



**WETHERBY  
PREPARATORY SCHOOL**

**Upper School  
Curriculum Guide**

# English

## Long Term Plan

Year	Autumn	Spring	Summer
6	Novel or Autobiography	Non-Fiction	Novel
7	Play	Novel	Poetry
8	Autobiographical Extracts and Poetry	Novel and Continued Exam Preparation	Continued Exam Preparation

Skills in English are taught, developed and consolidated through reading, writing and speaking and listening tasks in response to a range of challenging texts. Spellings rules are revisited in accordance with the needs of the group.

The following is an overview of how skills are expected to progress across Years 6, 7 and 8. Boys are required to read throughout term-times and holidays, recording books read in their homework diary. They are also expected to read aloud to parents or a teacher on a regular basis. Reading lists are distributed at the end of the Autumn and Summer Terms and are available on the school website. Further reading suggestions are distributed in the *Wetherbuzz* at the end of each term.

### Year 6

Working on the National Curriculum objectives for Year 7, boys consolidate their knowledge of the requirements of Pre-Tests and 13+ examinations. They study novels, poetry and plays, whilst refining their understanding of non-fiction writing in all genres. Boys increase their awareness of narrative devices and are encouraged to experiment further with vocabulary.

### Assessment

Boys are assessed, both formally and informally, with feedback and targets being set in response to written and spoken tasks. With ISEB Pre-Tests a focus of the Autumn Term, boys, ergo, only complete formal examinations in the Summer Terms, but examination preparation is ongoing.

## **Year 7**

Boys address the National Curriculum objectives set for Year 8. (By this stage, they should be familiar with all components of the 13+ Common Entrance examinations and will have time to increase their confidence with unseen texts and extended answers. They study both traditional and contemporary writers from prose, poetry and drama and analyse different layers of meaning. They further their understanding of the purpose, style and layout of non-fiction texts, whilst developing their own writing with a focus on figurative language.

### **Assessment**

Boys are assessed, both formally and informally, with feedback and targets being set in response to written and spoken tasks. Formal examinations take place in the Spring and Summer Terms. The latter consists of full ISEB Common Entrance papers. Examination style tasks take place throughout the year.

## **Year 8**

Boys further their National Curriculum skills for Year 8 whilst working towards those set for Year 9. Boys study several texts, together with a wide range of non-fiction prose and poetry. We analyse the content and structure of these texts, which may be used in response to selected writing tasks in the ISEB Common Entrance Papers. Practice in essay planning, writing and redrafting ensures confidence in written tasks. Boys also study a range of poetry from different eras and genres. In Year 8, boys are guided to comment on the writer's choice of vocabulary and language structure, together with the effects created. In personal writing, boys employ increasingly sophisticated literary techniques to engage their reader.

### **Assessment**

Boys are assessed, both formally and informally, with feedback and targets being set in response to written and spoken tasks. Timed practice papers will be given regularly throughout the year. Formal mock examinations take place in the Spring Term and Common Entrance is in June. Common Entrance English comprises two written exam papers, both containing reading and writing tasks. The first paper examines prose comprehension, followed by the task of writing for a purpose – either to persuade, advise or inform. The second paper comprises poetry comprehension, followed by writing a descriptive piece or a story.

### **Scholarship Candidates**

Boys sitting scholarship examinations receive appropriate preparation in accordance with their school's requirements. As such, they will receive an alternative diet of teaching and learning compared to their Common Entrance Y8 peers to attain and refine the skills needed at scholarship level. Candidates are expected to read challenging material from our reading list, in addition to their teacher's recommendations, and will be set different tasks as necessary. Scholarship

examinations vary but pupils will be challenged by the complexity of texts studied and the level of analysis expected. Small group discussion and work forms part of this preparation.



# Maths

## Long Term Plan

Year	Autumn	Spring	Summer
6	Algebra Fractions/Decimals and Percentages Area and Volume Shapes and Measurement	Decimals Negative Numbers Speed/Distance/Time Graphs	Ratio and Proportion Geometry Algebra Percentages
7	Data Handling Probability Shape and Space Fractions	Scale and Bearings Algebra Transformations Angles and Polygons	Volume and 3D Shapes Algebra Patterns and Sequences
8	Algebra Pythagoras Graphs Area and Volume	Scale and Bearings Polygons Revision and Past Papers	CE and Scholarship Exams Code Breaking Trigonometry

ISEB Common Entrance Mathematics is based on an accelerated National Curriculum. The ISEB has set out a syllabus that is approximately one year ahead of its State School counterparts.

The 13+ exams (Year 8) are papers consisting of structured questions, each part of which is never more than 3 or 4 marks, derived from four main areas of Mathematics: Arithmetic, Geometry, Algebra and Statistics. Written papers are out of 100. Typically an exam will have 12 – 15 questions.

The syllabus is set by ISEB and there is a choice of three levels to take in Year 8. All of the levels have three papers, a calculator, a non-calculator and an aural paper.

The choice of level for individual candidates is determined in three ways:

1. The school to which the boy applies has the right to demand high level C.E. (Level 3) papers. The most highly academic selective schools will take this path.
2. The School will consult with the chosen school and enter a boy for a lower level (Level 1 or Level 2).
3. Scholarship candidates will be required to sit an internal exam set by the school and would not sit C.E. Such papers are notoriously difficult.

