



**WETHERBY
PREPARATORY SCHOOL**

**Upper School
Curriculum Guide**

English

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|--------------------------------------|--------------------------------------|----------------------------|
| 6 | Novel or Autobiography | Novel or Autobiography | Poetry and Novel |
| 7 | Novel and Poetry | Play | Novel and Non-Fiction |
| 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 each term and holidays, recording books read in their reading logs. 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 Common Entrance 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.

Class texts Year 6 boys study includes *Goodnight Mr Tom*, by Michelle Magorian, *Boy*, by Roald Dahl and *Animal Farm*, by George Orwell.

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 but examination preparation is ongoing.

Year 7

Boys address the National Curriculum objectives set for Year 8 (Word Level, Sentence Level, Reading, Writing and Speaking and Listening.) 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.

Class texts Year 7 boys study in more detail includes *The Woman in Black*, by Susan Hill and *Romeo and Juliet*, by William Shakespeare.

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 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 (Word Level, Sentence Level, Reading, Writing and Speaking and Listening). 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 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.

Class texts Year 8 boys study in more detail include *Lord of the Flies*, by William Golding and a range of nineteenth-century short stories by authors such as H.G. Wells, Charles Dickens or Sir Arthur Conan Doyle. Boys are expected to read widely throughout each term and during holidays.

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. 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. Scholarship Group examinations take place in the Spring and Summer Terms.

Maths

Long Term Plan

| | | | |
|---|--|---|---|
| 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. Wetherby Preparatory School will consult with the chosen school and enter a boy for a lower level (Level 1 or Level 2). The boy will have received an offer requiring an average C.E. score.
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 and we work through a whole range of scholarship test papers during classwork and homework sessions. The senior school assessments take place during January and June. 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 are required from Year 6 onwards for Year 7 pre-tests and 13+ Common Entrance/Scholarship papers. All 11+ papers are non-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 – 2017/2018

| | |
|--------|--|
| Year 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

Science

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.

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 to reinforce learning and provide stimulating context.

Science Equipment:

Ruler and pencil

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

Teachers:

Year 6: Miss Sharp, Miss Hart & Mr Metherell

Year 7: Miss Collinson

Year 8: Miss Collinson & Miss Hart

Trips/Workshops

Year 6: Centre of the Cell Visit

Year 7: Grant's Museum of Zoology

Year 8: London Wetland Centre

Science Textbooks:

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

Science Long Term Plan

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|---------------|---|--|--|
| Year 6 | Cells and Organisation (Y7) Reproduction in Animals Genetics & Evolution <i>(Variation, Classification & Inheritance) (Y7)</i> | The Particulate Nature of Matter (Y7) Properties of Materials <i>(Conductors & Insulators, Acids & Alkalis)</i> Space Physics (Y7) | Energy <i>(Energy Resources, Changes in Systems, Conservation of Energy) (Y7)</i> Physical Reactions Magnets & Electromagnets Hearing, Vibration and Sound |
| Year 7 | Atoms, Elements & Compounds Pure & Impure Substances: Physical Changes Chemical Reactions | Nutrition & Digestion Gas Exchange Systems & Cellular Respiration Health | Reproduction in Plants Photosynthesis Interactions & Interdependence <i>(Relationships in an Ecosystem)</i> Energy <i>(Energy Resources, Changes in Systems, Conservation of Energy)</i> |
| Year 8 | Motion & Forces <i>(Describing Motion, Force & Rotation, Force & Pressure, Density) (Y7)</i> Waves <i>(Sound Waves, Hearing, Light Waves)</i> | Electricity & Magnetism <i>(Circuits, Magnetism, Electromagnets)</i> Interactions & Interdependence <i>(Relationships in an Ecosystem)</i> REVISION | REVISION |

French

French in Year 6, 7 and 8 is aimed at preparing the children for the Common Entrance examinations. The French exam is divided into four parts: Listening, Reading, Writing and Speaking. Each one is 25% of the final grade.

Pupils have two hours of French lessons each week. In addition each boy in Year 7 and 8 over the course of the year practises individually for the speaking section of the Common Entrance exam. This takes place during registration period on a rotation basis.

Homework and Assessments

Homework is differentiated for all abilities and will contain both written and learning components. Boys are tested regularly during the term in addition to the normal examinations.

