer) in an interesting and engaging way.

Second Half Term

Study of a novel: 'Skellig' by David Almond
'Holes' by Louis Sachar or 'the Boy in the Striped Pyjamas'.
All pupils read and study one of these enjoyable and thought provoking modern novels.

TE RM 2

Third Half Term

Greek Myth: Pupils will study Greek Myths and Legends and compare how two heroes are presented

Fourth Half Term

People and Places: Pupils study a variety of fiction and non-fiction texts exploring the theme of travel, people and places.

TE RM 3

Fifth Half Term

Introduction to Poetry: Pupils will study a range of poems from a selection of Modern and Classic poets and begin to analyse language and structure

Sixth Half Term

Writing Non-fiction: Pupils will study a range of non-fiction texts in a variety of forms and create their own.

Useful resources to have at home:

One crucial way to aid success in English is reading outside of school. Please encourage your child to read in their spare time. Suitable books are available from the school library, and staff are happy to recommend titles. It would also be beneficial to ensure that your child has access to a good dictionary and thesaurus.

YEAR 7 Mathematics

In year 7 pupils are taught in their banded groups for mathematics. They have four lessons of mathematics a week. Each term pupils will cover the units of work shown below.

Within each unit pupils will:

- consolidate prior learning
- learn and develop new concepts
- do a functional skills activity linking their skills into a real-life scenario
- complete an assessment task to monitor their understanding and progress

At the end of each term there will be an overall test to further assess their progress.

TERM 1	
First Half Term	Second Half Term
<p>Number A - Place Value, Ordering, Rounding, Estimating, Powers of 10, Negative numbers</p> <p>Number B - Four operations, BIDMAS, Using a calculator</p> <p>Algebra A - Substitution, Deriving formulae, Collecting like terms, Brackets, Index numbers</p>	<p>Algebra B - Solving Equations, Trial and improvement</p> <p>Geometry A - Properties of 2D and 3D shapes</p> <p>Geometry B - Units, Perimeter and Area, Volume</p>
TERM 2	
Third Half Term	Fourth Half Term
<p>Statistics A - Designing surveys, Questionnaires, Collecting Data, Frequency Tables, Averages</p> <p>Statistics B - Constructing and Interpreting statistical graphs</p>	<p>Number C - Factors, multiples and Primes, Powers, Index numbers</p> <p>Number D - Fractions, Decimals and Percentages, Ratio and Proportion</p>
TERM 3	
Fifth Half Term	Sixth Half Term

Algebra C - Coordinates, Function machines, Mapping diagrams, Straight line graphs Algebra D - Sequences Geometry C - Angles, Constructions	End of Year Exam Geometry D - Transformations Statistics C - Probability
---	---

Useful resources to have at home: - mymaths.co.uk - mathswatchvle.com - KS3 revision guides - BBC Bitesize

Year 7 Science
 Pupils will study Science through the following topics. They will be assessed at the end of each half term on the topics they have studied.

TERM 1

First Half Term	Second Half Term
Becoming an Investigator: - Introduction to laboratory safety, equipment and investigations. Cells and Tissues Particles Energy Transfers	Animal and Plant Reproduction Atoms and Elements Forces and Effects

TE RM 2

Third Half Term	Fourth Half Term
Environment and Adaptation Acids and Alkalis Electricity	Variation and Classification Pure and Impure Substances Energy Resources

TE RM 3

Fifth Half Term	Sixth Half Term
-----------------	-----------------

Photosynthesis Simple Chemical Reactions Magnets and Electromagnets	Food and Digestion Compounds Motion
--	--

Useful resources to have at home:

- Access to the internet, for pages such as BBC Bitesize:
<http://www.bbc.co.uk/education/subjects/zng4d2p>

YEAR 7 MFL: French
Pupils will study French through the following topics.