### **Scholarship Candidates**

Pupils chosen to attempt Scholarship Papers in Year 8 work from a curriculum based on a GCSE type syllabus supplemented with the differing scholarship papers. Each pupil will have their own papers and goals based on the school to which they have applied. We work through a whole range of scholarship test papers during classwork and homework sessions. Boys attempting Scholarship Mathematics need an advanced mathematical imagination as well as a good work ethic and understanding of Common Entrance Maths.

### **Maths Equipment**

From Year 6 onwards all boys are required to supply the following Maths equipment:

Ruler and pencil  
Protractor (180/360 degrees)  
Compass  
Scientific calculators

Extra maths tuition in the form of a 'Maths Clinic' is supplied after school once a week and this is free of charge for Year 8 boys.

### **Textbooks – 2020/21**

Year 5/6	Mathematics for Common Entrance One
Year 7	Mathematics for Common Entrance Two
Year 8	Mathematics for Common Entrance Three (Extension) and GCSE

All textbooks can be acquired from [www.galorepark.co.uk](http://www.galorepark.co.uk)

With the advent of Remote Learning the above textbooks are also available in the Dynamic Learning platform for all pupils. We are currently in the process of adding more text books that are suitable for the lower years.

# Science

## Long Term Plan

Year	Autumn	Spring	Summer
6	<p><b>Cells and Organisation</b></p> <p><b>Reproduction in Animals</b></p> <p><b>Genetics &amp; Evolution</b> (Variation, Classification &amp; Inheritance)</p>	<p><b>The Particulate Nature of Matter</b></p> <p><b>Properties of Materials</b> (Conductors &amp; Insulators, Acids &amp; Alkalis)</p> <p><b>Space Physics (13+)</b></p>	<p><b>Energy</b> (Energy Resources, Changes in Systems, Conservation of Energy)</p> <p><b>Waves</b> (Sound Waves, Hearing, Light Waves)</p> <p><b>Electricity &amp; Magnetism</b> (Circuits, Magnetism, Electromagnets)</p>
7	<p><b>Atoms, Elements &amp; Compounds</b></p> <p><b>Chemical Reactions</b></p> <p><b>Pure &amp; Impure Substances: Physical Changes</b></p>	<p><b>Nutrition &amp; Digestion</b></p> <p><b>Gas Exchange Systems &amp; Cellular Respiration</b></p> <p><b>Health</b></p>	<p><b>Reproduction in Plants</b></p> <p><b>Photosynthesis</b></p> <p><b>Interactions &amp; Interdependence</b> (Relationships in an Ecosystem)</p> <p><b>Energy</b> (Energy Resources, Changes in Systems, Conservation of Energy)</p>
8	<p><b>Motion &amp; Forces</b> (Describing Motion, Force &amp; Rotation, Force &amp; Pressure, Density)</p> <p><b>Waves</b> (Sound Waves, Hearing, Light Waves)</p>	<p><b>Electricity &amp; Magnetism</b> (Circuits, Magnetism, Electromagnets)</p> <p><b>Interactions &amp; Interdependence</b> (Relationships in an Ecosystem)</p> <p><b>REVISION</b></p>	<p><b>REVISION</b></p>

The scheme of work follows the ISEB syllabus and meets its requirements for the delivery of Science teaching to achieve success at the end of each Key Stage and at Common Entrance. As a subject Science incorporates 'thinking skills' in lessons and schemes of work. The following strategies are employed to develop boys' understanding and scientific knowledge: speaking, creative and critical thinking, reflective learning and independent enquiry.



Assessment opportunities provide a 'baseline' record not only to help with differentiated planning and delivery but also to aid the boys themselves when target-setting and self-assessing, together with their parents to help develop understanding. Boys are tested informally with mid-topic tests and more formally with end of topic tests.

Effective use of ICT enhances boys' learning and encourages boys to access information independently. There will be a focus on making cross-curricular links with other departments, especially Maths, to reinforce learning and provide stimulating context.

For the 13+ exams, knowledge of the 11+ syllabus may be examined, in the context of questions based on the content of the 13+ syllabus. Questions will test student recall, application of knowledge, analysis and evaluation skills. At least 25% of the paper will test 'Working Scientifically' skills. The exam consists of a Level 2 paper in each of the Sciences: Biology, Chemistry and Physics (40 minutes per paper). Each paper is marked out of 60 and will have approximately eight questions. Graph skills will also be examined and candidates will be expected to plot and analyse numerical data.

### **Scholarship Candidates**

Scholarship students work from a curriculum based on the Common Entrance Syllabus with supplement GCSE content to deepen their scientific understanding. Boys attempting Scholarship Science need to be highly motivated with a strong work ethic and an ability to apply scientific knowledge to unseen and complex questions. Paper style and structure depend on the school applied to. Candidates are expected to complete independent research based on teacher recommendations and revise content from Year 6 and 7, alongside Year 8 content.