Trips

In Year 6, all boys spend a week at a language centre in Normandy at the 'La Grand Ferme', where all activities are taught in French. This is a brilliant opportunity to practise what is learnt in the classroom and to have a taster of French culture. This Year 6 French residential trip will take place during the week beginning **Monday 12th to Friday 16st March 2018.**

French - Long Term Plan

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|---|---|--|--|
| 6 | <p style="text-align: center;"><u>Expo 1</u></p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Places in town, Food and drinks, home routine, giving an opinion, activities after school</p> <p style="text-align: center;"><u>Grammar:</u></p> <p>Verb 'to go', preposition 'at/to/the, present tense and reflexive verbs, composing longer text</p> | <p style="text-align: center;"><u>Expo 2</u></p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Going to the market, Family, time, describing a typical day, free time</p> <p style="text-align: center;"><u>Grammar</u></p> <p>'er' verbs, gender, connectives, introducing 'ir' and 're' verbs in the present tense, introducing the past tense</p> | <p style="text-align: center;"><u>Expo 2</u></p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Outings, clothes, shops, giving an opinion</p> <p style="text-align: center;"><u>Grammar</u></p> <p>Modal verbs, adjectival agreement, comparative</p> |
| 7 | <p style="text-align: center;"><u>Encore Tricolore</u></p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Food and meals</p> <p>Sports and leisure: verb faire + activity</p> <p style="text-align: center;"><u>Grammar</u></p> <p>The partitive 'some', and 'not any'</p> <p>Verbs: to take and to eat</p> <p>The near future</p> <p>'ir' verbs</p> | <p style="text-align: center;"><u>Tricolore total 2</u></p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Family life, food</p> <p style="text-align: center;"><u>Grammar</u></p> <p>Irregular verbs in the present tense</p> <p>Recognize the past tense</p> <p>Reflexive verbs</p> <p>Past tense using the auxiliaries 'avoir'</p> | <p style="text-align: center;"><u>Tricolore total 2</u></p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Holidays</p> <p>Describe Yourself</p> <p style="text-align: center;"><u>Grammar</u></p> <p>Past tense with avoir</p> <p>Irregular verbs past participles</p> <p>Past tense with être</p> |

| | | | |
|---|---|--|---|
| 8 | <u>Tricolore total 2</u> <u>ISEB Vocabulary book</u> | <u>Tricolore total 2</u> <u>ISEB Vocabulary book</u> | <u>Tricolore total 2</u> <u>ISEB Vocabulary book</u> |
| | Prepared topic for the CE speaking section Revision of present/past/ near future tense Comparative and superlative Writing a letter of 80 to 140 words | Direct object pronoun Relative pronoun The negative form Asking questions Focus on listening, reading-comprehension, writing and speaking skills | Revision for the Common entrance exam |

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

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| <p>French</p> <p><u>Year 6 Class Text:</u> <i>Expo1 and Expo 2</i> <i>Heinemann</i></p> <p><u>Year 7</u> <i>Expo 2</i> <i>Heinemann</i></p> <p><u>Year 8:</u> <i>Encore Tricolore 2</i> Nelson Thornes</p> <p><u>Year 7 and Year 8 Vocabulary Book</u> <i>French Vocabulary for Key Stage 3 and Common Entrance</i> Galore Park, ISBN 978-0-903-627467</p> <p><u>Year 8 Scholarship set:</u> AQA GCSE French Oxford University Press</p> |
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Classics

Long Term Plan

| Year | Autumn | Spring | Summer |
|----------|---|--|--|
| 6 | <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> |
| 7 | <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> |
| 8 | <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 |
|------------------------|---|---|---------------------------------|
| 8 (Level 3) | 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 the Common Entrance starts in Year 6 and continues through to Year 8. There are two 60 minute lessons every week; 30/35 minutes of homework set per week in Year 6 and 45 minutes of homework for Years 7 and 8, with a mock exam in the Spring Term for all the Upper School boys.

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/>

Quizlet:

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

AND

www.cyberlatin.net

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

IPhone applications that can help the students in learning their Latin Vocabulary:

Pipiatum:

<https://itunes.apple.com/gb/app/pipiatum-11/id578891408?mt=8>

<https://itunes.apple.com/gb/app/pipiatum-12/id611952579?mt=8>

<https://itunes.apple.com/gb/app/pipiatum-13/id618088707?mt=8>

Music

Choral education is at the heart of Music at Wetherby Preparatory School. Our approach aims to inspire boys to take part in many of the vocal outlets we offer in the school community. Our goal is to build self-confidence and self-esteem in the boys, to develop focused attention, a strong work ethic, leadership qualities and poise.