TERM 1

First Half Term-les impressionistes	Second Half Term-la forêt tropicale
<ul style="list-style-type: none"> - Introducing yourself - Alphabet and phonics - Ages - Numbers - Months and seasons - Colours - Birthdays - Adjectival agreement 	<ul style="list-style-type: none"> - Pets and wild animals - Family - Food and opinions - Describing people and animals - Christmas

TE RM 2

Third Half Term- les olympiques	Fourth Half Term – l'école en France
<ul style="list-style-type: none"> - New Year traditions - History of the Olympics - Hobbies and sports - Questions and answers - Numbers 61-100 - Healthy eating - Play a traditional game/sport 	<ul style="list-style-type: none"> - Times and numbers - School subjects and facilities - Opinions and using more complex sentence structures. - Propositions - Longer writing tasks

TE RM 3

Fifth Half Term- en ville	Sixth Half Term-les vacances
----------------------------------	-------------------------------------

<ul style="list-style-type: none"> - Buying drinks, snacks and ice creams - Prices - Shop/café role plays - Places in town - Directions 	<ul style="list-style-type: none"> - Weather - Talking about holiday plans - Grammar focus future tenses - General revision for end of year exam.
--	---

Useful resources to have at home:

- Studio workbook used for home work and consolidation in class - available to buy from MFL department via parent pay
- Access to the internet for online dictionaries and fun with languages games.
- Mary Glasgow magazine subscription – letters are sent out about this.

YEAR 7 MFL: German
Pupils will study German through the following topics.

TERM 1

First Half Term – Künstler Projekt	Second Half Term – Der Regenwald
<ul style="list-style-type: none"> - Introducing yourself - Alphabet and phonics - Ages - Numbers - Months and seasons - Colours - Birthdays and ages 	<ul style="list-style-type: none"> - Pets and wild animals - Family - Food and opinions - Describing people and animals - Adjectival agreements - Christmas

TE RM 2

Third Half Term – Die Olympische Spiele	Fourth Half Term- Die Schule in Deutschland
<ul style="list-style-type: none"> - New Year traditions - History of the Olympics - Hobbies and sports - Questions and answers - Numbers 61-100 - Healthy eating - Play a traditional game/sport 	<ul style="list-style-type: none"> - Times and numbers - School subjects and facilities - Opinions and using more complex sentence structures. - Propositions - Longer writing tasks

TE RM 3

Fifth Half Term-In der Stadt	Sixth Half Term –die Ferien
-------------------------------------	------------------------------------

- Buying drinks, snacks and ice creams
- Prices
- Shop/café role plays
- Places in town
- Directions
-

- Weather
- Talking about holiday plans
- Grammar focus future tenses
- General revision for end of year exam.

Useful resources to have at home:

- Stimmt 1 work book – available to buy via Parent Pay. Letters are sent out about this.
- A German/English dictionary
- Access to the internet for key useful websites such as fun with languages / leo online /memrise
- Mary Glasgow magazine subscription – letters are sent out about this.

YEAR 7 MFL: Spanish

Pupils will study Spanish through the following topics.

TERM 1

First Half Term

- Greetings
- Introducing oneself
- Numbers 1-31
- Dates
- Alphabet
- Classroom items including personal possessions
- Cultural understanding
- Literary references

Second Half Term

- School subjects
- What you do in lessons
- Talking about teachers
- Opinions/reasons about school
- Snacks
- Numbers 1 – 100
- Cultural understanding
- Literary references
-

TE RM 2

Third Half Term

- Family
- Pets
- Numbers 1 – 100
- Appearance and character
- Cultural understanding
- Literary references

Fourth Half Term

- Describing where you live
- House and home
- Describing your bedroom
- What you do at home
- Daily routine
- Cultural understanding
- Literary references

TE RM 3

Fifth Half Term

Sixth Half Term

<ul style="list-style-type: none"> - Free time - Telling the time - Sports - Saying what you like to do - Saying what you are going to - Cultural understanding - Literary references do 	<ul style="list-style-type: none"> - Describing your town - Talking about places - Directions - Invitations - Weather - Introduce past tense - Cultural understanding - Literary references
---	---

<p>Useful resources to practise at home:</p> <ul style="list-style-type: none"> - Duolingo free app - BBC bitesize website - Fun with languages website - BBC <i>Mi vida loca</i> online learning series - Dictionary - Mira 1 Workbook (available to buy on ParentPay)
--

Year 7 Information Communication Technology and Computer Science
Pupils will study ICT and Computer Science through the following topics.