### **Science Equipment:**

Ruler and pencil

Protractor

Scientific Calculators, Casio FX-85 is recommended, for all Science exams, calculators are allowed in all Science exams and will be useful throughout Upper School

### **Science Textbooks**

**Year 6-8:** ISEB Science for Common Entrance PHYSICS  
ISEB Science for Common Entrance CHEMISTRY  
ISEB Science for Common Entrance BIOLOGY



# French

## Long Term Plan

Year	Autumn	Spring	Summer
6	<p><b>Textbook: Expo 1 Vocabulary</b> Places in town, Food and drink, home and daily routine, Expressing an opinion, activities after school</p> <p><b>Grammar</b> Verb 'to go', preposition 'at/to/the, present tense conjugations, reflexive verbs, Writing more complex sentences, writing a paragraph in French</p>	<p><b>Textbook: Expo 1 Vocabulary</b> Telling the time, how to ask for something and how to buy Preparation for French trip (Covid permitting)</p> <p><b>Grammar</b> Er verb conjugations, gender, connectives, adjectival agreement</p>	<p><b>Textbook: Expo 2 Vocabulary</b> Talking about family, jobs', weather, a typical day and weekend activities</p> <p><b>Grammar</b> Introduction to <i>-ir-</i> and <i>-re-</i> verb conjugations in the present tense, introduction to the past tense with the auxiliary <i>-avoir-</i> tense, using the preposition '<i>since</i>'</p>
7	<p><b>Textbook: Expo 2 Vocabulary</b> Going out, clothes, going shopping</p> <p><b>Grammar</b> Modal verbs Adjectival agreement and comparative and superlative The near future</p> <p><b>Skills</b> CE Roleplay practice Letter writing</p>	<p><b>Textbook: Expo 2 Vocabulary</b> Last weekend activities, talking about TV Food Talking about meals</p> <p><b>Grammar</b> past tense The partitive</p> <p><b>Skills</b> Practise letter writing</p>	<p><b>Textbook: Expo 2 Vocabulary</b> Countries, languages Holidays Asking questions</p> <p><b>Grammar</b> Preposition : à/ en past tense</p>

8	<b>Textbook: Tricolore Total 2</b> <b>ISEB Vocabulary book</b> Conversation topics and questions for CE speaking section Revision of present/past/ near future tenses Comparative and superlative forms Writing a letter of 80 to 140 words	<b>Textbook: Tricolore Total 2</b> <b>ISEB Vocabulary book</b> Direct object pronoun Relative pronoun The negative form Asking questions Focuson Listening, Reading comprehension, Writing and Speaking skills	<b>Textbook: Tricolore Total 2</b> <b>ISEB Vocabulary book</b> Targeted revision Common Entrance exam CE exam divided into 4 sections: -Speaking and Listening sections in May. -The Reading and Writing section take place during the CE week
8 Scholars	<b>Grammar</b> Present tense, irregular verbs Imperfect and future tense Direct/ indirect/ proverbial pronouns Relative pronouns  <b>Vocabulary</b> Focus on verbs	<b>Vocabulary</b> Weekly vocabulary by theme  <b>Grammar</b> Possessive and demonstrative adjectives and pronouns Conditional plus perfect tense The passive voice adverbs	<b>Practise</b> Past paper practise focusing on challenging sections.  <b>Vocabulary</b> Weekly vocabulary by theme, Focus on vocabulary, French current affairs and general culture

French in Year 6, 7 and 8 is aimed at preparing boys for the Common Entrance examinations similar to GCSE level. The French exam is divided into four sections: Listening, Reading, Writing and Speaking. Each section is 25% of the final grade.

**French Listening and Speaking Common Entrance Exams** usually take place three weeks to a month before the actual written exam.

Pupils have two hours of French lessons each week. In addition each boy in Year 7 and 8 is given the opportunity to practise his oral skills with the teacher throughout the course of the year. This provides an extra layer of preparation for the speaking section of the Common Entrance exam. These sessions take place during registration period and are scheduled on a rotation basis. In Year 8 most of the grammar required for Common Entrance has been covered and therefore the focus is on reinforcing grammatical concepts, writing more complex compositions and extending lexicon.

## Homework and Assessments

Homework is set on a weekly basis and contains both a learning component and a written task as well as an extension task to challenge more able boys.

Boys are regularly tested on any vocabulary or grammatical points covered in lessons.

Homework and any resources used during lessons will be posted on the *Teams* platform on a weekly basis and boys will be able to access them on their surface Gos.

## Resources

At the beginning of the year, boys will be asked to bookmark a number of useful links such as online dictionaries, vocabulary games, language labs and conjugations tools.

<https://www.larousse.fr/dictionnaires/francais-anglais/>

<https://www.larousse.fr/conjugaison>

<https://www.linguascope.com/assets/newhomepage2019/login.php>

<https://www.bbc.co.uk/bitesize/subjects/zgdqxb>

## Scholarship set

Preparation for scholarship in French is dependent on the choice of the Senior School and therefore the course is tailored to fit individual needs and requirements. Scholarship boys will be expected to read a wide variety of material in French and keep abreast of French current events. A variety of past papers and websites are used to enhance the boys' learning and adequately prepare them for their individual examinations.

Boys will be prepared to a higher GCSE level in Grammar and in Vocabulary.

## Additional Resources

<https://www.larousse.fr/dictionnaires/francais-anglais/>

<https://www.larousse.fr/conjugaison>

<https://www.linguascope.com/assets/newhomepage2019/login.php>

<https://www.bbc.co.uk/bitesize/subjects/zgdqxb>

<http://www.tv5monde.com/>

<https://www.lepointdufle.net/p/grammaire.htm>

## Bilingual pupils

Our French program is tailored for non-native speakers but we do sometimes have bilingual boys. Unfortunately, we cannot cater for their individual learning needs in French but the boys are allowed to bring in work from home and complete individual tasks set by a parent or tutor ( Madame Bassett is also able to advise parents on various teaching tools and websites which may

help support their learning). Bilingual boys will also be expected to complete class work and homework set on a weekly basis.

### **Cultural initiatives**

A French breakfast is held each term and boys and teachers alike are encouraged to ask for their 'croissants' and 'pains au chocolat' in French.