Boys in Years 6-8 will be encouraged to participate in class and year group performances. They will listen to a wide variety of music and discover new repertoire through music theory. Creativity and self-expression are nurtured through a variety of stimuli including: poetry, pictures and rhythm through movement.

Singing and making music together are the primary means of teaching the boys about melody, rhythm, tempo, dynamics, texture and timbre. Activities outside the classroom will also be organized in order to develop the breadth of each child's musical experience.

Music Long Term Plan

| Year | Autumn | Spring | Summer |
|----------|--|--|--|
| 6 | Go for Silver - Book 1 (New pitches <i>fa, ti</i>) Christmas Carols | Go for Silver - Book 1 (Pentachords) | Go for Silver - Book 1 (Diatonic scales) |
| 7 | Continuing Singing Christmas Carols Discovering Composers | Exploring Harmony How to Read Music | How to Read Music Exploring Texture/Timbre |
| 8 | Exploring the Changing Voice Christmas Carols | Exploring the Changing Voice – Part Singing | Exploring the Changing Voice – Part Singing 2 |

Religious Studies

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|---|--|--|
| 6 | <p style="text-align: center;">OT Texts</p> <p style="text-align: center;">Intro to the Bible Creation, The Fall</p> <p style="text-align: center;">Essay Writing Skills Stewardship/Environment</p> | <p style="text-align: center;">OT Texts</p> <p style="text-align: center;">Cain and Abel</p> <p style="text-align: center;">Reconciliation in Rwanda</p> | <p style="text-align: center;">OT Texts</p> <p style="text-align: center;">Abraham & the Sacrifice of Isaac</p> <p style="text-align: center;">Dietrich Bonhoeffer</p> |
| 7 | <p style="text-align: center;">OT Texts</p> <p style="text-align: center;">Moses & the Burning Bush, Passover & the Exodus, Ten Commandments</p> <p style="text-align: center;">Martin Luther King</p> | <p style="text-align: center;">NT Texts</p> <p style="text-align: center;">Palestine in the 1st Century, The Birth of Jesus</p> <p style="text-align: center;">Leadership & Wisdom</p> | <p style="text-align: center;">NT Texts</p> <p style="text-align: center;">Jesus & the Outcasts Being a follower of Jesus</p> <p style="text-align: center;">Jackie Pullinger Mother Teresa</p> |
| 8 | <p style="text-align: center;">NT Texts</p> <p style="text-align: center;">Jesus Miracles, Jesus' Parables</p> <p style="text-align: center;">Miracles today</p> | <p style="text-align: center;">Contemporary Issues</p> <p style="text-align: center;">Making links between the Biblical texts that have been studied and their relationship with issues today</p> | <p style="text-align: center;">OT Revision NT Revision Exam Preparation</p> |

The Religious Studies 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: to build a deep knowledge of the religious texts; develop an understanding of what these mean to believers and to use supporting evidence to construct a balanced evaluation to a statement made relating to a contemporary issue.

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
- § Leadership and wisdom
- § Social justice and treatment of the poor
- § Prejudice and discrimination
- § Attitudes to death

A useful resource for the boys is the ISEB Revision Guide. This is excellent when revising for exams. It is called Preparing for Common Entrance Religious Studies (Second Edition) and is written by Michael Wilcockson.

If you do not have easy access to a bible at home, the boys can use the online bible. This can be accessed at www.biblegateway.com or download one of the many free apps available to use on a tablet. Please make sure that the boys use the **NIV translation** as this is the most easily comprehensible and widely used translation currently available and links with the version we use during lessons.

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.

History

Long Term Plan

| Year | Autumn | Spring | Summer |
|----------|---|--|---|
| 6 | <p style="text-align: center;">Medieval Period</p> <p>Norman Conquest to the reign of Henry II</p> | <p style="text-align: center;">Medieval Period</p> <p>Richard I and the Crusades to the Black Death</p> | <p style="text-align: center;">Medieval Period</p> <p>The Hundred Years' War to the Battle of Bosworth Field</p> |
| 7 | <p style="text-align: center;">Tudors</p> <p>Henry VII and Henry VIII</p> | <p style="text-align: center;">Tudors</p> <p>Edward VI and Mary I</p> | <p style="text-align: center;">Tudors and Stuarts</p> <p>Elizabeth I</p> |
| 8 | <p style="text-align: center;">Stuarts</p> <p>James I, Charles I and the Commonwealth</p> <p style="text-align: center;">Scholarship (Causation and Significance)</p> | <p style="text-align: center;">Stuarts</p> <p>The Restoration to the Jacobite Rebellions</p> <p style="text-align: center;">Scholarship (Causation and Significance)</p> | <p style="text-align: center;">Tudors and Stuarts Revision</p> <p style="text-align: center;">CE Exam</p> <p style="text-align: center;">Post-CE Project</p> <p style="text-align: center;">Scholarship Exams</p> |