TERM 1	
First Half Term	Second Half Term
<p>ICT and network skills which includes:</p> <ul style="list-style-type: none"> - Username and passwords, logging on - File Management: opening, closing and who to contact if you are the - Formatting work and using images correctly. <p>demonstrating their understanding of E-Baseline Testing: Series of tests to help ascertain their basic understanding of the subject.</p>	<p>Publisher based on E-safety:</p> <ul style="list-style-type: none"> - Understanding the effects of Cyberbullying saving work. - Identifying victim of cyberbullying - Creating leaflets/presentations <p>Safety</p>

TERM 2	
Third and Fourth Half Term	
<p>Control:</p> <ul style="list-style-type: none"> - Understanding the importance of Entering reliable and accurate data - Using basic programming package – Win logo and Light Bot - Understanding different commands and procedures - Scratch software – making games, animated stories and interactive art. 	<p>Database - Microsoft Access:</p> <ul style="list-style-type: none"> - Creating Databases instructions. - Searching databases using queries - Creating forms for data entry and reports to present information professionally

Pupils will create a journal using MS PowerPoint and include appropriate presentation features.

TERM 3
Fifth and Sixth Half Term

Multimedia Presentation: Computer Science:

- Adding slides, transition and animation - Computer Systems – Pupils will learn - Adding sound and trailer clips about the components of a computer - Adding action buttons and hyperlinks and system and how a PC is put together.
- formatting work

Useful resources to have at home:

- Resources in the form of videos and worksheets that have been created within the department are given to pupils to use with their class and homework. These can be found on the Moodle pages and on Class Charts
- Light Bot – Free to use through the Internet
- Teach ICT website – www.teach-ict.com

<p>Year 7 History Pupils will study History through the following themes:</p>	
<p>TERM 1</p>	
<p>First Half Term</p>	<p>Second Half Term</p>
<p style="text-align: center;">AOS 6</p> <p>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 <u>What is History? and the Story of Britain up to 1066.</u> (Development Study)</p> <ul style="list-style-type: none"> - What is History - What belongs where - Chronology and centuries - Question of Evidence - Story of Britain up to 1066 - England before 1066 and Early settlers <ul style="list-style-type: none"> - Celts - Why did the Romans want an empire <ul style="list-style-type: none"> - Roman army - Invasion and rebellion <ul style="list-style-type: none"> - Dragons Den - Fall of an empire <p style="text-align: center;">16 lessons</p> <p style="text-align: center; color: red;">Skeletons Assessment – mini exam paper</p>	<p style="text-align: center;">AOS 1</p> <p>The development of Church, state and society in Medieval Britain 1066-1509 The Norman Conquest (Depth study)</p> <ul style="list-style-type: none"> • What was life like in the Med period <ul style="list-style-type: none"> • Who should be king • What happened at the BofH <ul style="list-style-type: none"> • Why did William win • How did Will gain control • What problems did Will face as king • How did Will KEEP control (Feudal system and Domesday Book) 8 lessons <p>Christendom and the importance of religion and the Crusades – <u>Heaven and Hell and The Crusades</u> (Depth study)</p> <ul style="list-style-type: none"> • Why were people so religious, hell • Heaven and Hell guidebook or board game • Life of a monk and nun • Misbehaving monks • What is a crusade • Why did people go on crusade 6 lessons <p style="text-align: center;">- Kingdom of Heaven Film Clips</p>
<p>TE RM 2</p>	
<p>Third Half Term</p>	<p>Fourth Half Term</p>