Any topics relating to French culture are covered during lessons.

Y6 go on a full immersion French residential where all activities and cultural visits are lead in French.

#### **French Textbooks**

**Year 6 Class Text** - *Expo1 and Expo 2 - Heinemann*

**Year 7 Class Text** - *Expo 2 - Heinemann*

**Year 8 Class Text** - *Encore Tricolore 2 - Nelson Thornes*

#### **Year 7 and Year 8 Vocabulary Book**

*French Vocabulary for Key Stage 3 and Common Entrance*  
Galore Park, ISBN 978-0-903-627467

#### **Year 8 Scholarship set**

*AQA GCSE French vocabulary and grammar*  
*Oxford University Press*

**Please note: Books in Italics are recommended and books in bold must be bought for annotation purposes.**

*Some textbooks are available as digital copies.*

## Classics (Latin)

### Long Term Plan

Year	Autumn	Spring	Summer
<b>6</b>	<p>Revision of present tense verb endings</p> <p>Revision of 1st and 2nd declension nouns (nominative and accusative cases)</p> <p>Imperfect tense</p> <p>Personal Pronouns</p>	<p>1st declension nouns, all cases</p> <p>Revision of infinitives</p> <p>Heracles/Jason myth</p>	<p>2nd declension nouns (masculine and neuter), all cases</p> <p>Adjectives</p> <p>Jason and the Golden Fleece</p>
<b>7</b>	<p>Imperatives and infinitives</p> <p>Regular perfect tense</p> <p>Theseus myth</p>	<p>Irregular perfect verbs</p> <p>Translation practise</p> <p>The Trojan War</p>	<p>3rd declension nouns (masculine, feminine and neuter)</p> <p>Future tense</p> <p>The Trojan War</p>
<b>8</b>	<p>Demonstrative adjectives</p> <p>Irregular verb eo</p> <p>Subordinate clauses</p> <p>Wanderings of Odysseus</p>	<p>Pluperfect tense</p> <p>3rd declension adjectives</p> <p>Comparatives</p> <p>Possum</p> <p>Wanderings of Odysseus</p>	<p>Prohibitions</p> <p>Revision/CE Exam</p>

Year	Autumn	Spring	Summer
<b>8 (Level 3)</b>	Demonstrative adjectives Irregular verb eo Subordinate clauses Personal pronouns The passive volo and nolo Wanderings of Odysseus	Pluperfect tense 3rd declension adjectives Comparatives Possum Prohibitions Purpose clauses Indirect commands Wanderings of Odysseus	Participles Revision/CE Exam

The Classics Department is responsible for the teaching of Latin and Classical Studies encompassing not only the language but also cultural and historical elements of the ancient world. The study of the classical world is an invaluable resource for its intrinsic worth and its capacity to increase pupils' understanding of themselves and of the world in which they live. This study also heightens pupils' linguistic and literary awareness, making them better students of modern languages, English and History.

Preparation for Common Entrance starts in Year 6 and continues through to Year 8. Each class in all year groups gets a 90 minute lesson every week; 45 minutes of homework set per week in Years 6, 7 and 8, with a mock exam in the Spring Term for all the Upper School boys as well as the Summer Term. Scholarship Mock exams take place in Autumn Term.

Pupils develop skills in translating from Latin to English (including translation for comprehension questions answered in English), translation from English to Latin at an appropriate level, manipulation of basic grammar, non-linguistic studies and showing comprehension of topics from history and mythology.

### **Assessment**

Boys are formally assessed throughout the year, based on CE past papers as well as continual testing of the prescribed vocabulary.



Work is assessed by the Head of the Department. In language tasks it is always worth writing down what one does know rather than giving up; it is even more worthwhile to think about what one has been learning recently and try to put that knowledge to use. In non-linguistic tasks factual knowledge is the foundation and extra marks are awarded for fluent and well-planned expression with appropriate and competent illustration.

### **Texts**

ISEB Latin Practice Exercises by R.C. Bass and Latin One/Two/Three by N.R.R. Oulton, which cover all grammar required for CE and Scholarship.

As the Common Entrance exam provides for different levels of ability within the subject, each pupil will be entered at an appropriate level according to his ability and progression. Most boys will sit Level 2. Those seeking admission to schools including Westminster, St. Paul's, Eton and KCS will be entered at Level 3. A minority of boys will sit Level 1.

Greek Mythology forms an important element of the non-linguistic aspect of the syllabus.

### **Classics Resources and Links**

Nil Desperandum, an interactive Latin resource. A free demonstration can be downloaded from: <http://www.galorepark.co.uk/product/parents/1327/nil-desperandum-demo.html>

A variety of grammar activities and games can be found at:

<http://www.quia.com/shared> then search 'Wetherby'

Some useful websites, through which the boys can revise their Latin Common Entrance Grammar and Vocabulary, are:

<http://virdrinksbeer.com/>

<https://itunes.apple.com/gb/app/quizlet/id546473125?mt=8>

AND

[www.cyberlatin.net](http://www.cyberlatin.net)

Here students can find useful information about declensions of nouns, conjugations of verbs, pronouns, adjectives, etc.

A very useful application to help your sons learn Latin effectively is **PIPIATUM**. This application helps the boys effectively revise their Common Entrance Latin. The app provides quizzes and tests to help guide revision. There are 3 modes to work from: Learn Mode (can be used to revise



Vocabulary), Practice Mode (gives drills on each category of vocabulary and grammar) and Test Mode (can be used to challenge and to improve. Personal best scores and times).