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)
- *History for Common Entrance: The Making of the United Kingdom 1485-1750*, Bob Pace (2014)
- *So You Really Want to Learn History, Book 2: A Textbook for Key Stage 3 and Common Entrance*, N. R. R. Oulton (2008)

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.

Geography

In 2014, ISEB introduced a slight change to the Geography CE syllabus. All Upper School boys will be taught two new topics for their Common Entrance Examinations – Economic Activities and Environmental Issues have been replaced with Transport and Industry and Population and Settlement.

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|---|--|----------------------------------|
| 6 | Volcanoes and Earthquakes | Transport and Industry | Population and Settlement |
| 7 | Rivers and Coasts | Rivers and Coasts Weather and Climate | Weather and Climate Fieldwork |
| 8 | Location Knowledge Revision Coursework | Rivers and Coasts Map Skills/Global location/Revision | Revision |

The new syllabus has been produced in response to changes to the National Curriculum and feedback from schools. There is now a more even balance between physical and human geography and the section on location knowledge has been expanded and updated, taking into account what pupils are now expected to know by the end of Key Stage 2. The aim of the revised syllabus is to provide the very best foundation in geographic knowledge and skills for 11-13 year olds.

The Geography Common Entrance programme at Wetherby Preparatory School aims to encourage the 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 exam is comprised of three sections and made up of a total of 80 marks:

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

For example, in the June 2016 exam: Location Knowledge was worth 12 marks, OS Map work was worth 12 marks and the remaining 56 marks were for the thematic studies.

In Year 6 the boys start to study the five thematic Common Entrance topics. Location Knowledge and OS Map work are weaved into the curriculum throughout Years 6 to 8. Boys also complete a coursework element worth 20% of total Common Entrance marks. Data is collected during the field trip to Slapton in Devon in Year 7 and then projects are written up and completed back at school at the beginning of Year 8.

Resources

An invaluable resource for the Years 7 and 8 boys to have at home is the ISEB 13+ Revision Guide by Belinda Froud-Yannic (ISBN: 978-1-4718-2730-3). It has all the key terms and concepts we will be looking at and will be a very useful reference and revision guide.

Scholarship

Boys preparing for a scholarship paper will focus on how to approach the nature of scholarship questions and how to impress the examiner with the application of knowledge that is relevant to the question. This will ensure the boys feel fully confident and competent in their approach to the Geography aspect of their scholarship papers.



Art

Senior School Art allows boys to explore a variety of mediums: Drawing, Printing, Sculpture, and Painting. Every boy from Year 6-8 will have a piece of work displayed in the Wetherby Prep School Art Exhibition which takes place in the Summer Term.

Advanced Artists / Scholarship Set

Any boy in Year 7 who has a particular keen interest in Art and is showing great skill in the subject will be invited to join an 'Advanced Artists' group. This group is selected in the Spring Term and normally consists of Year 7 boys but in special circumstances Year 6 pupils may be invited to join. If a boy continues to progress, and is working to an exceptional level, a discussion will be had between the Head of Art and his parents as to whether or not an Art scholarship should be the next step for that particular child.

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|---|---|---|
| 6 | Christmas card design Step-by-step techniques on how to build up a landscape acrylic painting. Drawing – line, continuation, scale. <i>Artist link: Kurt Jackson</i> | Printing – block, reduction, mono printing. Design work, drawing <i>Artist link: Hundertwasser</i> | 3D wire and tissue paper constructions, large scale pastel work |

| Year | Autumn | Spring | Summer |
|------|--|---|--|
| 7 | <p>Christmas card design</p> <p>Surrealism – drawing, imagination, clay, painting.</p> <p>Christmas card</p> <p><i>Artist links: Dali</i></p> | <p>Observational drawing, Cubism, water colour painting, mixed media.</p> <p><i>Artist links: Picasso, Gris, Braque</i></p> | <p>3D Bird Project.</p> <p>Design work leading to sculpture using mixed media, cardboard, textiles and paint</p> |
| 8 | <p>Christmas card design</p> <p>Drawing and composition, lino cutting, reduction printing.</p> <p><i>Artist links: Andy Warhol and Hokusai</i></p> | <p>3D Project</p> <p>Group work</p> <p>Designing vehicles</p> <p>Electronics and woodwork</p> | <p>Branding and logos – acrylic painting.</p> <p>Screen Printing</p> <p>Artist link: Matisse</p> |