<p style="text-align: center;">AOS 1 The development of Church, state and society in Medieval Britain 1066-1509 The struggle between Church and crown. Magna Carta and the emergence of Parliament – <u>King John</u> <u>Interpretation</u> (Depth study)</p> <ul style="list-style-type: none"> • What makes a good monarch • ICT research on Med monarchs • CSI Canterbury • King Henry Devil's advocate • How do sources interpret King John • What do facts say about John • What would you do decision game • How have interpretations of John changed • What would you put in the MC • How much power did monarchs lose <p style="text-align: center;">12 lessons</p> <p style="text-align: center;">Robin Hood Film Clips King John Assessment - interpretation</p>	<p style="text-align: center;">AOS 1 The development of Church, state and society in Medieval Britain 1066-1509 Society, economy and culture – <u>Life in Medieval Britain</u> (Depth study)</p> <ul style="list-style-type: none"> • What was everyday life like • Just how bad were Medieval towns • Were villages even viler • How terrible was the BD • What were the causes and cures of the BD • Was the BD a disaster for everyone • Would you have visited a Medieval doctor • Would you have been tempted to commit crime • Would you have been a Medieval rebel <p style="text-align: center;">10 lessons</p>
TE RM 3	
Fifth Half Term	Sixth Half Term
<p style="text-align: center;">AOS 1 The development of Church, state and society in Medieval Britain 1066-1509 <u>The Wars of the Roses; Henry VII and attempts to restore stability</u> (Depth study)</p> <ul style="list-style-type: none"> • Why the wars started • Who was who • Key events of the wars • Warfare during the wars • Could the Wars have been avoided? • Princes in the tower murder mystery <ul style="list-style-type: none"> • A king in the car park <p style="text-align: center;">12 lessons</p> <p style="text-align: center;">The White Queen Clips</p>	<p style="text-align: center;">AOS 5 A local History Study A study over time, testing how far sites in their locality reflect aspects of national history – <u>Knights, Heraldry and Warwick Castle</u> (Development study)</p> <ul style="list-style-type: none"> - What was a Motte and Bailey castle - How did castles change in the Med <p>Period</p> <ul style="list-style-type: none"> - What was the best way to attack a castle - How would you build your castle - Why did castle building stop - What is your heraldry - How did knights uphold the chivalric code <p style="text-align: center;">14 lessons</p> <p style="text-align: center;">A Knights Tale The Lord of the Rings Film Clips Castles Assessment – 10 marker Trip to Warwick Castle</p>

Year 7 Geography

Pupils will study geography through the following topics:

TERM 1

First Half Term

Introduction to Geography: -

What is Geography?

- Locational knowledge
- Country studies

Second Half Term

Development:

- Why are some countries rich and some countries poor?
- What can be done to improve people's lives in poor countries?

TE RM 2

Third Half Term

Extreme Environments:

A comparative investigation into conditions in:

- Deserts
- Polar regions

Tropical Rainforests

Fourth Half Term

Weather and Climate:

- What are the different elements of weather and climate?
- Wild Weather
- Microclimate investigation

TE RM 3

Fifth Half Term

Mapskills:

- 4 and 6 figure grid references
- Map symbols
- Directions and scale
- Height on maps

Sixth Half Term

Settlements:

- The origins of Birmingham
- Problems and solutions in urban areas
- Sustainable cities

Useful resources to have at home:

- Atlas/globe/maps
- Internet
- Newspapers
- Travel/geographical TV documentaries

Year 7 Design and Technology: Product Design

Pupils will undertake each project at different times of the year depending on room and staff availability. The projects vary in length and do not fit neatly into the six half terms but pupils will know the order of projects that they are studying at the start of the year. Please ask your child to share this information with you. We have left a space for you to enter the order of projects.