Pipiatum:

<https://itunes.apple.com/gb/app/pipiatum-l1/id578891408?mt=8>

<https://itunes.apple.com/gb/app/pipiatum-l2/id611952579?mt=8>

<https://itunes.apple.com/gb/app/pipiatum-l3/id618088707?mt=8>



# Music

## Long Term Plan

Year	Autumn	Spring	Summer
6	A Brief History of "Classical Music"  Carols	African Drumming	A Brief History of "Classical Music" 2
7	Gamelan	20 <sup>th</sup> Century Music	African Drumming
8	Film Music  Christmas Carols	Commercial Music Project	Exploring the Changing Voice & Final Project

All class music lessons are practical in nature, providing an enjoyable and stimulating musical experiences. As a department, we seek to improve pupil's general musicianship as they advance through the school. General Musicianship incorporates lots of different skills – listening, responding, repeating, improvising, moving, vocalising – and building up a pupil's ability to co-ordinate, pitch and hold a melody as well as keep a steady pulse and play different rhythms. All of these are fundamental to building a rounded musician as well as a balanced human being. Many of the songs and genres studied relate to topics that are being covered in other subjects, enabling further learning and a cross-curricular approach.

We would encourage all boys at Wetherby to join the choirs and take up learning an instrument. We currently offer all orchestral instruments as well as drum kit, guitar and piano. There is a wide range of performance opportunities and we like all boys to be able to perform throughout the year, be it in class, assembly, informal or formal concert.

In years 6 – 8, music classes continue to expand the boy's knowledge of different genres of music, singing, composition, listening and general musicianship. Year 8's in particular focus is on using music technology to compose and broaden their understanding of music in commercial settings.

# Theology, Philosophy and Religion

## Long Term Plan

Year	Autumn	Spring	Summer
6	<p><b>Islam</b> Beliefs and Practices</p>	<p><b>Philosophy and Ethics</b> Introduction to philosophy and ethics</p>	<p><b>Charity Project</b> <b>Revision techniques</b></p>
7	<p><b>Texts</b> Creation, The Fall, Cain and Abel, Abraham and Isaac</p> <p><b>Philosophy &amp; Ethics</b> Science &amp; religion, the environment, treatment of animals, freedom, punishment, morality</p>	<p><b>Texts</b> David and Bathsheba, The Call of The Disciples, Zacchaeus</p> <p><b>Philosophy &amp; Ethics</b> Wealth &amp; poverty, conscience, exploitation of power</p>	<p>Revision techniques and essay writing development</p>
8	<p><b>Texts</b> Elijah, miracles</p> <p><b>Philosophy &amp; Ethics</b> Prejudice and discrimination, science and religion</p>	<p><b>Texts</b> The Transfiguration, crucifixion and resurrection</p> <p><b>Philosophy &amp; Ethics</b> Life and death</p>	<p>Revision Exam Preparation</p>

The TPR Department educates boys about religious and philosophical ideas through the reading of religious texts, examining religious beliefs, practices and ethics and encouraging connections to be made between them.

The key skills which are developed throughout the course are:

- Knowledge – of bible texts and contemporary issues;

- Understanding – being able to explain a view or idea taken from the religion;
- Evaluation – giving a balanced argument.

Boys will have the chance to reflect on these ideas by examining a range of contemporary issues that will encourage them to consider religious and other responses to morality:

- Science and religion
- Stewardship and the environment
- Law, rules and human rights
- Punishment
- Social justice and treatment of the poor
- Prejudice and discrimination
- Attitudes to death
- War

### **Key texts**

The key texts for Years 6,7 and 8 can be found in the *TPR for Common Entrance* booklet given to all pupils at the start of the year. These books can be downloaded and viewed on their Surface Go or online. Details of the download link will be shared with the boys and available on request.

### **Additional resources**

A useful additional resource for boys in year 7 and 8 is the Hodder Education *Theology, Philosophy and Religion for Common Entrance 13+* and is written by Michael Wilcockson and Susan Grenfell.

### **Scholarship Candidates**

Boys attempting a scholarship examination will receive additional preparation in accordance with their school's requirements. Candidates are expected to demonstrate a wider knowledge and understanding of the syllabus than candidates for Common Entrance. Candidates should expect to be given essay titles and will be set additional and different tasks as necessary. Scholarship examinations vary, but pupils will be challenged by the complexity of the texts and by the level of analysis expected. Small group discussion and work will form part of this preparation. Scholarship examinations take place in the Spring and Summer Terms.

# Geography

The Geography programme has undergone some change to improve its scope and sequence, and to update it with new curriculum requirements. In 2020 Year 8 is pursuing the same course they began in Year 6; Year 7 is pursuing a slightly modified version of the same course (changes in sequence); and Year 6 is pursuing a programme that accommodates their heading into the new CE/scholarship programme for examination in Year 8, and which includes a now discrete unit on Environment.