Digital Literacy (ICT)

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|---|---|--------------------------------------|
| 6 | E Safety Touch Typing BOFA | Spreadsheet (2) Digital Handling | Control Robotics |
| 7 | E Safety Touch Typing Python Coding | HTML Java | Website Creation Project Work (1) |
| 8 | E Safety Touch Typing Microbits | Business Enterprise Project work (2) | Project work (3) |

Boys are encouraged to use technology as a tool to learn in all aspects of the curriculum. Boys have one hour of ICT from Years 6 to 8 in which they are equipped with digital literacy skills. We have twenty, wired desktop PCs which are used for lessons and a bank of laptops and iPads which are available for students to access as required. Every classroom is equipped with an interactive whiteboard and laptop with the facility to print to any number of networked printers. Other facilities include scanners, digital cameras, video cameras and 3D printers.

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 a business enterprise element to project work in Year 8 where boys explore entrepreneurial ideas and opportunities

Teachers: Mr. D Bayes Years: 7, 8
 Mr. N Morrison Year: 6

Games

Long Term Plan

| Year | Autumn | Spring | Summer |
|----------|---|--|--|
| 6, 7 & 8 | Football – advanced skills & tactics, rules and regulations | Rugby – advanced skills & tactics, rules and regulations | Cricket – advanced skills & tactics, rules and regulations |

Physical Education

Long Term Plan

| Year | Autumn | Spring | Summer |
|-------|---|---|---|
| 6 | Progressive Skill Training – Table Tennis and Fitness | Progressive Skill Training – Table Tennis and Fitness | Progressive Skill Training – Table Tennis and Fitness |
| 7 & 8 | Progressive Skill Training – Fitness, Table Tennis and Rowing | Progressive Skill Training – Fitness, Table Tennis and Rowing | Progressive Skill Training – Fitness, Table Tennis and Rowing |

Games lessons take place at our new fantastic and much publicised sports facilities, the Wetherby Sports Grounds.

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.

Over the years Wetherby Preparatory School has grown to become a formidable opponent and we have a solid record of success against many local schools, including Westminster Under, Colet Court, Thomas', Rokeby, Arnold House and many more. 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.

All team lists will be posted on the Games notice board and will include opponent information, venue details and start/finish times. The details for match venues, including maps, can also be found on the school website in the 'Parents' Area' under 'Directions to Away Fixtures' or on the SOCS website.

Boys have two sessions for Games each week, each for 2.5 hours. The first and second teams have an additional hour of training on Fridays during Clubs time.

Additionally to Games lessons boys receive one P.E. lesson each week. P.E. sessions vary week to week, from fitness training in Hyde Park to cardio-vascular work in our Fitness Suite and Table Tennis skills. Year 7 and 8 boys are welcome to participate in time trials for our rowing team of 14 boys.

PSHEE – Personal, Social, Health and Economic Education

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|--------------------------------------|----------------------|-----------------------------------|
| 6 | Personal Development and Citizenship | Health and Lifestyle | Relationships and Diversity |
| 7 | Britain Today | Health and Lifestyle | Relationships |
| 8 | Diversity in Britain | Health and Wellbeing | Values, Citizenship and Economics |

Each boy in the Upper School has one half an hour lesson of PSHEE 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 PSHEE 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. A wide variety of different text books and online resources will be used throughout the year to support the learning of the boys.

Teachers

Year 6; Miss Taylor
Year 7; Miss Kirby
Year 8; Miss Baillieu

DRAMA

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|---|---|---|
| 6 | Intro to Drama Pantomime | Shakespeare | Educational Theatre Physical Theatre 1 |
| 7 | Intro to Drama Creating Stories 2 | Persuasive / Interventionist Theatre | Physical Theatre 2 Commedia dell'Arte |
| 8 | Intro to Drama Character Development | Directing Production Design | Film from scratch |

I am very excited to introduce the new subject of Drama to the school curriculum this year. 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 theatre and film using a variety of theatrical and creative methods. We will also integrate key social skills as well as topics from other subjects across the year 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 every week 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.