<p>Project: Wind Chime Focus: Working with metal</p> <p>Pupils will learn how to: -</p> <ul style="list-style-type: none">- Heat and shape mild steel- Join mild steel by brazing- Cut and drill metals <p>They will also learn the properties of a range of metals and their suitability for particular products.</p>	<p>Project: LED Torch and Packaging Focus: Graphics/ICT</p> <p>Pupils will learn how to:</p> <ul style="list-style-type: none">- Assemble and package a torch for a purpose- Select and use appropriate fonts- Understand layouts <p>Use colour/images/shape appropriately.</p>
<p>Project: Mobile Phone Cradle Focus: Working with wood</p> <p>Pupils will learn how to:</p> <ul style="list-style-type: none">- Design a product for a specific purpose- Cut and shape pine and MDF- Drill into wood- Apply appropriate finishes <p>They will also learn the properties of a range of timbers and their suitability for particular products.</p>	<p>Project: Bridge challenge Focus: Structures /Working in teams</p> <p>Pupils will learn how to:</p> <ul style="list-style-type: none">- To understand how forces act on structures- To be able to work in a team- To be able to evaluate the testing of the model <p>They will also learn the theory leaning about structures and forces.</p> <p>.</p>

Useful resources to have at home:

- A range of everyday products made from a variety of materials that pupils can study and talk about e.g. a hair dryer (plastic), a picture frame (wood).
- It would be useful if you could talk regularly with your child about products and why they are made from specific materials.

You can also help your child by:

- Encouraging them to investigate design sources e.g. Islamic Art and Art Deco.
- Providing access to products that relate to a topic.
- Discussing relevant issues e.g. recycling products and the cost of products.
- Providing a range of drawing equipment.
- It would be useful to have, but not essential, Computer Aided Design software such as Publisher, Adobe Photoshop, 2D Design Tools and access to the internet.

Useful websites: www.technologystudent.com
www.designtech.com

Year 7 Design and Technology: Food

Pupils will undertake one project for three half terms. One cohort of pupils will begin the project in September and complete it by the half term in February at which point the second cohort will repeat the process. Please make sure you find out from your child when they will be starting their Food project.

Focus: Food technology : The Basics Pupils will learn how to: • Work

safely and hygienically to gain confidence in the Food Technology room.

- Learn about healthy eating and the importance of fruits and vegetables in the diet.
- Pupils will visit our school farm and will look at where food comes from.
- Learn about the importance of a healthy breakfast.
- They will learn how to cook and make informed decisions about diet and health.
- Pupils will also learn how and when to shop for food and how to store food safely.
- Pupils will develop their knife skills – preparing and chopping fruits and vegetables.
- Pupil will produce a range of products including –

Fruit Fusion, a healthy breakfast using the grill, Flapjacks, a layered fruit dessert, Pizza, Mini fruit cakes, Vegetable Cous Cous Apple crumble, Fruit crunch pie and Summer fruit muffins.

Useful resources to have at home:

- An accurate set of scales (with food lessons only one hour it is really beneficial that pupils can weigh at home to save time).
- It would be helpful to have basic ingredients at home e.g. Flour, margarine, eggs, caster sugar.
- We do use the computer to complete questionnaires, graphs, flowcharts and go on the internet as access to a computer would be helpful.
- Basic equipment e.g. Pencils, pencil crayons, glues and rulers are required.

You can also help your child by:

- It would be useful if you could encourage your child to cook at home or simply just help out in the kitchen. They could help wash, help prepare and chop ingredients. This would help build up their confidence.
- Try and discuss new or unusual things you may see in the supermarket.
- Ingredients and recipes are always given a week before needed – please check your child's diary before you go shopping.

Year 7 Design and Technology: Fashion and Textiles

Pupils will undertake two skill-based projects. One cohort of pupils will begin the projects in September and complete them half way through the year at which point the second cohort will repeat the process. Please make sure you find out from your child when they will be starting their Fashion and Textile project.

Project 1: Fibres and fabrics Project 2: Aprons**Focus: Surface decoration techniques/ Construction processes/ Using equipment****Pupils will learn how to:**

- Select and use tools/equipment and processes to produce quality products.
- Be creative and innovative when designing from a given design source.
- Present design work in a sketch book.
- Thread and use the sewing machine to join fabric together and neaten an edge.
- Use a variety of surface decorative techniques in order to improve the aesthetic qualities of the product.
- Reflect on their work: identifying achievements and areas for further improvements

They will also learn the sources of natural and man made fibres and how they are made into fabric. Along with an understanding of the working properties of cotton and polyester.