## Year 8 - Long Term Plan

<b>8</b>	Coursework Location Knowledge Revision	Thematic Studies Revision  Location Knowledge Revision  OS Maps Revision	Thematic Studies Revision  Location Knowledge Revision  CE Exam
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## Year 7 Programme this year and next year to Year 8

<b>7</b>	TS: Meteorology  LK: Asia and Oceania	TS: Economic Geography  LK: The United Kingdom	TS: Geomorphology  LK: Africa and Europe  OS Maps  Research Expedition Summer Term
<b>8</b>	Coursework  TS: Tectonics  Location Knowledge Revision	TS: Tectonics  Location Knowledge Revision  OS Maps Revision	Thematic Studies Revision  Location Knowledge Revision  CE Exam

**Year 6 Programme this year to Year 8**

<b>6</b>	<p>TS: Thinking Geographically and Ethiopia</p> <p>LK: Asia and Oceania</p>	<p>TS: Demography</p> <p>LK: The United Kingdom</p>	<p>TS: Tectonics</p> <p>LK: Africa and Europe</p> <p>OS Maps</p> <p>Research Expedition Summer Term</p>
<b>7</b>	<p>TS: Meteorology</p> <p>LK: Asia and Oceania</p>	<p>TS: Economic Geography</p> <p>LK: The United Kingdom</p>	<p>TS: Geomorphology</p> <p>LK: Africa and Europe</p> <p>OS Maps</p> <p>Research Expedition Summer Term</p>
<b>8</b>	<p>Coursework</p> <p>TS: Environment</p> <p>Location Knowledge Revision</p>	<p>TS: Environment</p> <p>Location Knowledge Revision</p> <p>OS Maps Revision</p>	<p>Thematic Studies Revision</p> <p>Location Knowledge Revision</p> <p>CE Exam</p>

The new CE specification as published by ISEB for first examination in 2022/2023, has reduced learning requirements with a greater focus on geographical skills and understanding geographical process, with less learning of specific geographical case studies and geographical facts. It also introduces Environment as a discrete, rather than dispersed unit.

The syllabus used at Wetherby is designed to layer boys' geographical knowledge and to promote enquiry thinking, problem solving and an ability to synthesise data. The aim of the revised overall syllabus is to provide the very best foundation in geographic knowledge and skills for 11 to 13 year olds.

The programme at aims to encourage boys to use a range of geographical skills to develop their knowledge and understanding of the world. Topics include: places, their locations and patterns,

processes including environmental change and the concept of sustainable development in order to:

- stimulate curiosity about the world;
- introduce candidates to places, people and environments;
- contribute to environmental awareness and education for sustainable development;
- develop understanding of physical and human landscapes, and introduce candidates to different societies and cultures, enhancing awareness of global interdependence.

The Geography Common Entrance examination is comprised of three sections and made up of a total of 80 marks (for this year's Year 7 and Year 8 candidates).

1. Location Knowledge (10 to 15 marks)
2. OS Mapwork (10 to 15 marks)
3. Five Thematic Studies (10 to 15 marks for each of the five themes)

Boys also complete a coursework element worth 20% of the total Common Entrance marks. Data is collected during an expedition in Year 7 and then enquiries are written up and completed partially whilst on expedition, and partially back at school in the Autumn Term of Year 8.

### **Resources**

The ISEB 13+ Revision Guide by Belinda Froud-Yannic (ISBN: 978-1-4718-2730-3) is required by boys in Year 7 and Year 8. Year 6 boys, this year (2020/2021) will need to buy the new edition, which has not yet been published. The book has the key terms and concepts covered and is the revision tool they need to prepare for exams. Boys should also retain their exercise books from Years 6 and 7 for the Common Entrance year in Year 8.

In addition to this, the school has copies of Geography for Common Entrance by John Widdowson, in both paper and online formats. This is a textbook rather than a revision guide and will be used by pupils when topics are delivered.

### **Scholarship**

Boys preparing for scholarship examinations will focus on learning to 'think like geographers,' showing an ability to argue points, sequence and cluster ideas, bring together disparate and show insight into the patterns and processes that fashion the planet. They will develop a broad general knowledge of contemporary geographical issues. They will also learn skills relating to understanding maps, graphs and tables and learn how to see what combinations of variables can reveal when considered together, in the broader overarching context of the topic areas covered in Common Entrance.



# History

## Long Term Plan

Year	Autumn	Spring	Summer
6	<i>Henry VIII &amp; Age of Encounters</i>	<i>Later Tudors &amp; English Civil War</i>	<i>Commonwealth and Restoration &amp; Georgian Britain</i>
7	<i>Seven Years' War American Rebellion and War of Independence</i>	<i>The French Revolution Napoleonic Wars</i>	<i>Transatlantic Slave Trade &amp; Abolitionism Industrial Revolution &amp; Transport Revolution</i>
8	<i>James I, Charles I and the Commonwealth</i>	<i>The Restoration to the Jacobite Rebellions</i>	<i>Revision</i>
<b>8 Scholars</b>	<i>Revolution, Rebellion, and Evidence</i>	<i>Empire, Power and, Historiography</i>	<i>Equality, Reform, and Revision</i>

The History Department aims to inspire boys with a passion for History during their time at Wetherby Preparatory School. The study of History is brought alive by employing varied teaching techniques: traditional historical enquiry, role-play, visits to places of historical interest and vigorous discussion. Wetherby boys leave our school as able and confident historians prepared to address with confidence the challenges of History at GCSE level. Whilst due emphasis is placed on interactive, dynamic learning, we unashamedly expect boys to learn factual history and to engage in sustained, academic analysis of complex themes. Boys also learn the importance of taking pride in their work with a high standard of presentation expected.

Boys are prepared for the Common Entrance exam by studying the Common Entrance topic from Year 7. In these last two years, heightened emphasis is given to the skills required for successful

Common Entrance examination, including extended analysis of source material, the writing of sustained, written pieces and independent judgement of topics studied.

## **Year 6**

The Year 6 course introduces boys to paragraph and essay writing as well as spending time on the study and analysis of historical evidence. They will understand how to structure an essay effectively and begin to evaluate and infer from a range of historical sources, developing their source work skills for the beginning of the Common Entrance syllabus in Year 7.

### **Year 6 History Resources**

There is no set textbook for Year 6 History but we do recommend the following books for the boys to read if they are interested in extending their understanding of a particular topic:

- *Medieval Realms for Common Entrance and Key Stage 3*, second edition Martin Collier, Rosemary Rees and Colin Shephard (2014)
- *So you really want to learn History, Book 1: A Textbook for Key Stage 3 and Common Entrance*, Robert Pace (2007)
- *Medieval Minds Britain 1066-1500: Pupil's Book*, Jamie Byrom, Christine Counsell and Michael Riley (1997)

## **Year 7 and Year 8**

The Common Entrance examination is divided into two parts:

1. Evidence Question (20 marks)
2. Essay Question (30 marks)

### **Year 7 and 8 History Resources**

The boys are issued with a copy of the *Making of the United Kingdom*, which they will be using for classwork and homework for the Common Entrance syllabus. We also recommend the following books, particularly when it comes to revision:

- *History for Common Entrance 13+ Revision Guide*, Ed Adams (2014)
- *History for Common Entrance 13+ Exam Practice Questions*, Gavin Hannah (2014)
- *History for Common Entrance 13+ Exam Practice Answers*, Gavin Hannah (2014)

## Scholarship Candidates

Candidates are expected to demonstrate a wider knowledge and understanding of the syllabus than candidates for Common Entrance. Candidates should expect to be given essay titles and will be set additional and different tasks as necessary. Scholarship examinations vary but pupils will be challenged by examining a variety of historical sources and by the level of analysis expected when approaching historical evidence. Small group discussion and work will form part of this preparation. Scholarship examinations take place in the Spring and Summer Terms.



# Art

## Long Term Plan

Year	Autumn	Spring	Summer
6	<p>Landscape Painting Layered acrylic on board Artist link: Kurt Jackson</p> <p>Workshop: Gideon Summerfield</p>	<p>Pop Art: Art for All</p> <p>Illustration, film, painting and printing</p> <p>Artists links: Andy Warhol and Roy Lichtenstein</p>	<p>Artists' Manifesto</p> <p>Reduction printing</p> <p>Artist link: Hundertwasser</p> <p>Workshop: Gideon Summerfield</p>
7	<p>Surrealist Landscapes Painting and clay work</p> <p>Artist links: Dorothea Tanning, Max Ernst, Salvador Dali</p> <p>Artists workshop: Jonathan Huxley</p>	<p>Tonal Drawing Skills Self Portraits</p> <p>Artist Links: Durer and Freud</p>	<p>'Fantastic Reality' Installation and wire- work</p> <p>Artist Link: Louise Bourgeois</p> <p>Synthetic Cubism Watercolour painting Georges Braque Pablo Picasso</p>
8	<p>Japanese Printing Wood block printing, lino reduction printing</p> <p>Artist links: Katsushika Hokusai</p>	<p>Storms in Monochrome Charcoal and mixed media large scale works</p> <p>Artist Link: Sax Impey and Hiroshi Sugimoto</p>	<p>'Up close' Pen and ink work</p> <p>Artist Links: Edward Hopper and Vincent Van Gogh</p> <p>Workshop: Pen and ink Artist Clive Baxter</p>

In the Art Department we develop individual creativity through our wealth of resources and expertise. We provide tuition in a wide range of media; painting, 3D design, woodwork, clay modelling, wire modelling, screen printing, pastel work, ink studies and lino reduction printing. Art work is placed into context, Old Masters are taught alongside modern artists. Art Theory is explored and we delve into the artists' motivations behind the works that we study.

The Art and Design Syllabuses are relevant to the current offer within London-based museums and galleries. Whenever possible, the class work is enhanced by visiting external workshops and exhibitions. Professional artists visit the Art Room, giving us a valuable insight into the life of an artist and illustrating contemporary practice. Our Advanced Artists Programme further develops an individual's potential by building a portfolio for an Art Scholarship application to senior schools.



## Digital Literacy (ICT)

### Long Term Plan

Year	Autumn	Spring	Summer
6	E Safety Digital Citizenship Digital Literacy Touch Typing M365 Apps Digital Citizenship Scenarios ATOM Learning	ICT Searching the Internet Spreadsheets (2)	Coding / Coding project Robotics / Robomind Code Avengers Arduino – Oh Bots / Drones
7	E Safety Digital Citizenship Digital Literacy Computer Science Touch Typing M365 Apps Digital Citizenship Scenarios Computer Architecture	Computer Science Coding HTML – W3 Schools Website design	Coding / Coding project Python (2) Code Avengers App Inventor
8	E Safety Digital Citizenship Digital Literacy Computer Science Touch Typing M365 Apps	Computer Science ICT Coding Binary / Computational math Movie Making	Coding / Coding project Code Avengers Microbits

Boys are encouraged to use technology as a tool to learn in all aspects of the curriculum. They receive one hour of discrete ICT from Years 6 to 8 in which they cover Computer Science concepts and develop their coding knowledge in various languages. Digital literacy skills are embedded at all stages throughout the curriculum. Boys develop an in-depth knowledge of Teams and Microsoft 365 as part of our school wide digital learning platform.