Useful resources to have at home:

- Resources issued by the department to assist with homework tasks.

- It is useful but not essential to have access to a sewing machine to practise making skills covered at school.
- Access to a computer and the Internet to help with research and presentation of work.
- It would be useful to talk regularly to your child about products and why they are made from specific materials and how they are decorated to make them look attractive.

You can also help your child by:

- Encouraging them to investigate Textiles designers through the internet and the main central and/or local library
- Encouraging them to look at products with interesting fabric prints and surface designs.
- Providing a range of drawing equipment.
- Encouraging your child to sketch patterns from design sources

Year 7 Art and Design

Pupils will study Art and Design through the following topics.

TERM 1

2D drawing:

- Drawing from observation using line, tone, texture and composition

2D painting:

- Working from drawn composition, looking at skills in colour mixing
- Brush control
- blending

TE RM 2

2D DESIGN:

- looking at insects, drawing in detail using different materials
- designing a fantasy creature using parts from real creatures

3D SCULPTURE:

- Understanding clay techniques including joining and slabbing.
- Pupils make a sculpture of their 'bug' using clay, wire and paint.

TE RM 3

2D DRAWING:

- Observation drawing
- Designing pattern repeats

2D PRINTING:

- Mono-printing and relief printing using 'poly print' tiles

Useful resources to have at

home: - Drawing materials

YEAR 7 Music

Below is the content of the course but there is flexibility of when each topic is covered. Your child will know which topic they are covering in each term.

TERM 1

Basic theory work on rhythm, music notation, Time Signatures, Bars, Treble Clef
Keyboard Skills - Learning to play simple 5 note melodies
A baseline assessment
Identifying Percussion
Instruments Gamelan and
research homework Christmas
music.

TERM 2

Tubular Bells (learning to play the theme music)
Identifying String, Brass & Woodwind Instruments
Listening tests
Keyboard Skills - Learning to play simple 8 note melodies with a bass line

TERM 3

Playing by ear
Singing Project - Pupils work in groups to perfect a song which they will perform will perform karaoke-style. Duet performances Composing - Melody writing activities

Useful resources to have at home:

- Access to the internet to look at and listen to musical instruments

YEAR 7 Religious Education

Religious Education aims to foster enjoyment in the study of R.E. by learning *from* and learning *about* the religious traditions and non-religious stance that makes up our community. We want to prepare Hall Green pupils to live, flourish and work in a global community and contribute to making Birmingham an enriched and harmonious society.

TERM 1

First Half Term

Do you believe like I believe?

The unit focuses on the importance of R.E in the curriculum. It explores the impact of belief and why people have a religious faith or choose not to have one. It also aims to promote attitudes of respect and appreciation of others.

Second Half Term

Can we make poverty history?

The unit explores the issue of world poverty and raises questions of responsibility to others through Christian, Sikh and Muslim teaching on aid and focus on the work of Mother Teresa in India.

TE RM 2

Third Half Term

What does the incarnation mean to Christian?

The topic offers opportunities for pupils to examine and reflect upon the concepts of incarnation, virgin birth and salvation. They evaluate the relationship between belief and practice for Christians today.

Fourth Half Term

Follow the leader?

This topic examines the life of Muhammad as the last messenger of Islam. It aims to understand the impact of his message at the time and how it continues to influence the lives of Muslims today.

TE RM 3

Fifth Half Term

Sixth Half Term

What does it mean to be God's chosen people?

This unit explores the history of the covenant set between God and the Jewish people. It focuses on the life of Moses and how he carries out the work of God to liberate the Jewish people.

What does it mean to be a Khalsa Sikh?

The unit explores the 10 Gurus and why the Guru Granth Sahib is the everlasting Guru. The topic investigates the introduction of the Khalsa and the 5Ks.

Pupils will be assessed on subject content with two key examinations in Term 1 and Term 3.

Useful resources to have at home:

- Encourage your son/daughter to take note of current affairs.
- The internet.