As the boys move into the Upper School we place more emphasis on independent learning and often boys will be expected to enhance their skills at home by exploring areas of technology that stimulate them. From Year 7 onwards we introduce project modules where boys will need to research and compile work individually or as small groups. We offer coding courses using various

programming languages and aim to progress these skills as the boys move through the upper school.





# Games

## Long Term Plan

Year	Autumn	Spring	Summer
All	Football/ Rugby – advanced skills & tactics, games understanding, rules and regulations	Rugby – advanced skills & tactics, games understanding, rules and regulations	Cricket – advanced skills & tactics, games understanding, rules and regulations

Games lessons take place at our fantastic and still developing sports facilities, The Wetherby Sports Ground.

The staff in charge of each group will coach (with additional support), choose teams for fixtures and be your first port-of-call for any enquiries regarding fixtures or coaching sessions. Please do let the relevant member of staff know if your son is unable to participate in lessons or matches as soon as possible.

Over the years Wetherby Preparatory School has grown to become a formidable opponent and we have a solid record of success against all local schools and those further afield. We achieve this success through hard work and careful team selection. Whilst we pride ourselves on our successes, we are also very aware of the importance of inclusion.

As always, it is imperative that all boys wear the correct kit to games and fixtures to ensure participation: Wetherby Prep School plain black shorts, chequered WPS games top, WPS red and black socks and firm ground moulded football boots and shin pads. If your son does not have the correct kit on any particular day please email the group leader as we may well be able to source temporary kit from lost property. We anticipate the boys will be working extremely hard to improve their skills, so all the boys must bring a water bottle to Games Lessons. Ideally, they would buy a named Wetherby water bottle from here:

<https://activebottle.co.uk/collections/wetherby>

Boot bags are also a very useful item to have as they help keep the boys' equipment organised and are very easy to carry. These can be ordered from the Perry Uniform website.

## PSHE – Personal, Social, Health and Economic Education, including Relationship and Sex Education (RSE)

### Long Term Plan

Year	Autumn Being Me In My World & Celebrating Difference	Spring Dreams and Goals & Healthy Me	Summer Relationships & Changing Me
6	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children’s universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p> <p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p> <p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including ‘county lines’ and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p> <p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>

7	<p>Unique me, differences &amp; conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation</p>	<p>Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe &amp; unsafe choices, substances, gangs, exploitation, emergency first aid</p>	<p>Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting</p>
	<p>Bullying, prejudice &amp; discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes</p>	<p>Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices</p>	<p>Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support</p>
8	<p>Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening</p>	<p>Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues</p>	<p>Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support</p>
	<p>Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying</p>	<p>Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation</p>	<p>Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour</p>

Each boy in the Upper School has a 30 minute lesson of PSHE per week. During lessons, boys will have the opportunity to discuss a wide variety of different topic areas, which impacts them personally, socially and economically. We will also explore different ways to stay healthy and

boys will learn about basic British politics. During PSHE lessons, the Core British Values (democracy, rule of law, individual liberty and mutual respect for others) will be promoted and boys will acquire deeper understanding of the world in which we live. We subscribe to an online resource, called **Jigsaw**, which covers all of the above areas, linking them to relevant and current affairs happening in the world around us. A wide variety of different resources will also be used throughout the year to support the learning of the boys such as The Day, Picture News and Newsround. PSHE teachers can also be flexible to look at a theme that may be of 'immediate concern' to their class i.e. an issue that have arisen naturally and needs to be addressed that week, such as behaviour or stress management.

There are six Puzzles in **Jigsaw** that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'. Each piece has two Learning Intentions: one is based on specific PSHE learning; and the other is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that **Jigsaw** is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety. Every piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

PSHE is fundamental to the educational entitlement of all pupils at Wetherby Preparatory School and as a cross-curricular element, permeates all aspects of life at school. Although it is taught within its own right, it is also included in the teaching and learning of many other subjects.

# Drama

## Long Term Plan

Year	Autumn	Spring	Summer
6	Performance & Presentation Characterisation & Dramatic Techniques	Physical Theatre: Exaggeration, Status and Comedy Cuddington Manor 1: Using character creations and development techniques	Cuddington Manor 2: Building tension in a performance piece Frankenstein: Devising work using a novel as a stimulus
7	Characterisation and Status Script work: Ernie's Incredible Illucinations	Commedia Dell'Arte Using a Stimuli to create inventive devised pieces.	Practitioners; Brecht Live Theatre Review 1
8	Storytelling: Advanced dramatic techniques Shakespeare: From page to stage	Practitioners: Styles of theatre for devised work Advanced Devising Project	Comedy Genres Live Theatre Review 2

In the Upper School we will be introducing the boys to different theatrical genres and more advanced dramatic practices. We will look at developing as performers, working as a theatre company, developing characters, building stories and learning the skills required to make our very own devised pieces using a variety of theatrical and creative methods. We will also integrate key social skills as well as topics from other subjects, reinforcing learning through play, practice and performance.

Drama is a wonderful way for the boys to express themselves creatively through a fun, interactive and educational medium. It provides an opportunity for every boy to use their imagination and their own ideas to create stories, characters and other worlds through devising and performing.

They will have a chance to perform different types of theatre in front of their peers in a fun, dynamic, creative environment which will develop skills that help build confidence, humility, team work and leadership.

### **Assessment**

The boys will work towards final project performances every half term which will be assessed by themselves and their teacher in order to develop their evaluation skills, audience focus and understanding of theatre.