Pupils will follow the timetable below, switching activities every half term

Kit Required:

Normal PE kit will be required for all activities. This can be bought from Clive Marks, Early

Years or Mansuri Schoolwear outlets. Acceptable kit includes: Black Shorts/Tracksuit bottoms (incorporating the school logo), black, panelled polo shirt according to house colour, white socks and trainers. Plain, black jumpers are available and recommended as many lessons will be held outdoors throughout the year. Swimming costume or Trunks and a towel are required for swimming. Pupils who need to cover their bodies (cultural/medical) may wear plain, black leggings and/or long sleeved leotard or modest swimwear.

Pupils will explore new skills and tactics in a variety of activities. They will also have the opportunity to take on different roles such as performer, coach, fitness coach, referee or umpire.

Teaching Group	1 st Half Term	2nd Half Term	3rd Half Term	4th Half Term	5th Half Term	6th Half Term

H Miss Gosal	Baseline Assessmen †	Gymnastics	Dance	Fitness	Tennis/ Cricket/ Rounders	Tennis/ Cricket/Roun ders
L Mr Sheard	Baseline Assessmen †	Dance	Gymnastic s	Fitness	Tennis/ Cricket/ Rounders	Tennis/ Cricket/Roun ders
G Miss Gosal	Baseline Assessmen †	Gymnastics	Dance	Fitness	Tennis/ Cricket/ Rounders	Tennis/ Cricket/Roun ders
R Mr Bressington	Baseline Assessmen †	Dance	Gymnastic s	Fitness	Tennis/ Cricket/ Rounders	Tennis/ Cricket/Roun ders
E Miss Gosal	Baseline Assessmen †	Gymnastics	Dance	Fitness	Tennis/ Cricket/ Rounders	Tennis/ Cricket/Roun ders
N Mrs Paxton- Gault, Mr Sheard	Baseline Assessmen †	Dance	Gymnastic s	Fitness	Tennis/ Cricket/ Rounders	Tennis/ Cricket/Roun ders

Pupils will study PE through the following topics

YEAR 7 Physical Education and Games

Pupils will study the following areas in their Games lessons on Friday afternoon:

	FOR	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer	Summe
	Half Term	Half Term	Half Term	Half Term	Half Term	Term	Half
H Paxton-Netball Mr Sheard	Athletics School Mrs Basketball	PickwickFootball Mrs Smith Boys-Rugby Mr O'Keefe		Fox HolliesSwimming Mrs Smith Gym	Fox Gault	HolliesSwimming	GirlsMrs
L Paxton-Netball Mrs Watkin	Athletics School Miss Gosal	PickwickFootball Mr Khan		Fox HolliesSwimming Mr Khan Gym	Fox Gault	HolliesSwimming	GirlsMrs
G HolliesSwimming Boys Mr O'Keefe	Mrs Paxton- Fox Swimming	Girls-Netball Miss Gosal Gault	Basketball Gym Mr O'Keefe	PickwickFootball Mrs Paxton- Gault		Athletics School Fox	
R HolliesSwimming Boys Mr O'Keefe	Mrs Paxton- Fox Swimming	Girls-Netball Mr Sheard	Basketball Gym Mrs Watkin	PickwickFootball Mr Khan		Athletics School Fox	
E GirlsMrs Mrs Smith	g Fox Swimmin Gault	Fox HolliesSwimming Mrs Smith	Basketball Gym Mrs Paxton- Mr Sheard	PickwickFootball Miss Gosal		Athletics School Boys-Rugby	
N1	Swimming Fox	Fox Hollies Swimming	Basketball Gym	Pickwick Football		Athletics School	

And Hollies Mr Mr Khan Mr O'Keefe Mr Sheard Mrs Boys-

<p>Pupils should always bring their PE/ Swimming kit with them to a lesson, even if they have an excuse note as usually, pupils can participate in some part of their lesson, even though they may have an injury. It is important that parents support this policy as pupils will be provided with borrowed kit when they do not bring their own and this can cause strain and tension and a negative experience which is easily avoidable. Pupils will also accrue penalties for not having their kit and this can lead to detentions.</p>	